


“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.”

Course	THE SALVATION ARMY AND ETHICAL ISSUES SALV 0503 1A
Date, Time, and Delivery Format	JANUARY 13 – APRIL 22, 2025 (follow Booth UC’s schedule) ASYNCHRONOUS ONLINE
Instructor	AIMEE PATTERSON, PhD Email: Aimee.Patterson@salvationarmy.ca , APatterson@tyndale.ca
	
Class Information	The course is web-based asynchronous with no fixed class time. Office Hours: By appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course considers the various ways The Salvation Army has identified and approached ethical issues in the past. It also addresses a number of contemporary ethics topics that are of particular relevance to Salvation Army spiritual and social ministry today.

II. LEARNING OUTCOMES

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

1. Identify major ethical theories and critically examine their impact on the character and practices of the people who make up The Salvation Army.
2. Understand how the resources of the Wesleyan Quadrilateral are used in Salvation Army ethical reflection and application.

3. Reflect on The Salvation Army's mission, vision, values statements, positional statements, policies, regulations, covenants, and behavioural standards, also offering critical ethical reviews of them.
4. Demonstrate awareness of the contextual factors, particular but not limited to the Canada and Bermuda Territory, that shape ethics application in The Salvation Army.
5. Identify areas of challenge and opportunity for ethical development and practice in Salvation Army structures and culture and in the people who make up The Salvation Army.
6. Engage in ethical analyses of practical ethical cases in the context of Salvation Army ministry.
7. Create and maintain a safe and welcoming environment for online discussions of important and sensitive ethical issues.
8. Effectively access and use relevant resources (electronic and otherwise) for the purposes of completing readings and assignments.

III. COURSE REQUIREMENTS

A. REQUIRED AND RECOMMENDED READING

For purchase:

Clifton, Shaw. *Selected Writings*. Vol. 1, 1974–1999 and Vol. 2, 2000–2010. London: Salvation Books, 2010. ISBN 978-0-85412-831-0 and 978-0-85412-832-7

Available on the course site:

Booth, Catherine Mumford. *Female Ministry; or, Woman's Right to Preach the Gospel*. London: Morgan and Chase, 1859.

----- "Strong Drink versus Christianity." In *Papers on Practical Religion*, 4th ed., 33–50. London: International Headquarters, 1891.

Booth, William. *The Training of Children; or, How to Make the Children into Saints and Soldiers of Jesus Christ*, 2nd ed., 52–72, 201–203, and 204–208. Salem, OH: Schmul Publishers, 1976.

----- *Letters to Salvationists on Love, Marriage, and Home*. Vol. 2 of *Religion for Every Day*, 117–139 and 145–151. Atlanta, GA: Salvation Army Supplies, 1987.

Boulton, Wayne G., Thomas D. Kennedy, and Allen Verhey. "An Introduction to Christian Ethics." In *From Christ to the World: Introductory Readings in Christian Ethics*, edited by

- Wayne G. Boulton, Thomas D. Kennedy, and Allen Verhey, 1–11. Grand Rapids, MI: W.B. Eerdmans, 1994.
- Burke, Donald E. “Salvation for Both Worlds: Toward a Biblical and Wesleyan Social Theology.” *Word and Deed* 27, no. 2 (May 2024): 5–20.
- “The Scandal of the Salvationist Mind.” *Word and Deed* 7, no. 2 (May 2005): 41– 59.
- Cairns, Matt. “Onward Christian Pacifist Soldiers.” In *Living as People of Hope in a Time of Despair: A Christian Response to Evil and Suffering*, edited by David Janssen and Christina Tyson. Vol. 5 of *Thought Matters*, 119–25 and 155. Australia: Salvation Army Tri-Territorial Theological Forum, 2016.
- Clifton, Shaw. “Conclusions.” In *Crown of Glory, Crown of Thorns: The Salvation Army in Wartime*, 467–509. London: Salvation Books, 2015.
- “‘Salvationist’ Ethics?” In *Strong Doctrine, Strong Mercy: A Salvationist Looks at Some Major Moral Questions of the Late 20th Century*, 94–101. London: International Headquarters of the Salvation Army, 1985.
- Doern, Kristin G. “Salvation Army.” In Vol. 2, *Alcohol and Temperance in Modern History: An International Encyclopedia*, 542–43. Santa Barbara, CA: ABC CLIO, 2003.
- Dunning, H. Ray. “The Need for a Theological Ethic.” In *Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective*, 17–26 and 139–41. Downers Grove, IL: InterVarsity Press, 1998.
- Eason, Andrew M. “Public and Domestic Service: The Experiences of Female Officers.” In *Women in God’s Army: Gender and Equality in the Early Salvation Army*, 119–52 and 199–213. Waterloo, ON: Wilfrid Laurier University Press, 2003.
- Eason, Andrew M., and Roger J. Green, eds. “Holiness.” In *Boundless Salvation: The Shorter Writings of William Booth*, 72–105. New York: Peter Lang, 2012.
- Green, Roger J. “Providential Meeting: William Booth and Catherine Mumford.” In *The Life and Ministry of William Booth: Founder of the Salvation Army*, 37–50 and 241–43. Nashville, TN: Abingdon Press, 2005.
- “Why Social Holiness?” In *Love Divine—Excelling in Love: The Salvation Army’s Place in the Wesleyan Holiness Tradition*, Vol. 5 of *Windows of Opportunity* edited by Mal Davies, 31–49 and 82–86. Wellington, NZ: Salvation Army Australia Southern Territory and New Zealand, Fiji and Tonga Territory, 2011.

- Harris, Ray. "Atonement: Holiness as the Cross-Shaped Life." In *Convictions Matter: The Function of Salvation Army Doctrines*, 89–106. Toronto: Salvation Army, Canada and Bermuda Territory, 2014.
- Hattersley, Roy. "Forward with the Crowd." In *Blood and Fire: William and Catherine Booth and Their Salvation Army*, 30–53 and 445–46. New York: Doubleday, 2000.
- Hauerwas, Stanley. "The Moral Authority of Scripture." In *From Christ to the World: Introductory Readings in Christian Ethics*, edited by Wayne G. Boulton, Thomas D. Kennedy, and Allen Verhey, 33–50. Grand Rapids, MI: W.B. Eerdmans, 1994.
- Hill, Harold. "Putney Debates of a New Model Army." In *Leadership in the Salvation Army: A Case Study in Clericalisation*, 129–38. Milton Keynes: Paternoster, 2006.
- Irwin, Malcolm. *A Contest of Spirits*, edited by Social Policy and Parliamentary Unit. The Salvation Army New Zealand, Fiji and Tonga Territory, nd.
<http://www.salvationarmy.org.nz/uploads/Contest-of-Spirits.pdf>.
- Kitching, Jane. "Making an Open Road to Officership for Our Own Children." In *The Salvation Army and the Children: An Anthology of Selected Articles by Various Authors on the Place of Children in the Salvation Army's Ministry*, edited by John D. Waldron, 29–38. New York: Salvation Army Literary Dept, 1985.
- Larsson, John. "Salvationist Theology and Ethics for the New Millennium." *Word and Deed* 24, no. 1 (Fall 2001): 9–24.
- Maddox, Randy L. "Grace and Response—The Nature of Human Salvation." In *Responsible Grace: John Wesley's Practical Theology*, 141–56 and 323–330. Nashville, TN: Kingswood Books, 1994.
- Merritt, John G. *Historical Dictionary of The Salvation Army*. Lanham, MD: Scarecrow Press, 2006.
- Munn, Janet. "Summary and Reflections." In *Theory and Practice of Gender Equality in The Salvation Army*, 81–93. Ashland, OH: Gracednotes Ministries, 2015.
- Munn, Richard. "Alcohol in Society." In Vol. 1 of *Salvationist Ethics in a Complex World*, 5–20. The Salvation Army USA Eastern Territory, 2019.
- Murdoch, Norman H. *Origins of the Salvation Army*. Knoxville: University of Tennessee Press, 1994.
- Needham, Philip D. "The Theology: The Healing Gospel." In *Health, Healing and Wholeness: Salvationist Perspectives*, edited by Graham Calvert, 25–42 and 188. London: Salvation Army International Headquarters, 1997.

- O'Brien Machado, Casey. "The Salvationist and Terrorism." In *Living as People of Hope in a Time of Despair: A Christian Response to Evil and Suffering*, edited by David Janssen and Christina Tyson, Vol. 5 of *Thought Matters*, 109–17 and 154–55. Australia: Salvation Army Tri-Territorial Theological Forum, 2016.
- Pallant, Dean. "Power: Economy and Commerce—Faithfully Present in the World." In *To Be Like Jesus: Christian Ethics for a 21st-Century Salvation Army*, 97–111. London: Salvation Books, 2019.
- . "A Soteriological Orientation for Health Ministry." In *Keeping Faith in Faith-Based Organizations: A Practical Theology of Salvation Army Health Ministry*, 125–53. Eugene, OR: Wipf & Stock, 2012.
- . "Talking About Human Sexuality—An Introduction." In *To Be Like Jesus: Christian Ethics for a 21st-Century Salvation Army*, 141–150. London: Salvation Books, 2019.
- Peddle, Brian. "Have We Got It Wrong?" *The Officer* (January–February 2019): 4–6.
- Rader, Paul. "Intercultural Ministry: The Army Perspective." In *Vision Splendid: Intercultural Mission and The Salvation Army*, edited by Mal Davies, Vol. 6 of *Windows of Opportunity*, 29–39 and 82. Wellington, NZ: Salvation Army Australia Southern Territory and New Zealand, Fiji and Tonga Territory, 2012.
- Read, James E. "Socio-Political Holiness in the World." *Word and Deed* 13, no. 2 (May 2011): 19–37.
- Roberts, Graham. "Power in the Church." In *Power—Use and Abuse: Exploring the Issue of "Power" in the Church and in The Salvation Army*, edited by Jan Cairns, Vol. 4 of *Windows of Opportunity*, 37–46 and 69. Wellington, NZ: Salvation Army Australia Southern Territory and New Zealand, Fiji and Tonga Territory, 2010.
- Shakespeare, Karen. "Fulfilling the Great Commission: Social Justice." *Word and Deed* 12, no. 2 (May 2010): 3–20.
- . "Living with Difference: What Is Good Disagreement?" *Salvationist UK* (January 2023). <https://www.salvationist.org.uk/articles/living-difference>.
- Social Issues Committee. "The Perspective of The Salvation Army on Human Dignity." The Salvation Army Canada and Bermuda Territory, 2016. <http://salvationist.ca/2016/11/territory-adopts-statement-on-human-dignity>.
- Stone, Ronald H. "Ethics." In *John Wesley's Life and Ethics*, 208–28 and 240–41. Nashville, TN: Abingdon Press, 2001.

- The Salvation Army. *Building Deeper Relationships using Faith-Based Facilitation*. London: The Salvation Army International Headquarters: 2010. <https://www.salvationarmy.org/fbf>.
- The Salvation Army. "The Salvation Army International Positional Statements." London: The Salvation Army International Headquarters, nd. <https://www.salvationarmy.org/isjc/ips>.
- The Salvation Army. *Salvation Army Handbook of Doctrine*. London: Salvation Books, 2010. https://s3.amazonaws.com/cache.salvationarmy.org/26defc89-e794-4e5a-a567-0793f3742430_English+Handbook+of+Doctrine+web.pdf.
- The Salvation Army Canada and Bermuda Territory. "Core Values Toolkit." *Salvationist*, nd. <https://salvationist.ca/mission-vision-and-values/resources/core-values-toolkit>.
- The Salvation Army Canada and Bermuda Territory. "Mission, Vision, and Values." *Salvationist*, nd. <https://salvationist.ca/mission-vision-and-values>.
- The Salvation Army Canada and Bermuda Territory. "Position Statements of The Salvation Army Canada and Bermuda Territory." Unpublished. 2019.
- The Salvation Army Ethics Centre. "Framework for Ethical Decision-Making." 2024. <https://salvationist.ca/ethics-centre/resources/toolkit-for-ethical-decision-making>.
- Tolen, Rachel J. "Colonizing and Transforming the Criminal Tribesman: The Salvation Army in British India." In *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, edited by Jennifer Terry and Jacqueline Urla, 78–108. Bloomington, IN: Indiana University Press, 1995.
- Tuck, Trevor. "Human Dignity in an Oppressive World." Conference paper, *International Theology and Ethics Symposium*. Winnipeg, MB, 2001.
- Van Gaalen-Prentice, Yasmin. "Contemporary Expressions of 'In Darkest England Thinking.'" In *Darkness and Deliverance: 125 Years of the Darkest England Scheme*, edited by Matthew Seaman, 273–310 and 414–15. Nambour, Queensland: Chaordic Creative, 2016.
- Williams, Harry. *An Army Needs an Ambulance Corps: A History of the Salvation Army's Medical Services*, 165–193. Alexandria, VA: Crest Books, Salvation Army National Publications, 2009.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Students in this course are expected to use both Tyndale's [Horsey Library](#) and Booth University College's [Fairbank Memorial Library](#).

The Horsey Library has a large collection of online databases and ebooks. It supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#). The Fairbank Memorial Library has a larger collection of physical books and

ebooks about The Salvation Army, along with a [Salvation Army Research Guide](#). The Fairbank Memorial Library will [ship or scan items](#) for pickup at the Horsey Library.

Students can also contact [Horsey Library](#) or [Fairbank Memorial Library](#) for research help.

Tyndale recommends 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. 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.

D. ASSIGNMENTS AND GRADING

The course site will feature a forum where your questions about the following assignments can be addressed by the instructor.

1. Weekly Forum Participation

36% of final grade ($12 \times 3\% = 36\%$)

Due each Monday and Thursday at 11:30 PM (Eastern Time)

Purpose

This assignment contributes to all the learning outcomes listed above.

Each week, the course site features a topical forum. This assignment helps the instructor identify how well you understand the concepts and ideas contained in course content. But the primary benefit is yours. Active participation in all weekly forums is crucial to your learning experience. Ethics is a subject that requires critical thinking nurtured in community. By engaging with your student colleagues, you can sharpen your own understanding and contribute to the understanding of others.

Practice

In advance of each week, the instructor will provide audio lecture slides that review the

weekly topic and orient you to primary concepts and ideas in the readings. The lecture slides conclude with three questions for the weekly forum.

Each week, you are responsible to participate in the weekly forum in two ways:

1. **Primary Post – Mondays, due Monday at 11:30 PM (Eastern Time)**
Post an original response to each of the three questions. Offer 150–200 words per question. Your post must demonstrate familiarity with the week’s required readings and lecture. It must also include evidence of critical thinking. For instance, raise further questions, name related issues, or provide an example of how the topic applies to your context.
2. **Secondary Posts – Mondays to Thursdays, due Thursday at 11:30 PM (Eastern Time)**
Respond to the primary posts of at least three other students. Each secondary post should be no more than 150 words. It should include an affirmation (i.e., something you appreciate about the student’s primary post) and one thoughtful idea or question for reflection. You are free to engage in further conversation provided the content remains on topic and demonstrates mutual respect.

Each week, post as early and as often as possible. Post in full paragraph form rather than bulleted lists or incomplete sentences.

Evaluation

Posting ends on Thursday at 11:30 PM (Eastern Time). On the following Monday, the instructor will provide you a grade and comments that identify where there is room for growth and/or new learning opportunities. The instructor may also respond to posts throughout the week.

Each week, you earn 3% of 36% if you fulfill the posting requirements above. You will incur penalties if one or more of the following occurs:

- Failure to complete a primary post: 3% out of 3%
- Failure to respond to a question in your primary post: 1% per question out of 3%
- Failure to complete three secondary posts: 2% out of 3%

Note: If fewer than three other students post on Monday, you will not be penalized.

2. Case Study:

24% of final grade

Due on February 24 at 11:30 PM (Eastern Time)

Purpose

This assignment contributes to learning outcomes 3, 4, 5, 6, and 8.

Examining and responding to practical ethical issues is part of our daily lives. This assignment encourages you to apply what you have learned in the course to a practical ethical situation.

Practice

The instructor will provide you with a unique case by the end of Week 3. Additional information, including a Framework for Ethical Decision-Making, will be available on the course site at the beginning of the course.

You are responsible to submit a case study that includes the following:

1. Case Description

Offer a brief, original, and accurate description of the case. Do not cut and paste text from the provided case. Highlight its most salient aspects.

2. Ethical Analysis

Clearly outline the course of action you have chosen and how you came to this decision. Explain why you think this is the most appropriate response to the case, comparing it to any other courses of action you considered. Note any information about the case you think is unclear or missing, particularly if it is important to your analysis. Your analysis should also include:

- a. how the Framework for Ethical Decision-Making helped or hindered your analysis;
- b. reference to one or more relevant course readings; and
- c. reference to any relevant Salvation Army values, positional statements, policies, etc.

Your case study must be approximately 1,500 words in length, exclusive of footnotes and bibliography. You are free to write from a first-person point of view. Otherwise, your writing style must be formal, clearly expressed, and in paragraph form. It must also be free of stylistic and grammatical errors. Format your paper as a Microsoft Word document using double-spacing, a standard 12 pt. font, page numbers, and standard margins. Include footnotes and a bibliography formatted according to the *Chicago Manual of Style*. Also, include your last name in the file name.

Submit your case study through the course site.

Evaluation

Late Submissions: If you submit your case study between February 25 and February 27, you will receive a deduction of 5% of 24% per day. Submissions after February 27 will not be accepted.

Case Description	<ul style="list-style-type: none"> • case description is brief, original, and accurate • salient aspects of the case are identified 	10%
Ethical Analysis	<ul style="list-style-type: none"> • all requirements for the analysis are met • there is evidence that the Framework for Ethical Decision-Making has been used • references are made to one or more course readings • references are made to any relevant Salvation Army values, positional statements, policies, etc. 	10%
Clarity and Writing Style	<ul style="list-style-type: none"> • formatting requirements are met • minimal stylistic errors do not affect clarity of writing • length is approx. 1,500 words 	4%
TOTAL		24%

3. Analysis Paper Proposal

10% of final grade

Due on March 14 at 11:30 PM (Eastern Time); Revision due on March 24 at 11:30 PM (Eastern Time)

Purpose

This assignment contributes to learning outcomes 1, 2, 3, 4, 5, 6, and 8.

This assignment asks you to produce a formal proposal for your analysis paper. It will help guide your research, ensuring that your topic and thesis are feasible according to the allotted research and writing time and the length of the paper. While this assignment is worth only 10% of your final grade, having this proposal approved by the instructor makes it likely that your analysis paper will receive a higher grade. For more information about what your analysis paper must include, please see the assignment description (below).

Practice

Your proposal must include the following components: your chosen topic, a thesis statement, and an outline of a supporting argument. Finally, it must include a brief annotated bibliography that identifies two to four resources and explains why they will help you in making your supporting argument.

Topic: A topic is the issue or subject that you intend to address. A list of possible topics is available on the course site, although you are free to choose a different topic.

Thesis Statement: A thesis statement is the primary claim you make about your topic.

Supporting Argument: A supporting argument backs up your thesis statement. It is both well-researched and well-organized. It provides strong evidence presented in a way that is original and intelligible. It illustrates ideas through examples. Good supporting arguments also address one or two perspectives that challenge the thesis, explaining why the thesis remains defensible. Good arguments also point to areas for further research and analysis. Finally, they are persuasive to the reader.

Consider the following example.

Topic: The Salvation Army and creation care

Thesis: Salvationists are morally responsible to care for God's creation and live in a sustainable manner.

Supporting Argument:

- a. Human-caused environmental degradation is causing the depletion of biodiversity and natural resources. This is argued by a number of scientists....
- b. Christian sources support creation care. The Bible teaches that we should all care for God's creation.... The Salvation Army also takes a strong position on caring for the environment....
- c. Some Christians say that creation care should be set aside in favour of caring for vulnerable people. However, a healthy natural environment is necessary for the wellbeing of vulnerable people today and in the future....

Annotated Bibliography:

1. The Salvation Army. "The Salvation Army International Positional Statement: Caring for the Environment." London: The Salvation Army International Headquarters, 2021.
This statement contributes to the following ideas....
2.

Your proposal must be approximately 800 words in length. Your writing style must be formal and clearly expressed, using complete sentences. It must also be free of stylistic and grammatical errors. Format your paper as a Microsoft Word document using double-spacing, a standard 12 pt. font, page numbers, and standard margins. Your annotated bibliography should be formatted according to the *Chicago Manual of Style*. Also, include your last name in the file name.

Submit your proposal through the course site.

Evaluation

Note: Analysis Paper Revision

It may be the case that your analysis paper proposal requires revision. For instance, the argument may not be sufficiently rigorous. Or the topic may be too complex for the

allotted research and writing time or the length of the paper. Should the instructor return your analysis paper proposal for revision, you must resubmit no later than March 24 at 11:30 pm (Eastern Time). You will incur no penalty if your revision is submitted on time and meets the requirements below. Any late submissions or revisions will not be accepted.

Topic and Thesis	<ul style="list-style-type: none"> clearly stated feasible given the allotted research and writing time and the length of the paper 	2%
Supporting Argument	<ul style="list-style-type: none"> original, intelligible, and clearly related to the thesis feasible given the allotted research and writing time and the length of the paper 	4%
Annotated Bibliography and Writing Style	<p>Annotated bibliography</p> <ul style="list-style-type: none"> two or more resources are included annotations are clearly related to the thesis and supporting argument <p>Writing style</p> <ul style="list-style-type: none"> formatting requirements are met minimal stylistic errors do not affect clarity of writing length is approx. 800 words 	4%
TOTAL		10%

4. Analysis Paper

30% of final grade

Due on April 14 at 11:30 PM (Eastern Time)

Purpose

This assignment contributes to learning outcomes 1, 2, 3, 4, 5, 6, and 8.

Your analysis paper will demonstrate critical engagement with an ethical issue in the context of a Salvation Army setting. It will identify and respond to the complexities of that issue. You are encouraged to choose a topic that interests you and one that you can continue to explore in the future. A list of possible topics will be available on the course site, although you are free to choose a different topic.

Practice

Your analysis must include an identifiable thesis statement along with a clearly structured supporting argument. In justifying your ethical conclusion, your analysis must be accurate, original, organized, and intelligible. When crafting your analysis, consider the following:

- a. A full understanding of the complexity of an issue requires addressing various ethical perspectives and/or conclusions, especially those with which you disagree.
- b. After arriving at a conclusion, you may be left with unanswered questions or areas of further exploration. If so, identify them.
- c. Not all ethical issues can be resolved in a fully satisfying manner. If this is the case, offer robust justification as to why the issue remains unresolved and problematic.
- d. Be judicious in the space you give to quotations. As much as possible, put the ideas of others in your own words. This demonstrates your understanding of the resources you draw on.
- e. Good papers do not merely provide facts and ideas. They are persuasive to the reader.

Your analysis paper must be approximately 4,500 to 5,000 words in length, exclusive of footnotes and bibliography. Draw on at least two course readings and five or more additional scholarly resources. You are free to write from a first-person point of view. Otherwise, your writing style must be formal, clearly expressed, and in paragraph form. It must also be free of stylistic and grammatical errors. Format your paper as a Microsoft Word document using double-spacing, a standard 12 pt. font, page numbers, and standard margins. Include footnotes and a bibliography formatted according to the *Chicago Manual of Style*. Also, include your last name in the file name.

Submit your analysis paper through the course site.

Evaluation

Late Submissions: If you submit your analysis paper between April 15 and April 17, you will receive a deduction of 5% of 30% per day. Submissions after April 17 will not be accepted.

Analysis	<ul style="list-style-type: none"> • thesis statement is identifiable and clearly stated • supporting argument is original, organized, intelligible, robust, and clearly relates to the thesis • supporting argument outlines and responds to alternative ethical perspectives and/or conclusions • supporting argument identifies any unanswered questions and/or areas of further exploration 	20%
Research	<ul style="list-style-type: none"> • reference is made to two or more course readings • reference is made to five or more additional scholarly sources • citations and quotations make clear contributions to the argument 	5%

	<ul style="list-style-type: none"> lengthy quotations are minimal 	
Clarity and Writing Style	<ul style="list-style-type: none"> formatting requirements are met minimal stylistic errors do not affect clarity of writing length is between 4,500 and 5,000 words 	5%
TOTAL		30%

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Weekly Forum Participation	36%
Case Study	24%
Analysis Paper Proposal	10%
Analysis Paper	30%
Total Grade	100%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

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.

Students are encouraged to consult [Writing Services](#) and other [tip sheets](#).

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.

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 (aa@tyndale.ca) before proceeding.

H. 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.

I. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A. Theological and Ethical Foundations

Dates	Topics and Assignments	Readings
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Week 1 January 13 – 17	Introduction to Christian Ethics	Required: Boulton et al., “An Introduction to Christian Ethics” Hauerwas, “The Moral Authority of Scripture” The Salvation Army Ethics Centre, “Framework for Ethical Decision Making”
Week 2 January 20 – 24	Wesleyan Connections	Required: Dunning, “The Need for a Theological Ethic” Maddox, “Grace and Response—The Nature of Human Salvation” <i>The Salvation Army Handbook of Doctrine</i> , xiii–23 Recommended: Stone, “Ethics”

B. Ethical Issues and Application

Dates	Topics and Assignments	Readings
Week 3 January 27 – 31	Salvation Army Ethics	Required: Clifton, <i>Selected Writings 1</i> : 1–12; 41–83 Clifton, <i>Selected Writings 2</i> : 1–27; 121–126; 127–131; 179–182 Eason and Green, “Holiness” Green, “Why Social Holiness” The Salvation Army Canada and Bermuda Territory, “Mission, Vision and Values” Recommended: Burke, “Salvation for Both Worlds” Clifton, “‘Salvationist’ Ethics?”
Week 4	Power	Required:

February 3 – 7		<p>Clifton, <i>Selected Writings 2</i>: 39–101; 133–139 Hill, “Putney Debates of a New Model Army” International Positional Statements: “The Use of Power” and “Corruption”</p> <p>Recommended: Harris, “Atonement: Holiness as the Cross-Shaped Life” Roberts, “Power in the Church”</p>
Week 5 February 10 – 14	Social Justice	<p>Required: Clifton, <i>Selected Writings 2</i>: 165–173 Van Gaalen-Prentice, “Contemporary Expressions of ‘In Darkest England Thinking’” Read, “Socio-Political Holiness in the World” The Salvation Army Canada and Bermuda Territory Position Statement: “Poverty & Economic Justice”</p> <p>Recommended: International Positional Statements: “The Use of Power” and “The Salvation Army and the State” Pallant, “Power: Economy and Commerce Faithfully Present in the World” Shakespeare, “Fulfilling the Great Commission: Social Justice”</p>
Reading Week	--	--
Week 6 February 24 – 28	Education and Discipleship Case Study due: February 24	<p>Required: Clifton, <i>Selected Writings 1</i>: 45–48 Clifton, <i>Selected Writings 2</i>: 17–27; 159–163 W. Booth, <i>The Training of Children</i>: 52–72; 201–203</p>

		<p>Kitching, "Making an Open Road to Officership for Our Own Children"</p> <p>Burke, "The Scandal of the Salvationist Mind"</p> <p>The Salvation Army Canada and Bermuda Territory, "Core Values Toolkit"</p> <p>Recommended:</p> <p>Burke, "Falling Backwards"</p> <p>Hattersley, "Forward with the Crowd"</p> <p>Larsson, "Salvationist Theology and Ethics for the New Millennium"</p>
<p>Week 7 March 3 – 7</p>	<p>Women in Christian Leadership</p>	<p>Required:</p> <p>Clifton, <i>Selected Writings 1</i>: 177–186</p> <p>Clifton, <i>Selected Writings 2</i>: 143–144</p> <p>C. Booth, <i>Female Ministry</i></p> <p>Eason, "Public and Domestic Service"</p> <p>International Positional Statement: "Sexism"</p> <p>Recommended:</p> <p>J. Munn, "Summary and Reflections"</p> <p>Peddle, "Have We Got It Wrong?"</p>
<p>Week 8 March 10 – 14</p>	<p>Total Abstinence: Pure in Thought, Word, and Deed</p> <p>Analysis Paper Proposal Due: March 14</p>	<p>Required:</p> <p>C. Booth, "Strong Drink Versus Christianity"</p> <p>Irwin, <i>A Contest of Spirits</i></p> <p>International Positional Statements: "Alcohol in Society" and "Gambling"</p> <p>R. Munn, "Alcohol in Society"</p> <p>Recommended:</p> <p>Doern, "Salvation Army"</p> <p>W. Booth, <i>The Training of Children</i>: 204–208</p> <p>Green, "Providential Meeting"</p>

<p>Week 9 March 17 – 21</p>	<p>Internationalism, Multi-culturalism, and Racism</p>	<p>Required: Clifton, <i>Selected Writings 1</i>: 143–156 Clifton, <i>Selected Writings 2</i>: 1–15; 33–37; 153–158; 189–191 Rader, “Intercultural Ministry: The Army Perspective” The Salvation Army Canada and Bermuda Territory Position Statement: “Human Diversity” International Positional Statements: “Ancestral Worship,” “Racism,” and “Refugees and Asylum Seekers”</p> <p>Recommended: Tolen, “Colonizing and Transforming the Criminal Tribesman: The Salvation Army in British India” Tuck, “Human Dignity in an Oppressive World”</p>
<p>Week 10 March 24 – 28</p>	<p>Violence and Peacemaking</p> <p>Analysis Paper Proposal Revision Due: March 24 <i>(for students required to submit a revision)</i></p>	<p>Required: Clifton, <i>Selected Writings 1</i>: 34–39; 104–120; 133–135; 157–164 Clifton, “Conclusions” International Positional Statement: “Peacemaking” O’Brien Machado, “The Salvationist and Terrorism”</p> <p>Recommended: Cairns, “Onward Christian Pacifist Soldiers”</p>
<p>Week 11 March 31 – April 4</p>	<p>Health Care</p>	<p>Required: Needham, “The Theology: The Healing Gospel” International Positional Statement: “Euthanasia and Assisted Suicide”</p>

		<p>The Salvation Army Canada and Bermuda Territory Position Statement: “Care at the End of Life”</p> <p>Social Issues Committee, “The Perspective of The Salvation Army on Human Dignity”</p> <p>Recommended:</p> <p>Clifton, <i>Selected Writings 1</i>: 85–88</p> <p>Williams, <i>An Army Needs an Ambulance Corps</i>: 165–193</p> <p>Pallant, “A Soteriological Orientation for Health Ministry”</p>
<p>Week 12 April 7 – 11</p>	<p>Human Sexuality</p> <p>Final Paper due: April 14</p>	<p>Required:</p> <p>Clifton, <i>Selected Writings 1</i>: 121–126</p> <p>Pallant, “Talking About Human Sexuality”</p> <p>The Salvation Army, <i>Building Deeper Relationships</i></p> <p>International Positional Statement: “Pornography”</p> <p>Shakespeare, “Living with Difference”</p> <p>The Salvation Army Canada and Bermuda Territory Position Statements: “Human Diversity” and “Marriage”</p> <p>Recommended:</p> <p>W. Booth, <i>Letters to Salvationists</i>: 117–139; 145–151</p>

J. SELECTED BIBLIOGRAPHY

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