

Course ID:	Course Title:	Spring 2022
CH 610	Alliance History and Thought	Prerequisite: One of the following: CH 501, TH 501, or TH 610. Prerequisites will be waived for students who are in a denominational credentialing process.
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Rev. Bernie A. Van De Walle, PhD	First Day of Class:	Mon April 24
Days:	Mon-Fri	Email:	ds@canadianmidwest.ca	Last day to Add/Drop,:	4 pm, Mon April 24
Time:	9:00 am - 4:00 pm	Phone:	(306)586-3549	Last day to Withdraw:	3 pm, Fri April 28
Site:	Horizon College and Seminary, Saskatoon, SK	Office:	N/A	Last Day to Apply for Coursework Extension:	4 pm, Fri April 28
		Office Hours:	N/A	Last day of classes:	Fri April 28

Course Description

A survey of the origins of The Christian and Missionary Alliance in its social, cultural, and theological contexts. The course also examines and evaluates various continuities and changes in C&MA thought and practice.

Expected Learning Outcomes

It is the aim of the course that students acquire the following:

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 analyzing 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 locally, nationally, and throughout the world.

Textbooks

- Kenneth L. Draper, "Readings in Alliance History and Thought," (Ambrose, 2009). (Available online, free of charge, on the course's Moodle site or from the professor)
- A. B. Simpson. *The Fourfold Gospel*. Camp Hill, PA: Christian Publications, 1984. (Available online, free of charge, on the course's Moodle site or from the professor)
- 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.

Course Schedule

(See Appendix 1)

Requirements:

N.B. All assignments for this course are automatically subjected to an originality analysis by Turnitin. For more information, see <http://turnitin.com>

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, to receive a passing grade for the course.*** Students, therefore, are strongly advised to make any arrangements to make possible this course requirement in advance of the start of the course. ***This requirement is not negotiable.***

*****Note***** Given the intensive nature of this course, cell phones must be ***turned off*** while the class is in session. Students will have the opportunity to check messages, etc., during coffee and lunch breaks.

2. After carefully reading, **4.2** and **4.3** in "Readings in Alliance History and Thought," the student will respond to the following questions:
 - What are the principal characteristics and objectives of ***The Christian Alliance*** as reflected in its Constitution? Which of these still characterize the Alliance today? Which do not?
 - What are the principal characteristics and objectives of ***The Evangelical Missionary Alliance*** as reflected in its Constitution? Which of these still characterize the Alliance today? Which do not?Each response should be approximately one page each—one in regard to The Christian Alliance and the other in regard to The Evangelical Missionary Alliance.

For this assignment, bullet points will suffice. Regarding the questions, "Which of these still characterize the Alliance today? Which do not?" students need not engage in research. Instead, they should feel free to speculate based on their own experience.

*****This assignment, and only this assignment, is due on the first day of class.***

Students should submit a copy to the Moodle site and, in addition, have a copy with them in class.

- 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** below. Each review is to identify the key theses of the book being considered, to provide an outline of its argument, and to identify what the student feels are the book's strengths and weaknesses. Each review is to be 750 words in length.

(To clarify: The student will read **two** separate books. The student will, then, prepare **two distinct reviews** for a grand total of 1,500 words. These two reviews, however, will be submitted as a single file to the Moodle site.)

- The student will select two (2) groups of texts from the three groups provided under the category, **Book for Review Assignments #2**, found below. After reading the texts, the student will write two combined reviews of the three texts. Each review which 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. The combined-review is to be no longer than a total of 1,250 words. Therefore, concision and precision will be necessary.

(To clarify: The student will read **two groups** for a total of six separate books. The student will, then, prepare **two** distinct combined reviews for a grand total of 2,500 words. These two combined reviews, however, will be submitted as a single file to the Moodle site.)

- 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 2,500-word 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 addressed. 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 1,000 words 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 750 words 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 750 words, the student will 1) identify contemporary Evangelical doctrines and practices which are at odds with those of the late nineteenth century and 2) offer suggestions for how a critical reappropriation of late nineteenth-century theology or practice could help to revitalize contemporary Evangelical life.

6. The **catchphrase** “*Christ-Centred, Spirit-Empowered, Mission-Focused*” has recently gained significant traction in The Christian and Missionary Alliance in Canada and is being used as a measure of denominational ethos and practice. Based on the course’s readings, lectures, and discussions, and in light of classic Alliance theology and practice, each student will provide a concise, yet comprehensive, exposition on what each of these phrases mean (or should mean) in the contemporary context. This assignment is not to exceed 750 words in length.

Due Date:

All assignments, unless noted otherwise, must be submitted to the course’s Moodle page no later than 8:30 a.m. on **July 17, 2023**.

Attendance:

(See Assignment #1 above.)

Grade Summary:

<u>Assignment</u>	<u>Percentage</u>
Class Preparation/Participation	10%
Reading Response (4.2 & 4.3)	5%
Book Review #1	15%
Book Review #2	25%
<i>The Heart of the Gospel</i>	30%
Catchphrase Exposition	<u>15%</u>
	100%

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive 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 matter	1.30
D		1.00
F	Failure: Failure to meet course requirements	0.00

<u>Letter Grade</u>	<u>Percentage</u>
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

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.

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

Submission of Assignments:

- All assignments must be submitted electronically to the course's Moodle page.
- All assignments should have a title page containing all the pertinent information.
- All assignments must be double-spaced in 12-point New Times Roman font, with either 1.0 or 1.25 inch margins all around.
- All assignments must be submitted as Microsoft Word documents (.doc or .docx) only.
- The professor will return a graded copy of electronic submissions to the Moodle site where the students can review them.
- Word count includes everything. (e.g. title page, footnotes, etc.)

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 Registrar 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 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 all verification of his/her successful completion of the course that his/her District may require. The professor cannot do so.

Books for Review Assignment #1

Ken Blue. *Authority to Heal*. Downers Grove: InterVarsity, 1987.

Lyle W. Dorsett, *A Passion for God: The Spiritual Journey of A. W. Tozer*. Chicago: Moody, 2008.

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.

Daryn Henry, *A. B. Simpson and the Making of Modern Evangelicalism*. Montreal and Kingston: McGill-Queen's, 2019.

Barbara Howe, *Forgotten Voices: Women in Ministry in The Christian and Missionary Alliance in Canada*.

Paul L. King. *Genuine Gold: The Cautiously Charismatic Story of the Early Christian and Missionary Alliance*. Tulsa: Word & Spirit, 2006.

Sunder Krishnan. *World Christians: Living on the Wavelength of the Great Commission*. Toronto: Welch, 1989.

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. (Available online, free of charge, on the course's Moodle site or from the professor.)

Van De Walle, Bernie A. *Rethinking Holiness: A Theological Introduction*. Grand Rapids: Baker, 2017.

Bernie A. Van De Walle, Benjamin Elliott, and Jenny-Lyn de Klerk, *Advancing the Vision*. Eugene, OR: Wipf & Stock, 2023.

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**, *Transforming Conversion: Rethinking the Language and Contours of Christian Initiation*. Grand Rapids: Baker, 2010.

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 they are considering matches the one intended above, it is strongly advised that he/she receive confirmation from the professor before proceeding. The titles marked with an asterisk (*) are available to students, free of charge, as .pdf files on the course's Moodle site.)

Proposed Class Schedule

April 24	Introduction: A Living Tradition	
	A. B. Simpson: Outline of His Life	📖 Readings 1.1 - 1.3 📖 Readings 2.1 - 2.5.
25	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	
26	Alliance Theology of Mission	📖 Readings 7.1 - 7.3
	Simpson's Hymns	📖 Readings 3.1
	The Fourfold Gospel	📖 <i>The Fourfold Gospel</i> , pp. 1–18; “Himself”*
	<i>Save Them!: The Life of Paul Rader, Christian Radio Pioneer</i>	
27	The Alliance View of Sanctification	📖 <i>The Fourfold Gospel</i> , pp. 19–32; Readings 9.1 - 9.3.
	Developments in the Alliance View of Sanctification	📖 Readings 10.1 - 10.3.
	The Alliance View of Healing	📖 <i>The Fourfold Gospel</i> , pp. 33–46; Readings 11.1 - 11.4.
	Developments in the Alliance View of Healing	📖 Readings 12.1, 12.2, 12.3
28	The Coming King	📖 <i>The Fourfold Gospel</i> , pp. 47–64
	The Coming King (cont'd)	📖 Readings 13.1, 13.2, 14.1 - 14.3
	Living a Fourfold Gospel	📖 Readings 15.1 - 15.4, 16.1

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.

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. 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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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