



A M B R O S E

**CH 610 *Alliance History and Thought* (3)**

**May 30–June 3, 2011**

**Class Times: 8:30 a.m.–noon; 1:00–4:00 p.m.**

**Mountainview Alliance Church, Langley, BC**

**Instructor: Rev. Bernie Van De Walle, Ph.D.**

**Contacting the Instructor**

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**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.”

As a denominational history and theology course, its task is to orient people training for vocational ministry within The Christian and Missionary Alliance in Canada and interested lay people to the historical, spiritual, theological, and pastoral resources of the denominational heritage. To bring life to denominational history, the course employs a concept of “living tradition” as the mode of both appropriating and critiquing this heritage.

When understood as a living tradition, Alliance history and thought is meant to be more than something old and irrelevant to be read about in a textbook. The course is to inform an Alliance sense of identity, to ground teaching and worship, and to find its way into lived commitments. Alliance identity is shaped by a tradition, expressed by Albert B. Simpson as the Fourfold Gospel, which has continually witnessed to the fact that Christ’s work has present as well as future implications. It calls adherents to and empowers them for holiness, it affirms God’s interest in the physical as well as the spiritual, and it points forward to hope in the coming of Christ’s Kingdom.

## Course Objectives

1. Students will be able to explain selected historical themes affecting the Christian and Missionary Alliance from the late nineteenth century to the present.
2. Students will have an interpretive grid for analysing the history of the Christian and Missionary Alliance through its central continuities and changes.
3. 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. Students will have a broadened understanding of the work of The Christian and Missionary Alliance in Canada at home and throughout the world.

## Textbooks

### Required

Kenneth L. Draper, "Readings in Alliance History and Thought," (CBC/CTS, 2005).  
(Available online, free of charge, at <http://online.ambrose.edu/alliancestudies/>)

A. B. Simpson. *The Fourfold Gospel*. Camp Hill, PA: Christian Publications, 1984.  
(Available online, free of charge, at <http://online.ambrose.edu/alliancestudies/>)

Bernie A. Van De Walle, *The Heart of the Gospel: A. B. Simpson, the Fourfold Gospel, and Late Nineteenth-Century Evangelicalism*. Eugene, OR: Wipf & Stock, 2009.

\*\*For students who contact him no later than May 25, the professor is willing to bring copies for sale at his cost, \$25.

### Books for Review Assignment #1

Daniel J. Ewearitt, *Body and Soul: Evangelism and the Social Concern of A. B. Simpson*. Camp Hill, PA: Christian Publications, 1994.

Richard Gilbertson, *The Baptism of the Holy Spirit: The Views of A. B. Simpson and his Contemporaries*. Camp Hill, PA: Christian Publications, 1993.

David F. Hartzfeld and Charles Nienkirchen, eds. *The Birth of a Vision: Essays on the Ministry and Thought of Albert B. Simpson*. His Dominion Supplement no. 1. Beaverlodge, AB: Horizon House Publishers, 1986.

Gerald E. McGraw and George McPeck, *Empowered: Discovering the Dynamics of Holy Living*. Camp Hill, PA: Christian Publications, 2000.

Charles Nienkirchen, *A. B. Simpson and the Pentecostal Movement*. Reprint. Eugene, OR: Wipf & Stock, 2010.

Robert L. Niklaus, John S. Sawin, Samuel J. Stoesz, *All for Jesus*. Camp Hill, PA: Christian Publications, 1986.

Lindsay Reynolds. *Footprints: The Beginnings of the Christian and Missionary Alliance in Canada*. Toronto: The Christian and Missionary Alliance in Canada, 1982.

Lindsay Reynolds. *Rebirth: The Redevelopment of the Christian and Missionary Alliance in Canada*. Willowdale, ON: The Christian and Missionary Alliance in Canada, 1992.

Samuel J. Stoesz, *Sanctification: An Alliance Distinctive*. Camp Hill, PA: Christian Publications, 1992.

Drake Travis, *Christ, Our Healer Today: The Ministry of Healing in The Christian and Missionary Alliance*. Camp Hill, PA: Christian Publications, 1996.

### **Books for Review Assignment #2**

1. A. B. Simpson, *A Larger Christian Life*. Harrisburg, PA: Christian Publications, 1979. **AND**  
A. B. Simpson, *Christ in You: The Christ-Life and the Self-Life*. Harrisburg, PA: Christian Publications, 1997. **AND**  
Aiden W. Tozer, *The Pursuit of God*. Harrisburg, PA: Christian Publications, 1948.
2. A. B. Simpson, *Wholly Sanctified*. Camp Hill, PA: Christian Publications, 1991. **AND**  
George P. Pardington, *The Crisis of the Deeper Life*. Camp Hill, PA: Christian Publications, 1991. **AND**  
Gordon T. Smith, *On the Way: A Guide to Christian Spirituality*. Colorado Springs: NavPress, 2001.
3. A. B. Simpson, *The Gospel of Healing*. Revised Edition. Harrisburg, PA: Christian Publications, 1915. **AND**  
A. B. Simpson, *The Lord for the Body*. Camp Hill, PA: Christian Publications, 1996. **AND**  
Richard M. Siple, *Understanding Divine Healing*. Camp Hill, PA: Christian Publications, 1990.

(Some of the books by A. B. Simpson listed in this section above have appeared under different titles at different times. If the student is unsure whether a title matches the one intended above, it is strongly advised that he/she receive confirmation from the professor before proceeding. Many of the Simpson titles are available, free of charge, at <http://online.ambrose.edu/alliancestudies/>)

## Course Requirements

### Percentages

Assignment	Percentage
Class Preparation/Participation	15%
Book Review #1	20%
Book Review #2	30%
<i>The Heart of the Gospel</i>	<u>35%</u>
	100%

### Assignments

1. Each student is expected to be thoroughly prepared for and to actively participate in each class session. This is reflected in the percentage of the final mark assigned to participation. Students must be sure not only to have read the day's assigned reading and be prepared to enter into discussion on it, they must also bring their own copy of the Draper texts to all class sessions in the format they should so desire (hard or electronic copy). Students must attend and be engaged in all class sessions, in their entirety, in order to receive a passing grade for the course.

**\*\*Note\*\*** Given the intensive nature of this course, pagers and cell phones must be ***turned off*** while the class is in session.

2. Each student will write a critical book review which integrates a discussion of any two (2) of the books from those listed under **Books for Review Assignment #1** above. The review is to identify the key theses of the book and to identify what the student feels are the book's strengths and weaknesses. This review is to approximately 1,600 words.
3. The student will select two groups of texts from the three groups provided under the category, **Book for Review Assignments #2**, found above. After reading the texts, the student will write a combined review for each of the groups selected. (For a total of two combined reviews.) This review will focus on 1) the central and supporting theses of each text, 2) the points of agreement and disparity between them, and 3) the student's own perspective on the usefulness of each text. Each combined review is to be no longer than approximately 1,600 words, therefore, concision and precision will be necessary.
4. *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.

**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 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 four double-spaced pages in length.

**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 three double-spaced pages in length.

**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 three double-spaced pages, 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 Dates**

All assignments must be emailed no later than **August 15, 2011**.

### **Professor’s Policy on Time Extensions**

Time extensions to any or all assignments will only be considered in the event of physician-certified, prolonged chronic sickness or what the professor deems to be an unforeseen traumatic event in the life of the student. Ministry busy-ness or conflict (weddings, mission trips, vacations, etc.) will not be considered as adequate grounds for the consideration of an extension.

### **Professor’s Policy on Grade Privacy**

The professor is legally bound by both the privacy policies of Ambrose University College and by the privacy legislation of the province of Alberta. The professor realizes that many students enrolled in this course may need to report their successful completion of this course to their corresponding District Office. The various privacy policies and laws, however, do not allow the professor to disclose any student’s grades to any other party. Therefore, the student alone is

responsible to provide any and all verification of his/her successful completion of the course that his/her District may require. The professor cannot do so.

## 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
F	less than 50

## Important Notes

It is the responsibility of all students to become familiar with and adhere to academic policies as 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](mailto:privacy@Ambrose.edu).

Students may not turn in coursework for evaluation after the due date unless they have received a “Course Extension” from the Office of the Registrar. 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.

## Assignment Format

Written assignments should follow the format set out by the *Society of Biblical Literature*. (A concise form of key examples may be found, free of charge, at [www.ambrose.edu/files/Style-Guide.doc](http://www.ambrose.edu/files/Style-Guide.doc))

Please note the following additional criteria:

- All assignments may be submitted electronically and sent to [BVanDeWalle@Ambrose.edu](mailto:BVanDeWalle@Ambrose.edu).
- All assignments should have a title page containing all of the pertinent information.
- All assignments must be double-spaced in 12 point New Times Roman font, with 1.25 inch margins all around.
- All assignments must be submitted as Microsoft Word documents (.doc or .docx) only.
- File name submitted ***must*** begin with the student's surname.
  - (e. g. Hearn Book Review 1.doc)
- If requested by the student to do so, the professor will return a graded/edited copy of any electronic submissions to the email account from which they came.
- The student is advised, when they submit his/her work electronically, to request both a delivery and read receipt.

Students are advised to retain this syllabus for their records.

- **Proposed Class Schedule**

May 30	Introduction: A Living Tradition	
	A. B. Simpson: Outline of his life	
	Simpson's spiritual crises and Alliance History and Thought	📖 Readings 1.1 - 1.3 📖 Readings 2.1 - 2.5.
	The Alliance and Nineteenth-Century Evangelicalism	
May 31	The Founding of the Alliance	📖 Readings 4.1 - 4.3.
	The Work of the Early Alliance	📖 Readings 5.1 - 5.3.
	Developments in Alliance History	📖 Readings 6.1 - 6.3.
	The Alliance enters the Twentieth Century	
June 1	Alliance Missions & the Deeper Life	📖 Readings 7.1 - 7.3
	Simpson's Hymns	📖 Readings 3.1.
	The Fourfold Gospel	📖 <i>The Fourfold Gospel</i> , pp. 1-18; Readings 8.1
	The Early Alliance View of Sanctification	📖 <i>The Fourfold Gospel</i> , pp. 19-32; Readings 9.1 - 9.3.
June 2	Developments in the Alliance View of Sanctification I	📖 Readings 10.1 - 10.3.
	Developments in the Alliance View of Sanctification II	
	The Early Alliance View of Healing	📖 <i>The Fourfold Gospel</i> , pp. 33-46; Readings 11.1 - 11.4.
	Developments in the Alliance View of Healing I	📖 Readings 12.1, 12.2, 12.3
June 3	The Coming King	📖 <i>The Fourfold Gospel</i> , pp. 47-64; Readings 13.1, 13.2, 14.1 - 14.3
	Toward a Doctrinal Statement	📖 Readings 15.1 - 15.4.
	Continuity and change, charting the future	📖 Reading 16.1