

## **CH 610 Alliance History and Thought Spring Modules 2014**

**Instructor: Ken Draper, PhD**

### **Contacting the Instructor**

**Office: L2085**

**Class Times: April 28 – May 2, 2014**

Classes begin at 9:00 and finish at 4:00

**Email Address: [kdraper@ambrose.edu](mailto:kdraper@ambrose.edu)**

**Office Phone: 2916**

**Class Location:**

### **Course Description**

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

### **Explanation**

The task of this course is to orient people training for vocational ministry within the Alliance and interested lay people to the 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 and throughout the world.

## 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, *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).

## Class Schedule

		Related Reading	Must read
Mon., April 28			
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., April 29			
9:00	The Alliance and Nineteenth-Century Evangelicalism		
10:30	Simpson and Alliance Hymnody	 Readings 3.1.	
1:00	The Founding of the Alliance	 Readings, 4.1 - 4.3.	4.2-4.3
3:00	The Work of the Early Alliance	 Readings, 5.1 - 5.3.	
Wed., April 30			
9:00	Missions and Missions Policy	 Readings, 7.1 - 7.3.	7.1
10:30	Developments in Alliance History	 Readings 6.1 - 6.3	6.2
1:00	Succession and Constitutional Change	 Readings 6.1 - 6.3	
3:00	The Fourfold Gospel	 <i>The Fourfold Gospel</i> , pp. 10-70; Readings, 8.1.	8.1
Thurs., May 1			
9:00	The Early Alliance View of Sanctification	 Readings 9.1 - 9.4.	9.1, 9.2
10:30	Developments in the Alliance View of Sanctification	 Readings 10.1, 10.3, 10.4.	
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
Fri., May 2			
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.	
1:00	Toward a Doctrinal Statement	 Readings 15.1 - 15.4.	15.2
3:00	Alliance History and Thought: Living a Tradition		

## Course 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 which accompanies this syllabus. The review is to be no longer than 10 pages (approx. 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 interpretative grid was helpful in identifying central themes in the narrative. This review should be no longer than 5 pages (approx. 1250 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 will be approximately 15 pages (approx. 4,000 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.

### Due Dates

All assignments are due **July 15, 2014**.

### Course Grade

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 or Alliance Oral History Project	40%
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	100%

## General Information

*Inclusive language:* Ensure that all written work employs inclusive language. Recent changes in our use of language and social sensibilities require that words indicating the male sex but referring to the whole of humanity, such as “man” or “he”, be replaced by inclusive words such as “human” or “they”.

*Assignment format:* Written assignments should follow an acceptable format such as Turabian. Examples are found in the History Department Style Guide available on the website.

*Submission of Assignments:* Reading reports, book reviews and research papers are to be submitted using the “Dropbox” on the course website or emailed to

[kdraper@ambrose.edu](mailto:kdraper@ambrose.edu). If you do not have internet access mail to Ken Draper, Ambrose University College, 150 Ambrose Circle SW, Calgary, AB T3H 0L5.

*Academic Regulations:* The instructor will comply with all academic regulations as set out in the current College Calendar and Student Handbook. It is the responsibility of students to familiarize themselves with these.

## Important Details

*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).*

*Registration and payment in full is open up to the morning of the first day of class.*

*Students may **drop this class and receive a full refund** only prior to the second class session (i.e., **before 1 pm on the first day of class**). No tuition refund will be issued after this deadline.*

*Students may **voluntarily withdraw or change their registration from credit to audit**, without academic penalty, only prior to completing 70% of the course (i.e., **before 1 pm on the fourth day of class**). Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. ‘W’ grades are not included in grade point average calculations. A limit on the number of courses from which a student is permitted to withdraw may be imposed. 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.*

*Extensions to coursework within the spring/summer semester are at the discretion of the instructor. Students who cannot turn in coursework by the due date listed on the syllabus should contact the instructor at least two weeks prior to the due date. 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.*

*All registration changes must be made through the Registrar's Office by completing a Registration Revision Form. Forms are available in the Registrar's Office or on the website at [www.ambrose.edu/registrar](http://www.ambrose.edu/registrar).*

*Notification of grades will be mailed to all students shortly after they are received from the instructor.*

*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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.*

*Academic dishonesty is taken seriously at Ambrose University College 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 give credit 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 Ambrose. Students are expected to be familiar with the policy statements 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 and become part of the student's permanent record.*

#### **DISCLAIMER**

The instructor reserves the right to change all or part of this syllabus as he seeks to adjust to advances in the field, the particular dynamics of the class, or whatever is in the best interest of students.