

Course ID:	Course Title:	Winter 2024
CH 610 – 1	Alliance History and Thought	Prerequisite:
		Credits:

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Ken Draper, PhD	First Day of Class:	8 January 2024
Days:	Asynchronous	Email:	kdraper@ambrose.edu	Last Day to Add/Drop:	21 January 2024
Time:		Phone:	403-410-2000	Last Day to Withdraw:	28 March 2024
Room:		Office:	L2085	Last Day to Apply for Coursework Extension:	2 April 2024
Final Exam:	18 April 2024	Office Hours:	Send me an email	Last Day of Class:	12 April 2024

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A survey of the origins of The Alliance Canada movement in its social/cultural context. The continuities and changes are then traced historically as The Alliance Canada developed to the present. In this, an evaluation of Alliance “distinctives” will form a central theme.

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.

Required and Recommended Textbooks and Readings

Required (available online in electronic format)

1. Kenneth L. Draper, "Readings in Alliance History and Thought," (Ambrose, 2009).
2. Robert Niklaus, John Sawin and Samuel Stoesz, *All for Jesus*, (Camp Hill [PA]: Christian Publications, 1986).
3. AB Simpson, *The Fourfold Gospel*, (Camp Hill [PA]: Christian Publications, 1984).

Recommended

1. The resources on the [Alliance Studies Resources](http://online.ambrose.edu/alliancestudies) (online.ambrose.edu/alliancestudies) page. There is a lot of good material here and this page will serve as a continuing resource in your exploration of Alliance living tradition.
2. Lindsay Reynolds, *Rebirth: The Redevelopment of the Christian and Missionary Alliance in Canada*, (Willowdale: Christian and Missionary Alliance in Canada, 1992).

Course Schedule

Getting Started Module

January 8-12 – Introduction to the course and one another

Post an introduction and picture by January 9.

Interact with other members of your group and have one group member post consensus answers by January 12.

There is also an initial Position Paper to post on your current context by January 12, please read and comment on what others post.

Module 1 - AB Simpson and the Origins of Alliance Tradition - Virtual Classroom

January 15-26

January 15 – live lecture "Living Tradition"

Group work from January 15-18, post consensus answers by January 19.

Post your Position Paper by January 24, read and post a response to some of your colleagues by January 26.

Module 2 - The Founding and Work of the Early Alliance - Independent Study

January 29-February 2

January 29 – live lecture “Simpson and 19th Evangelicalism”

Module 3 - Developments in Alliance History - Virtual Classroom Module

February 5-16

Group work from February 5-8, post consensus answers by February 9.

Post your Position Paper by February 14, read and post a response to some of your colleagues by February 16.

Module 4 - The Fourfold Gospel and Simpson's Pastoral Theology - Independent Study

February 19-23

Module 5 - Sanctification - A Virtual Classroom Module

February 26-March 8

Begin your group discussion right away and post consensus answers by March 1.

Post your Position Paper by March 7, read and respond by March 8.

March 4 – live lecture “Progressive Nature of Sanctification”

Module 6 - Divine Healing - A Virtual Classroom Module

March 11-22

Group discussion March 11-14, post consensus answers by March 15.

Please post your Position Paper by March 21 and comment on March 22.

March 18 – live lecture “Discussion of Alliance Teaching on Healing”

Module 7 - The Coming King - An Independent Study Module

March 25-28

Module 8 - Living an Alliance Tradition - A Virtual Classroom Module

April 1-12

Group discussion April 1-4, post consensus answers by April 5.

Post your action plan by April 11. Make this as concrete as you can with specific actions that are expressions of Alliance Tradition. Comment on the plans others have posted by April 12.

April 8 – live lecture “Living Alliance Tradition”

Requirements:

1. Engagement in your own learning self-assessment

Each student is expected to be prepared for and to participate in "virtual" class discussions through Group Work and Position Paper postings. Responding to the comments and questions of your colleagues and offering your assessment of Position Papers will increase the value of the course for all participants. See the Self-evaluation rubric posted on Moodle for details on how this will be evaluated. Upload your completed rubric on **April 12**.

2. Position Paper Forums

A Position Paper is meant to be a carefully thought out and clearly written short essay which serves to summarize and yet take a position on the issues being addressed by the course. These are to be approximately 500 words and will be part of the dialogue component of the course. Specific questions to help you focus your paper will be provided in advance of the due date. Comments on the positions expressed by others are encouraged. The quality of your comments on the work of others also factors into the evaluation of this assignment.

3. Book Review Assignment

Each student will write a critical book review assessing three (3) books as listed under the Book Review Selections below.

Reviews are to evaluate the degree to which

1. each book makes a contribution to Alliance thought and
2. together constitute a recognizable theological tradition.

Reviews are to be 2000-2500 words and are **due February 16**.

Book Review Selections

You are to review three books in one book review. The idea is to compare the books according to the criteria above. In each case you will review a book by A.B. Simpson and compare it to the work of two more recent Alliance thinkers. Choose either the books on Sanctification or the books on Healing. Review the Simpson book and the books by recent authors with a view to finding an Alliance tradition on this issue.

Sanctification

A.B. Simpson, *Wholly Sanctified*, (Christian Publications, 1893). (available online)

and

Samuel Stoesz, *Sanctification: an Alliance Distinctive*, (Christian Publications, 1991). (available online)

and

Gordon T. Smith, *Called to Be Saints: An Invitation to Christian Maturity*, (InterVarsity Press, 2013). (available through Ambrose Bookstore)

Healing

A.B. Simpson, *The Lord for the Body*, (Christian Publications, 1925). (available online)

and

Richard Siple, *Understanding Divine Healing*, (Christian Publications, 1986). (available online)

and

David J. Smith, *How Can I Ask God for Physical Healing?* (Chosen Books, 2005). (Kindle edition available at Amazon)

4. Local Church History Research Paper

The research paper is meant to explore new areas of Alliance history. It is suggested that this focus on a local church history, either of the church you now attend or one you have been associated with in the past. Because this is an Alliance history class the church you write about must be an Alliance Church. Papers should be 3000-3500 words

Papers are due March 22. See instructions for writing a local history paper.

5. Final Exam

The **exam** is set for **April 18**. There will be two sections. Section one will require an essay focused on Alliance history. Section two will also require an essay dealing with some aspect of Alliance thought. In both sections there will be some choice.

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: **lastnamefirstname**

Evaluation:

1. Self-Assessment	Rubric due April 12	10%
2. Position Papers	see Assignments 5@5%	25%
3. Book Review	due February 16	15%
4. Local Church History Paper	due March 22	25%
5. Exam	April 18	25%

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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.

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

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be

considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

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.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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