

# Alliance History and Thought

**On-line Group Study Course**

**January - April 2009**

Instructor: [Ken](#)

[Draper](#)



[Instructor's intro page](#)

<a href="#">Course Methodology</a>	<a href="#">Course Objectives</a>	<a href="#">Course Requirements</a>	<a href="#">Textbooks</a>	<a href="#">General Information</a>
<a href="#">Assignments</a>	<a href="#">Learning Modules</a>			

## Course Description

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.

## Course Methodology

The life in this "living tradition" depends on a dialogue of the past with the present and assumes an critical commitment to the denominational values being explored. Thus the course is designed to include a high degree of dialogue among students, the instructor and the course material. This dialogue will be facilitated by the recent technological marvels of email and the World Wide Web. We will cover Alliance History and Thought together in eight modules over four months.

Five modules have been styled as "virtual classroom" modules because they require participation in discussion among students and with the instructor on important issues.

Dates have been established to keep these discussions focused to benefit as much as possible from the questions and insights of others. Four of these will conclude with each student posting a "Position Paper" summarizing and interacting with the themes of module. The final module requires an "Action Plan" to be posted outlining some ways the material of the course can be integrated into your life and ministry.

The other three modules are styled "Independent study" modules and use a more traditional distance education method.

## 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.

## Course Requirements

<a href="#">Participation</a>			10%
<a href="#">Position Papers</a>	see Assignments	5@5%	25%
<a href="#">Book Review</a>	due February 13		15%
<a href="#">Local Church History Paper</a>	due April 3		25%
<a href="#">Exam</a>	April 22		25%

## Textbooks

The required textbooks are available online in electronic formats. The Simpson and Niklaus *et al* books may be available in hard copy through a local church library. There are many versions of the Fourfold Gospel available and any one will work. "Readings in Alliance History and Thought" is available in paper copy from the Ambrose bookstore..

## Required

1. Kenneth L. Draper, "[Readings in Alliance History and Thought](#)," (Ambrose, 2007).
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](#) 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, *Footprints: The Beginnings of the Christian and Missionary Alliance in Canada*, (Toronto: Christian and Missionary Alliance in Canada, 1982).
3. Lindsay Reynolds, *Rebirth: The Redevelopment of the Christian and Missionary Alliance in Canada*, (Willowdale: Christian and Missionary Alliance in Canada, 1992).

It is also recommended students purchase the books they choose to review (see [Book Review Selections](#)).

## 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 the format set out in Turabian, *A Manual for Writers*, or any other widely recognized and consistently applied academic referencing format. If you need a quick guide to Turabian you can refer to the Ambrose [History Program Style Guide](#).

*Submitting Assignments:* Assignments in this course should be submitted electronically using the dropbox tool that is part of the electronic classroom. The preferred file format is MS Word. If this is not possible, choose the RTF option available on most major word processors. If all else fails, an assignment may be submitted as a text file.

*Academic Regulations:* The instructor will comply with all academic regulations as set out in the current [Calendar](#). It is the responsibility of students to familiarize themselves

with these.

## Assignments

Each student is expected to be prepared for and to *participate* in "virtual" class discussions. Responding to questions raised in the lectures, 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 and will form the basis for your participation mark.

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 500-700 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. Discussion on the issues is encouraged before the Papers are posted. Comments on the positions expressed by others are also encouraged. Your comments on the work of others also factors into the evaluation of this assignment.

Each student will write a critical *book review*. Books for review are in [the list provided](#).

- For undergraduate credit each review will assess **two** books
- For seminary credit each review will assess **three** books

Choose your books for review from one of the four subject areas designated. It is recommended that at least one of the books be from an early author and the other by a more recent author. This does not apply if you chose the "Contemporary Alliance Scholarship" category.

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 1200-1500 words and are **due February 13, 2009**.

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.

- For undergraduate credit papers will be 2000-2500 words,
- For seminary credits papers will be 3000-3500 words and involve significant primary research.

**Papers are due April 3, 2009.** [See instructions for writing a local history paper.](#)

The *exam* is set for **April 22, 2009**. 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.

### Important Notes (the small print)

- 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).
- The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty: 16 January 2009.
- The last day to voluntarily withdraw from a course or change to audit without academic penalty: 13 March 2009.
- Final Exam Period: 20-24 April 2009. Note: DO NOT schedule travel for the final examination period until the release of the final version of the exam schedule. There will be no rescheduling of final exams by the instructor; as the academic calendar reads, "Travel plans will not be considered an appropriate reason to request a revised final examination."
- 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.
- The following grading system will be used for this course. A student's final grade in a course is recorded as a letter grade on the student's permanent record of marks. Each letter grade has a corresponding grade point value which is used to determine the number of quality points earned by the student for a given course. Quality points are used to compute the student's grade point average.

<i>Grade</i>	<i>Grade Point</i>	<i>Description</i>
A+	4.0	Excellent: superior performance showing comprehensive understanding of subject matter.
A	4.0	
A-	3.7	
B+	3.3	Good: clearly above-average performance with knowledge of subject matter complete.
B	3.0	
B-	2.7	
C+	2.3	Satisfactory: basic understanding of subject matter.
C	2.0	
C-	1.7	
D+	1.3	Poor: marginal performance.
D	1.0	Minimal pass.
F	0	Failure: unsatisfactory performance or failure to meet course requirements.

- All sources used in written assignments must be listed in a bibliography. All quotations and paraphrases from published material must be annotated by means of footnotes or endnotes. The history department employs the

“Turabian” format. Please see the History Department Style Guide for details. As stated above, there will be no toleration of plagiarism: the unattributed copying and presentation of another person's thoughts, writings and discoveries from another source—including purchased essay—as your own. This includes close paraphrasing—changing a few words from the sources. Plagiarism or cheating leads to disciplinary action such as failure in the course and/or dismissal from the University College.

- The Instructor reserves the right to change elements of this syllabus if external circumstances necessitate alterations or if the interests of the students are better served by altering course components.

Students are advised to retain this syllabus for their records.

Course Content:

© Kenneth L. Draper, 1997-2009

Course design and layout:

© Ambrose University College, 2001-09