

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2024</b>
<b>CH 610 - 2</b>	<b>Alliance History and Thought</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Ken Draper, PhD	<b>First Day of Class:</b>	May 6, 2024
<b>Days:</b>	Monday - Friday	<b>Email:</b>	kdraper@ambrose.edu	<b>Last Day to Add/Drop:</b>	End of the First Day of Class
<b>Time:</b>	9:00 am-4:00 pm	<b>Phone:</b>	403-410-2916	<b>Last Day to Withdraw:</b>	End of the Last Day of Class
<b>Room:</b>		<b>Office:</b>	L 2085	<b>Last Day to Apply for Coursework Extension:</b>	June 30, 2024
		<b>Office Hours:</b>	Send me an email	<b>Last Day of Class:</b>	May 10, 2024

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### 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.

### Further Course Information:

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.

### Expected Learning Outcomes

1. Nurture theological depth & breadth: To know what you believe and why it matters  
Students will understand the theological, spiritual and pastoral approaches of the Christian and Missionary Alliance and its relations to the broader Christian tradition.
2. Cultivate a heart after God: To know God - Father, Son & Holy Spirit - and to love as God loves  
Students will engage with the spiritual resources of the Alliance tradition and explore the contribution of the tradition in inspiring a life of communion with God and love of neighbour.
3. Foster vocational clarity & effectiveness: To know who you are and what you are to do  
Students will evaluate the pastoral resources of the Alliance tradition as a source of empowerment to serve effectively in the place where their deep joy and the world's deep need meet.
4. Inspire redemptive action: To know God's mission and to live it fully  
Students will be invited to integrate the resources of the Alliance tradition into a life of ministry engaging whole-heartedly wherever God leads them.

### Required and Recommended Textbooks and Readings

















#### 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, *A 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, *Called to Be Saints: An Invitation to Christian Maturity*, (InterVarsity Press, 2013).

## Course Schedule

		Related Required Reading	Before class
Mon., May 6			
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., May 7			
9:00	The Alliance and 19 <sup>th</sup> -Century Evangelicalism		
10:30	The Founding of the Alliance	 Readings, 4.1 - 4.3.	4.2-4.3
1:00	The Work of the Early Alliance	 Readings, 5.1 - 5.3.	5.2-5.3
3:00	Simpson and Alliance Hymnody	 Readings 3.1.	
Wed., May 8			
9:00	Missions and Missions Policy	 Readings, 7.1 - 7.3.	7.1
10:30	Developments in Alliance History		
1:00	Succession and Constitutional Change	 Readings 6.1 - 6.3	6.1-6.2
3:00	The Fourfold Gospel	 <i>The Fourfold Gospel</i> , Readings, 8.1.	
Thurs., May 9			
9:00	The Early Alliance View of Sanctification	 Readings 9.1, 9.2, 9.4.	
10:30	Developments in the Alliance View of Sanctification	 Readings 10.1, 10.3, 10.4.	10.3
1:00	An Approach to Understanding the Progressive Nature of Sanctification		
3:00	Healing as an Alliance Distinctive	 Readings 11.1 - 11.4.	11.1-11.3
Fri., May 10			
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 - 15.6.	15.2
3:00	Alliance History and Thought: Living a Tradition		

### 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 available in the "Resources" section of the Moodle site. The review should be between 2000 and 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 between 1200 and 1500 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 should be between 3500 and 4000 words and will involve primary research.

**Evaluation:**

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	40%

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100%

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**Due Dates**

All assignments are due **July 15, 2024**.

**Submission of Assignments:**

All assignments are to be submitted in **MS Word format** to the appropriate assignment drop in Moodle.

Please name your files as follows: **lastnamefirstname**title

**Accessing grades**

You can access an unofficial transcript from the Ambrose Student Portal. To do this you will need your Ambrose username and password.

**Attendance:**

Students are expected to attend all class sessions.

## Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete 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	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

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.

## Ambrose University Important Policies & Procedures:

### 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.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the

Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### 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.

## Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

## Privacy

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](mailto:privacy@ambrose.edu).

## Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are

required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### 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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/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](https://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.