



AMBROSE

CH 610-1 Alliance History and Thought (3)

Fall 2009

Instructor: B. Van De Walle, PhD

Contacting the Instructor

Study: L2075

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Class Times: T/Th 1:00 - 2:15 Class Location: A2131

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Course Objectives

1. Successful students will be able to explain selected historical themes affecting The Christian and Missionary Alliance from the late nineteenth century to the present.
2. Successful students will have an interpretive grid for analysing the history of The Christian and Missionary Alliance through its central continuities and changes.
3. Successful students will be able to identify the Alliance distinctives which have shaped its historical and doctrinal experience. Particular attention will be paid to sanctification, healing, eschatology, and missions.
4. Successful students will have a broadened understanding of the work of The Christian and Missionary Alliance in Canada and throughout the world.

Course Requirements

1. Consideration	10%
2. Critical book reviews	25%
3. Reading Response	30%
4. Exam	35%
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	100%

Textbooks

Required

1. Draper, Kenneth L. "Readings in Alliance History and Thought."
2. Simpson, Albert B. *The Fourfold Gospel*. Camp Hill: Christian Publications, 1984.
3. Van De Walle, Bernie A. *The Heart of the Gospel: A. B. Simpson, the Fourfold Gospel, and Late Nineteenth-Century Evangelicalism*. Eugene: Wipf & Stock, 2009.

Recommended

4. Niklaus, Robert L., John S. Sawin, Samuel J. Stoesz, *All for Jesus*. Camp Hill: Christian Publications, 1986.
5. Reynolds, Lindsay. *Footprints: The Beginnings of the Christian and Missionary Alliance in Canada*. Toronto: Christian and Missionary Alliance in Canada, 1982.
6. Reynolds, Lindsay. *Rebirth: The Redevelopment of the Christian and Missionary Alliance in Canada*. Toronto: Christian and Missionary Alliance in Canada, 1992.

Course Requirements

1. Consideration (10%)

The professor will define, regularly refer to, and implement the idea of a “living tradition” throughout this course. This assignment calls for the student to write a 1,250 word, double-spaced reflection on a particular family tradition of their own, describing this tradition and then identifying how this particular family tradition has, throughout the student’s lifetime, followed the idea of a living tradition—holding onto the central values and objectives of the tradition—while, at the same time, changing its forms and expressions to survive and to be relevant in the ever-changing world in which it continues to be practiced.

Due Date: October 6, 2009.

2. Critical Book Reviews (25%)

Each student will choose two of the categories of texts in the bibliography that follows later in this syllabus. Each will then prepare a critical book review that will focus on the central and supporting theses of two texts listed in that category, the authors’ arguments of support, and the student’s evaluation of the overall arguments. Finally, the student will compare and contrast the views of each other, noting both significant similarities and differences. Reviews are to be no longer than 2,250 words. Given the length and nature of this assignment, concision and precision will be necessary. (That is, two book reviews in each paper. Two papers for a total of four books.)

Due Date: October 20 and November 19, 2009.

3. Reading Response (30%)

The Heart of the Gospel places the theology of A. B. Simpson and the early Christian and Missionary Alliance within the spectrum of late nineteenth-century American Evangelical theology. The student will prepare a ten-page response to the reading of this text. The response must be composed of the following.

- a. **An Executive Summary:** The student will summarize the content of the assigned text in his/her own words and must avoid just indicating the topics. There should be NO personal commentary or any attempt to evaluate the content of the materials at this stage. The student will solely summarize what

the author has said. This section should include as many of the key concepts and ideas as possible and strive to be both comprehensive and intensive. It should be stylistically correct, coherent, and clear. The abstract should be no more than 1,000 words (double-spaced) in length.

- b. **Emerging Questions:** The student will record his/her own questions that have emerged from the reading. These questions should reflect a thorough, profound, and thoughtful interaction with the text. This section should include not only the questions but an identification of the reason(s) why the student is asking. Grading in this section will consider both the quality of the questions and the apparent depth of interaction with the text. This section should be no more than 750 words (double-spaced) in length.
- c. **Contemporary Challenges:** This text asserts that what is often identified contemporarily as “Evangelicalism” is not simply a continuation of the theology and practice of late nineteenth-century Evangelicalism. In no more than 750 words (double-spaced), the student will identify contemporary Evangelical doctrines and practices which are at odds with those of the late nineteenth century. In addition, the student will offer suggestions for how a critical reappropriation of late nineteenth-century theology or practice could help to revitalize contemporary Evangelical life.

Due Date: December 10, 2009.

4. Final Exam (35%)

The student will be examined on their ability to identify, explain, and synthesize the material covered in class lectures, discussions, and supplementary reading.

Exam Date: This exam will occur during “Finals Week” on a date and time to be determined by the Registrar’s office.

Course Grading

Letter Grade	Percentage
A+	90 and higher
A	85-90
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	55-59
D	50-54

General Information

All assignments are due **at the beginning of class** on the date designated. Late assignments will lose one-half letter grade per day (weekends included) up to one week. Work received more than one week late will not receive a passing grade though a reasonable effort must be submitted in order to receive a passing grade for the course.

- It is the responsibility of all students to become familiar with and adhere to published Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Academic Calendar.
- All students have received an e-mail account upon registration. It is the student's responsibility to check this account regularly as this will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions.
- It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar.
- Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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.
- The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty **18 September 2009**
- The last day to voluntarily withdraw from a course or change to audit without academic penalty **13 November 2009**
- 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." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."
- We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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 and the Student Handbook 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.
- Students are advised to retain this syllabus for their records.

**Proposed Class Schedule
(Changes to schedule will result in new handout)**

<u>Date</u>	<u>Topic</u>	<u>Reading Due</u>
Sept. 10	Introduction: A Living Tradition	
15	A. B. Simpson: Outline of his life and Vision for the C&MA Part I	
17	A. B. Simpson: Outline of his life and Vision for the C&MA Part II	📖 Van De Walle, Ch. 1
22	Simpson's Spiritual Crises and Alliance History and Thought	📖 Readings 1.1 - 1.3 📖 Readings 2.1 - 2.5.
24	The Alliance and Nineteenth-Century Evangelicalism	
29	The Founding of the Alliance	📖 Readings 4.1 - 4.3.
Oct. 1	The Work of the Early Alliance	📖 Readings 5.1 - 5.3.
6	Developments in Alliance History	📖 Readings 6.1 - 6.3.
8	The Alliance Enters the Twentieth Century	
13	Paul Rader and the Frontiers of Evangelical Ministry	
15	A Developing Alliance Theology of Mission	📖 Readings 7.1 - 7.3; Van De Walle, Ch. 2
20	The Alliance in Canada	
27	Simpson's Hymns	📖 Readings 3.1.
29	The Fourfold Gospel	📖 <i>The Fourfold Gospel</i> , pp. 1-18; Readings 8.1
Nov. 3	The Early Alliance View of Sanctification	📖 <i>The Fourfold Gospel</i> , pp. 19-32; Readings 9.1 - 9.4.
5	Developments in the Alliance View of Sanctification I	📖 Readings 10.1 - 10.3.
10	Developments in the Alliance View of Sanctification II	📖 Van De Walle, Ch. 3
17	The Early Alliance View of Healing	📖 <i>The Fourfold Gospel</i> , pp. 33-46; Readings 11.1 - 11.4.
19	Developments in the Alliance View of Healing	📖 Readings 12.1 - 12.2; Van De Walle, Ch. 4
24	The Coming King	📖 <i>The Fourfold Gospel</i> , pp. 47-64; Readings 13.1 - 13.2.
26	Developments in Alliance Eschatology	📖 Readings 14.1 - 14.3; Van De Walle, Ch. 5
Dec.1	Alliance Mission and <i>The Four "S" Venture</i>	
3	Toward a Doctrinal Statement	📖 Readings 15.1 - 15.6.
8	Continuity, Change, & Promise	📖 Reading 16.1 - 16.2
10	Semester Review	📖 Van De Walle, Ch. 6

Book Review Selections

Sanctification

- Pardington, George P. *Crisis of the Deeper Life*. Camp Hill: Christian Publications, 1991.
- Simpson, A. B. *The Gentle Love of the Holy Spirit*. Camp Hill: Christian Publications, 1986. (An updated edition of *Walking in the Spirit*.)
- _____. *A Larger Christian Life*. Camp Hill: Christian Publications, 1991.
- _____. *Wholly Sanctified*. Camp Hill: Christian Publications, 1991.
- McGraw, Gerald E. and George McPeck. *Empowered*. Camp Hill: Christian Publications, 2000.
- Stoesz, Samuel J. *Sanctification: An Alliance Perspective*. Camp Hill: Christian Publications, 1992.

Healing

- Simpson, A. B. *The Gospel of Healing*. Camp Hill: Christian Publications, 1994.
- _____. *The Lord for the Body*. Camp Hill: Christian Publications, 1996.
- Blue, Ken. *Authority to Heal*. Downers Grove: InterVarsity, 1987.
- Sipley, Richard. *Understanding Divine Healing*. Camp Hill: Christian Publications, 1990.

Missions

- Simpson, A. B. *Missionary Messages*. Camp Hill: Christian Publications, 1987.
- Niklaus, Robert K. *The World His Field: The Global Legacy of Louis L. King*. Camp Hill: Christian Publications, 2004.
- Krishnan, Sunder. *World Christians: Living on the Wavelength of the Great Commission*. Toronto: Welch, 1989.

Other

- Dorsett, Lyle W. *A Passion for God: The Spiritual Journey of A. W. Tozer*. Chicago: Moody, 2008.
- Evearitt, Daniel. *Body & Soul: Evangelism and the Social Concern of A. B. Simpson*. Camp Hill: Christian Publications, 1994.
- Nienkirchen, Charles. *A. B. Simpson and the Pentecostal Movement*. Peabody: Hendrickson, 1992.