

|                   |   |                    |
|-------------------|---|--------------------|
| <b>Course ID:</b> | <b>Course Title:</b>                            | <b>Spring 2017</b> |
| CH 610            | <b>Alliance History and Thought<br/>Toronto</b> | <b>Credits: 3</b>  |

**MODULE FORMAT CLASS**

| Class Information         |                 | Instructor Information   |                     | Important Dates  |   |
|---------------------------|-----------------|--------------------------|---------------------|--|---|
| <b>Days:</b>              | Monday - Friday | <b>Instructor:</b>       | Ken Draper, PhD     | <b>First day of classes:</b>                           | 15 May 2017                                   |
| <b>Time:</b>              | 9 am -4 pm      | <b>Email:</b>            | kdraper@ambrose.edu | <b>Last day to add/drop, or<br/>change to audit:</b>   | End of the first day                          |
| <b>Room:</b>              |                 | <b>Phone:</b>            | 403-410-2916        | <b>Last day to request revised<br/>exam:</b>           | n/a   |
| <b>Lab/<br/>Tutorial:</b> |                 | <b>Office:</b>           | L 2085              | <b>Last day to withdraw from<br/>course:</b>           | 1 pm on the 4 <sup>th</sup> day<br>of classes |
|                           |                 | <b>Office<br/>Hours:</b> |                     | <b>Last day to apply for<br/>coursework extension:</b> | June 15, 2017                                 |
| <b>Final<br/>Exam:</b>    |                 |                          |                     | <b>Last day of classes:</b>                            |   |

**Course Description**

A survey of the origins of The Christian and Missionary Alliance movement in its social, cultural, and theological context, with emphasis on its historical continuities and changes, and evaluating Alliance “distinctives.”

**Further Course Information:**

This is a denominational history course. Its task is to orient lay people and people training for vocational ministry within the Alliance to the spiritual, theological and pastoral resources of our denominational heritage. To bring life to denominational history I have used the concept of "living tradition" as mode of both appropriating and critiquing this heritage.

When understood as a living tradition, Alliance history and thought is more than something to be read about in a textbook or studied for an exam. It is who we are, what we teach and preach, and how we live our commitments. We are Alliance because this tradition, expressed by Albert B. Simpson as the Fourfold Gospel, has continually witnessed to the fact that Christ's work has implications for us right now. It calls us to, and empowers us for holiness, it affirms God's interest in the physical as well as the spiritual and it points to the hope of our calling.

### Expected Learning Outcomes

1. Nurture theological depth & breadth: To know what you believe and why it matters  
Students will understand the theological, spiritual and pastoral approaches of the Christian and Missionary Alliance and its relations to the broader Christian tradition.
2. Cultivate a heart after God: To know God - Father, Son & Holy Spirit - and to love as God loves  
Students will engage with the spiritual resources of the Alliance tradition and explore the contribution of the tradition in inspiring a life of communion with God and love of neighbour.
3. Foster vocational clarity & effectiveness: To know who you are and what you are to do  
Students will evaluate the pastoral resources of the Alliance tradition as a source of empowerment to serve effectively in the place where their deep joy and the world's deep need meet.
4. Inspire redemptive action: To know God's mission and to live it fully  
Students will be invited to integrate the resources of the Alliance tradition into a life of ministry engaging whole-heartedly wherever God leads them.

### Textbooks

















#### Required

1. Kenneth L. Draper, "Readings in Alliance History and Thought," (Ambrose, 2009).
2. Lindsay Reynolds, *Rebirth: The Redevelopment of the Christian and Missionary Alliance in Canada*, (Willowdale: Christian and Missionary Alliance in Canada, 1992).
3. A.B. Simpson, *The Fourfold Gospel*, (Camp Hill [PA]: Christian Publications, 1984).

#### Books for Review Assignment

1. A.B. Simpson, *A Larger Christian Life*, (Camp Hill [PA]: Christian Publications, 1991).
2. A.W. Tozer, *The Pursuit of God*, (Camp Hill [PA]: Christian Publications, 1993).
3. Samuel Stoesz, *Sanctification: an Alliance Distinctive*, (Camp Hill [PA]: Christian Publications, 1991).
4. Gordon T. Smith, *On the Way: A Guide to Christian Spirituality*, (Regent Press, 2005).

## Course Schedule

|                |   | Related Reading  | Must read  |
|----------------|---|--|------------|
| Mon., May 15   |   |  |            |
| 9:00           | Introduction: A Living Tradition  |  Readings, Preface.                                     |            |
| 1:00           | A.B. Simpson: His life  |  Readings, 1.1 - 1.3                                    |            |
| 3:00           | Simpson: Spiritual crises and the origins of Alliance History and Thought |  Readings, 2.1 - 2.4                                    | 2.1-2.4    |
| Tues., May 16  |   |  |            |
| 9:00           | The Alliance and Nineteenth-Century Evangelicalism                        |  |            |
| 10:30          | The Founding of the Alliance  |  Readings, 4.1 - 4.3.                                   | 4.2-4.3    |
| 1:00           | The Work of the Early Alliance  |  Readings, 5.1 - 5.3.                                   | 5.2-5.3    |
| 3:00           | Simpson and Alliance Hymnody  |  Readings 3.1.  |            |
| Wed., May 17   |   |  |            |
| 9:00           | Missions and Missions Policy  |  Readings, 7.1 - 7.3.                                   | 7.1        |
| 10:30          | Developments in Alliance History  |  Readings 6.1 - 6.3                                     | 6.1-6.2    |
| 1:00           | Succession and Constitutional Change                                      |   |            |
| 3:00           | The Fourfold Gospel   |  <i>The Fourfold Gospel</i> , pp. 10-70; Readings, 8.1. | 8.1        |
| Thurs., May 18 |   |  |            |
| 9:00           | The Early Alliance View of Sanctification                                 |  Readings 9.1, 9.2, 9.4.                                |            |
| 10:30          | Developments in the Alliance View of Sanctification                       |  Readings 10.1, 10.3, 10.4.                             | 10.1, 10.3 |
| 1:00           | An Approach to Understanding the Progressive Nature of Sanctification     |  |            |
| 3:00           | Healing as an Alliance Distinctive  |  Readings 11.1 - 11.4.                                | 11.2, 11.3 |
| Fri., May 19   |   |  |            |
| 9:00           | A Contemporary Alliance View of Healing                                   |  Readings 12.1 - 12.3.                                |            |
| 10:30          | The Coming King   |  Readings 13.1 - 13.2, 14.1 - 14.2.                   | 13.2       |
| 1:00           | Toward a Doctrinal Statement  |  Readings 15.1 - 15.6.                                | 15.2       |
| 3:00           | Alliance History and Thought: Living a Tradition                          |  |            |

### Requirements:

1. Each student is expected to be prepared for and to participate in each class session. This is reflected in the proportion of the final mark assigned to participation. Students will be asked to present an informal summary to the class of one of the required readings.
2. A list of completed required reading will be submitted to the instructor.
3. Each student will write a critical book review which integrates a discussion of the four books listed above. Your review is to evaluate the degree to which 1) each book makes a contribution to Alliance thought and 2) together constitute a recognizable theological tradition. Your analysis will be significantly strengthened by reference to materials discussed in class and referenced in the

bibliography available in the “Resources” section of the Moodle site. The review should be between 2000 and 2500 words.

4. Lindsay Reynolds outlines the history of the Christian and Missionary Alliance in the twentieth century in *Rebirth*. Use the interpretive grid for Alliance history presented on the final day of class to critically analyse Reynold’s book. Assess the degree to which the tensions identified in the lecture are supported by the history of the Alliance in Canada and assess the degree to which this interpretive grid was helpful in identifying central themes in the narrative. This review should be between 1200 and 1500 words.
5. The research papers are meant to explore new areas of Alliance history. It is suggested that this paper focus on a local church history, either of the church you now attend or one you have been associated with in the past. Papers should be between 3500 and 4000 words and will involve primary research.
6. As an alternative to the local history paper, students may participate in the Alliance Oral History Project. This project seeks to collect, preserve and make accessible to researchers oral history interviews on topics relating to the Alliance in Canada. Students electing this assignment will conduct at least six hours of interview with at least two participants and submit a voice recording and transcript of each and a three to five page reflection paper. There will be three instructional seminars on oral history during the lunch hours Tuesday, Wednesday, and Thursday that are required for participation in the Alliance Oral History Project.

**Evaluation:**

|  |             |
|--|-------------|
| 1. Participation   | 10%         |
| 2. Reading report  | 10%         |
| 3. Critical book review  | 25%         |
| 4. Review of <i>Rebirth</i>  | 15%         |
| 5. Local church history research paper<br>or Alliance Oral History Project | 40%         |
|  | <hr/> <hr/> |
|  | 100%        |

**Due Dates**

All assignments are due **July 15, 2017**.

**Submission of Assignments:**

All assignments are to be submitted in MS Word format to the appropriate assignment drop in Moodle. Please name your files as follows: lastnamefirstnametitle

**Attendance:**

Students are expected to attend all class sessions.

### Grade Summary:

| Grade | Percentage | Grade Point | Description  |
|-------|------------|-------------|--|
| A+    | 90+        | 4.0         | Excellent: superior performance showing comprehensive understanding of subject matter. |
| A     | 85-90      | 4.0         |  |
| A-    | 80-85      | 3.7         |  |
| B+    | 77-79      | 3.3         | Good: clearly above-average performance with knowledge of subject matter complete.     |
| B     | 74-76      | 3.0         |  |
| B-    | 70-73      | 2.7         |  |
| C+    | 67-69      | 2.3         | Satisfactory: basic understanding of subject matter.                                   |
| C     | 64-66      | 2.0         |  |
| C-    | 60-63      | 1.7         |  |
| D+    | 56-59      | 1.3         | Poor: marginal performance.  |
| D     | 50-55      | 1.0         | Minimal pass.  |
| F     | 49 -       | 0           | Failure: unsatisfactory performance or failure to meet course requirements.            |

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

**Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.**

### Ambrose University Academic Policies:

#### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

#### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email

to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

#### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course,

or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.