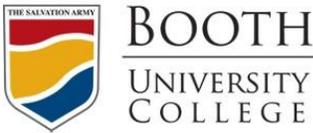


*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Semester, Year</b>	Spring/Summer, 2025
<b>Course Title</b>	<b>AGENTS OF CHANGE IN THE SALVATION ARMY</b>
<b>Course Code</b>	<b>SALV 0501 1A</b>
<b>Date</b>	From May 5, 2025 To August 8, 2025
<b>Delivery Format</b>	ASYNCHRONOUS ONLINE
<b>Class information</b>	The course is web-based asynchronous with no fixed class time.
<b>Instructor Contact Information</b>	<b>Jennifer Hein, PhD</b> Email: Jennifer_Hein@Boothuc.ca
	
<b>Office Hours</b>	By email appointment only.
<b>Course Materials</b>	Access course material at <b>Booth College’s LMS Populi</b> (check your Tyndale email a few days before the course starts or contact the instructor directly) or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course explores the lives of a number of Salvationists from the nineteenth century to the present, focusing on their shared concern for social justice. Particular consideration is given to their impact on the developing social consciousness of the Salvation Army, the broader church, and our society in general. Implications for contemporary and future engagement in social issues are discussed.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify key themes of social concern within the Salvation Army and how they have developed during its history through the lives of individual Salvationists

2. Examine how the Wesleyan theology of the Salvation Army influenced its social mission
3. Demonstrate awareness of contextual factors that shaped the social mission of the Salvation Army
4. Explain how the evangelical mission of the Salvation Army resulted in Salvationists pioneering solutions to social justice issues
5. Critically examine a particular aspect of Salvation Army social welfare work
6. Identify areas of challenge and opportunity for contemporary and future engagement in social issues

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Garipey, Henry. *The International History of The Salvation Army*. Grand Rapids: William B. Eerdmans Publishing Company, 2009. ISBN 978-0-8028-4841-3.

**This is a one volume overview of the history of The Salvation Army and a useful addition to the library of anyone interested in this topic, as well as a resource for assignments.**

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Additional required reading will be available on the course website.

Students in this course are expected to use not only Tyndale's Horsey Library, but also the **Fairbank Memorial Library (Booth University College)**. The Horsey Library has a larger collection of online databases and eBooks, while the Fairbank has a large collection of physical books about the Salvation Army.

For research help, please contact your librarians at [Tyndale](#) or at [Booth](#).

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## C. ASSIGNMENTS AND GRADING

### 1. Weekly Forum Participation: 25% of final grade.

Active forum participation is critical to the learning experience of each student and is particularly important in an online course, as it provides an opportunity to reflect on the course content and engage in discussion of the issues with fellow students. The instructor uses forum participation to ensure that students understand course content, including concepts and ideas. The forum participation grade will be based both on the completion of posts and the quality of their content.

Students are expected to complete assigned weekly readings as early as possible each week. This is essential for quality participation in weekly discussion forums and activities. An introduction to the weekly theme is provided in the topic outline on the course website.

Each week, students will participate in the online forum in the following ways:

- a) post responses to the topic, using the given questions to frame the responses;
- b) post any questions of clarification regarding readings or other materials;
- c) where possible, respond to the posts of at least 2 other students.

As the body of the course concerns specific areas of social concern, students are encouraged to submit examples from their own experience, local Salvation Army endeavours, private reading and/or corps/church history.

Students must respond to at least 8 of the 12 topics. Responses should average 250-300 words. Students do not have to answer every question, and they may have different reflections which arise from the readings.

It is important that students post as early and as often as possible each week. Weekly postings must be completed no later than Friday at 11:55 PM (Eastern Time), but the forum will remain open for a further week, so that students may respond to other postings. On Saturday or Sunday, the instructor will provide the class with a summary of the conversation, identifying where there is room for growth or new learning opportunities. The instructor will respond to individual student posts on a discretionary basis. The primary points of evaluation will be based on evidence that students have read the required readings and carefully completed the required posts.

This assignment is related to Outcomes 1-6.

### 2. Case Study: Due on July 6 11:55 PM (Central Time); 30% of final grade.

Students are expected to write and submit a historical survey of the social justice issues in their area. It should cover (where relevant) the historical, present and potential future needs of the area, any changes in social, political or religious expectations, programs that

have been run, the rationale behind them and how successful they were in addressing issues, key people who have been involved in provision of services, cooperation with other churches or organizations, and suggestions for the future. The size of the area is dependent upon available resources and the student's interest but may be as small as a single corps or as large as a country. The survey should not merely describe but should critically evaluate the points outlined above.

Students may draw upon readings, corps history, newspaper reports, ephemeral such as brochures and positional statements, as well as their own library research. Please make note of Research Ethics (section F) when evaluating current programs.

The case study should be 8 pages in length. The primary points of evaluation will be based on the details, clarity, and a demonstration of awareness of the issues of the survey.

This assignment is related to Outcomes 1-6.

### **3. Research Paper: Due on April 13, 2025 at 11:55 PM (Central Time); 45% of final grade.**

The final paper will analyze an aspect of the course in more detail. The topic may be:

- a) A biographical account of a Salvationist involved in a historical social justice issue. This will include their background, spiritual and other motivations, activities, successes and challenges, lasting effects of their work, and influence upon others.
- b) An outline of The Salvation Army's involvement in a particular issue. This may be taken from the course topics or ones which has not so far been covered, for example ecology, finances or lobbying for systemic change. It will cover the breadth of historical involvement, key participants, doctrinal basis, challenges, successes, and possible future direction.
- c) Another topic which is negotiated with the course instructor.

The paper must draw upon both course content and no fewer than 5 additional scholarly sources.

Papers must not merely describe the details of the chosen topic or review class material but must also offer a critical analysis. It should include an identifiable thesis statement along with supporting argumentation. The analysis is to be presented in a way that is original, thoughtful, organized, and intelligible. Any unanswered questions should be highlighted as they may lead to areas of further exploration. Good papers are also persuasive to the reader and grammatically correct.

The paper should be in the range of 12-15 pages in length. The primary points of evaluation will be based on understanding the complexities of the issue under analysis, clarity of the argument and depth of engagement with relevant sources.

This assignment is related to Outcomes 1-6.

## D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Forum Participation	25 %
Biographical Study	30 %
Research Paper	45 %
<b>Total Grade</b>	<b>100 %</b>

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Reading	Assignment
1 – May 5	Wesleyan Theological Basis	Brendlinger, <i>Social Justice through the Eyes of Wesley</i> : 129-146. Edgar, <i>From Practical Divinity to Public Theology</i> : 30-39. Marquardt, <i>John Wesley’s Social Ethics</i> : 30-34. Noakes & Roberts, <i>The Influence of Wesleyan Sources and Theology</i> : 112-128. Shepherd, <i>Mercy Immense and Free</i> : 17-27. Stone, <i>John Wesley’s Life &amp; Ethics</i> : 208-218, 226-228. Wesley, <i>Sermon 98: On Visiting the Sick</i> .	
2 – May 12	In Darkest England and the Way Out	Booth, <i>In Darkest England and the Way Out</i> : 17-23 & 241-245. (In newer editions this is Part I, chapter II and Part II, Chapter VII, Section 1.) Eason & Green, <i>Boundless Salvation</i> : 1-12. Green, <i>The Life and Ministry of William Booth</i> : 166-181. Green, <i>War on Two Fronts</i> : 88-95. Hein, <i>Booth’s Vision</i> : 53-59. Hill, <i>Out of Darkest England</i> : 83-105.	
3 – May 19	Meeting Immediate Needs	Bradwell, <i>Fight the Good Fight</i> : 130-139. Fairbank, <i>Booth’s Boots</i> : 1-9. Garipey, <i>The International History of The Salvation Army</i> : 118- 131. Larsson, <i>Addressing the Issues</i> : 131-135. Moyles, <i>Come Join Our Army</i> : 199-129. Sandall, <i>History of The Salvation Army Vol. III</i> : 120-131. Satterlee, <i>Determined to Conquer</i> : 67-79. Todd, <i>My Calling</i> : 9-15. Walters, <i>Community Development</i> : 155-159.	
4 – May 26	Homeless Shelters/Alc ohol programs	Coutts, <i>No Discharge in this War</i> : 113-122. Eliassen, <i>The Shining Image of the Southern Cross</i> : 122-132. Gallet, <i>Leadership in Church-Related Welfare Services</i> : 103-111. Gittins, Barry. <i>Two Wings, One Heart</i> . 4, 6, 8, 21-24, 27. Sandall, <i>History of The Salvation Army Vol. III</i> : 105-119, 188-190. Watson, <i>A Hundred Years’ War</i> : 121-128, 160-169.	
5 – Jun 2	Children	Blackwell, <i>The Open Door</i> : 129-140. Edge, <i>Limited Welcome</i> : 47-54. Fairbank, <i>Booth’s Boots</i> : 67-72.	

		Green, <i>Getting Things Done</i> : 50-57. Krommenhoek, <i>Youth</i> : 23-26. Livermore, <i>Youth Work and Mission</i> : 151-167. Millar, <i>Frozen Identity</i> : 71-78. Watson, <i>A Hundred Years' War</i> : 241-257. Wiggins, <i>The History of The Salvation Army Vol IV</i> : 340-352.	
6 – Jun 9	Prisons	Gauntlett & Strickland, <i>Challenging Evil</i> : 55-67. Henderson, <i>An Angel in the Court</i> : 207-223. Hilton, <i>George Walker of China</i> : 43-46. Hull, <i>That Peculiar Body</i> : 1-13. Sandall, <i>History of The Salvation Army Vol.III</i> : 3-10. Satterlee, <i>Determined to Conquer</i> : 101-114. Wishart, <i>Horry</i> : 30-43.	
7 – Jun 16	Immigration	Fairbank, <i>Booth's Boots</i> : 157-183. Hein, <i>Abominable Yahoos</i> : 214-226. McGiffiord, <i>Samira's Story</i> : 83-90. Murdoch, <i>Soldiers of the Cross</i> : 137-155. Sandall, <i>History of The Salvation Army Vol.III</i> : 154-158. Schemp, <i>Daily Life at Fort Amity</i> : 132-149.	
8 - Jun 23	Reading Week	No Requirements	
9 – Jun 30	Human Trafficking/ Prostitution	Clifton, <i>Human Trafficking</i> : 115-118. Duncan, <i>Here Is My Hand</i> : 15-28. Gariepy, <i>The International History of The Salvation Army</i> : 39-49. Gauntlett & Strickland, <i>Challenging Evil</i> : 51-54. Hull, <i>That Peculiar Body</i> : 35-46. Moyles, <i>Exploring Salvation Army History</i> : 59-66. Sandall, <i>History of The Salvation Army Vol.III</i> : 191-200. Walker, <i>Pulling the Devil's Kingdom Down</i> : 163-174.	<i>Case Study due: July 6</i>
10 – Jul 7	Hospitals	Brook, <i>More Than Eyes Can See</i> : 41-50. Gariepy, <i>The International History of The Salvation Army</i> : 155-158, 216-218. Hentzschel & Hentzschel, <i>A Way Out</i> : 150-165. Sandall, <i>History of The Salvation Army Vol.III</i> : 165-171, 279-281. Watson, <i>A Hundred Years' War</i> : 199-213. Williams, <i>An Army Needs an Ambulance Corps</i> : 23-46.	
11 – Jul 14	War Work	Bradwell, <i>Fight the Good Fight</i> : 100-109. Carpenter, <i>A Man of Peace</i> : 234-244. Coutts, <i>The Battle and the Breeze</i> : 5-9. Gariepy, <i>The International History of The Salvation Army</i> , 138-139, 143-144. Hull, <i>Salvos with the Forces</i> : 132-138. McAllister, <i>The Doughnut Sweethearts</i> : i-iv, 36-42. Reynaud, <i>The Man the ANZACS Revered</i> : 95-130.	
12 – Jul 21	Disaster relief	Eliassen, <i>The Shining Image of the Southern Cross</i> : 73-81. Gariepy, <i>The International History of The Salvation Army</i> : 189-207.	<i>Course Evaluation</i>

		Sandall, <i>History of The Salvation Army Vol.III</i> : 253-262. Satterlee, <i>Determined to Conquer</i> : 225-239. Woodland, <i>Picking Up the Pieces</i> : 154-185.	
13 – Jul 28	Discrimination/Final Thoughts	<u>Discrimination</u> Eason, <i>Desperate Fighting at the Cape</i> : 265-284. Green, <i>Getting Things Done</i> : 65-70. Hein, <i>Equality in a Multi-Racial Church</i> : 25-31. Maye, <i>Soldiers of Uncommon Valor</i> : 108-117. Strickland, <i>The Married Women’s Ghetto RANT</i> : 5-10. Walker, <i>A Carnival of Equality</i> : 60-82. <u>Final Thoughts</u> Gaither, <i>Mission Must Matter</i> : 1-5. Strickland, <i>Social Justice</i> : 125-129.	<i>Final Paper due: 8 August</i>

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

### Bibliographic information for required readings:

Blackwell, Miriam. *The Open Door: The Salvation Army Re-entry into Russia*. London: The Salvation Army, 2004.

Booth, William. *In Darkest England and the Way Out*. London: The Salvation Army, 1890.

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Carpenter, Stella. *A Man of Peace in a World at War: The Story of General George L. Carpenter*. Nambour: Privately published, 1993.

Clifton, Helen. “Human Trafficking” In Henry Garipey & Stephen Court. *Hallmarks of the Salvation Army*. Melbourne: Salvo Publishing, 2009: 115-118.

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- Fairbank, Jenty. *Booth's Boots: Social Service in The Salvation Army*. London: The Salvation Army, 1983.
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- Gallet, Wilma. "Leadership in Church-Related Welfare Services: What Do You Do More?" *Thought Matters* 3 (2013): 103-111.
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- Green, Wendy. *Getting Things Done: Eva Burrows A Biography*. Basingstoke: Marshall Pickering, 1988.
- Hein, Jennifer. "Booth's Vision: A Historical-Theological Perspective". *Thought Matters* 2 (2012): 53-59.
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- Hein, Jennifer. "Equality in a Multi-racial Church: The Experience of The Salvation Army and Indigenous Converts in 19th-Century Goolwa, South Australia". *Australian Journal of Mission Studies* 9/2 (December 2015): 25-31.
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- Hentzschel, Garth & Hentzschel, Rachel. "A Way Out – 'The Travelling Hospital': Its Inception. Implementation and Possible Future" in *Darkness and Deliverance: 125 Years of the Darkest England Scheme*. (ed.) Matthew Seaman. Nambour: Chaordic Creative, 2016: 150-165.
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## VI. GENERAL REQUIREMENTS FOR ALL COURSES

### A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### B. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

#### **Grading Rubric**

Please consult the rubric provided for each individual assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

#### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an

assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](http://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

### **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the

[Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

## **E. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

## **F. LIBRARY RESOURCES**

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

## **G. GRADING SYSTEM & SCALE**

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).