

“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 (following Booth University College schedule) Asynchronous online Voluntary Withdrawal Date: March 21, 2025 Time Extension Application Deadline: April 4, 2025
Instructor  BOOTH UNIVERSITY COLLEGE	AIMEE PATTERSON, PhD 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 Booth University College’s Populi course site.

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

Available on the course site:

Booth, Catherine Mumford. *Female Ministry; or, Woman's Right to Preach the Gospel*. London: Morgan and Chase, 1870.

----- *Female Ministry; or, Woman's Right to Preach the Gospel*. London: Morgan and Chase, 1859. <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://www.thisischurch.com/library/boothcatherinefemaleteaching.pdf>.

----- "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. "Falling Backwards." Blog. (October 27, 2023).

<https://www.donaldeburke.com/post/falling-backwards>.

----- "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. "All One But Different" In *Selected Writings*. Vol. 2, 2000–2010, 1–16. London: Salvation Books, 2010.

----- "The Army's Attitude to War." In *Selected Writings*. Vol. 1, 1974–1999, 157–164. London: Salvation Books, 2010.

----- "Aspects of Christian Ethics." In *Selected Writings*. Vol. 1, 1974–1999, 7–12. London: Salvation Books, 2010.

----- "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.

----- "We Believe in God." In *Selected Writings*. Vol. 1, 1974–1999, 45–48. London: Salvation Books, 2010.

----- "What Does it Take to Be a Thinking Salvationist?" In *Selected Writings*. Vol. 2, 2000–2010, 17–27. London: Salvation Books, 2010.

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.
- Mullins, Kimberley and Pamela Pinksen. "Gender Equity Task Force: Final Report." The Salvation Army Canada and Bermuda Territory, 2022.
- 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.
- 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.

Read, John. "Ministry." In *Catherine Booth: Laying the Theological Foundations of a Radical Movement*, 152–177. Cambridge, England: Lutterworth Press, 2013. <https://search-ebscohost-com.ezproxy.boothuc.ca/login.aspx?direct=true&db=nlebk&AN=833998&site=ehost-live&scope=site>.

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 International Positional Statements." London: The Salvation Army International Headquarters, nd. <https://www.salvationarmy.org/isic/ips>.

----- . *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. "Mission, Vision, and Values." *Salvationist*, nd. <https://salvationist.ca/mission-vision-and-values>.

----- . "Position Statements of The Salvation Army Canada and Bermuda Territory." Unpublished. 2019.

The Salvation Army Ethics Centre. "Framework for Ethical Decision-Making." 2024.

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 Fairbank Memorial Library has a large collection of physical books and ebooks about The Salvation Army, along with a [Salvation Army Research Guide](#). It will [ship or scan items](#) for pickup. 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](#).

Students can also contact [Fairbank Memorial Library](#) or [Horsey 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. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A. Theological and Ethical Foundations

Topics	Assignments	Readings
Week 1 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 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 Salvation Army Ethics		Required: Clifton, "Aspects of Christian Ethics" Clifton, "'Salvationist' Ethics?" Clifton, "What Does it Take to Be a Thinking Salvationist?" 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"
Week 4 Power		Required: Harris, "Atonement: Holiness as the Cross-Shaped Life" Hill, "Putney Debates of a New Model Army" International Positional Statements: "The Use of Power" and "Corruption" Recommended: Roberts, "Power in the Church"
Week 5 Social Justice		Required: Van Gaalen-Prentice, "Contemporary Expressions of 'In Darkest England Thinking'" James Read, "Socio-Political Holiness in the World" The Salvation Army Canada and Bermuda Territory Position Statement: "Poverty & Economic Justice" 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"
Reading Week	--	--
Week 6 Education and Discipleship	Case Study	Required: Clifton, "We Believe in God"

		William Booth, <i>The Training of Children</i>: 52–72; 201–203 Kitching, “Making an Open Road to Officership for Our Own Children” Burke, “The Scandal of the Salvationist Mind” Recommended: Burke, “Falling Backwards” Hattersley, “Forward with the Crowd” Larsson, “Salvationist Theology and Ethics for the New Millennium”
Week 7 Women in Christian Leadership		Required: Catherine Booth, <i>Female Ministry</i> Catherine Booth, <i>Female Preaching</i> International Positional Statement: “Sexism” Mullins and Pinksen, “Gender Equity Task Force: Final Report” Recommended: Eason, “Public and Domestic Service” Janet Munn, “Summary and Reflections” John Read, “Ministry”
Week 8 Total Abstinence: Pure in Thought, Word, and Deed	Analysis Paper Proposal	Required: Catherine Booth, “Strong Drink Versus Christianity” Irwin, <i>A Contest of Spirits</i> International Positional Statements: “Alcohol in Society” and “Gambling” Richard Munn, “Alcohol in Society” Recommended: Doern, “Salvation Army”

		William Booth, <i>The Training of Children</i> : 204–208 Green, “Providential Meeting”
Week 9 Internationalism, Multi-culturalism, and Racism		Required: Clifton, “All One But Different” 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” Recommended: Tolen, “Colonizing and Transforming the Criminal Tribesman: The Salvation Army in British India” Tuck, “Human Dignity in an Oppressive World”
Week 10 Violence and Peacemaking	Analysis Paper Proposal Revision	Required: Clifton, “The Army’s Attitude to War” Clifton, “Conclusions” Clifton, “‘Salvationist’ Ethics?” International Positional Statement: “Peacemaking” O’Brien Machado, “The Salvationist and Terrorism” Recommended: Cairns, “Onward Christian Pacifist Soldiers”
Week 11 Health Care		Required: Needham, “The Theology: The Healing Gospel”

		International Positional Statement: “Euthanasia and Assisted Suicide” The Salvation Army Canada and Bermuda Territory Position Statement: “Care at the End of Life” Social Issues Committee, “The Perspective of The Salvation Army on Human Dignity” Williams, <i>An Army Needs an Ambulance Corps</i>: 165–193 Recommended: Pallant, “A Soteriological Orientation for Health Ministry”
Week 12 Human Sexuality	Final Paper	Required: Pallant, “Talking About Human Sexuality” The Salvation Army, <i>Building Deeper Relationships</i> International Positional Statement: “Pornography” Shakespeare, “Living with Difference” The Salvation Army Canada and Bermuda Territory Position Statements: “Human Diversity” and “Marriage” Recommended: William Booth, <i>Letters to Salvationists</i>: 117–139; 145–151

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

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

F. ASSIGNMENTS AND GRADING

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

Grace Period

You are permitted a total of three grace days for submission of the Case Study (2, below) and the Analysis Paper (4, below).

Simply inform the instructor in the following way. On the assignment title page, following the submission date, indicate "Grace Period: xx day(s)." For instance, if you submit the Case Study one day late, your title page should include "Grace Period: one day." This leaves you with two grace days for submitting the Analysis Paper.

If either the Case Study or the Analysis Paper is late and its title page does not indicate you are taking advantage of grace days, it will be penalized according to the assignment evaluation guidelines.

1. Weekly Discussion 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 three topical discussion questions. 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

At the beginning 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 discussion forum.

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

1. **Primary Posts – Mondays, due Monday at 11:30 PM (Eastern Time)**
Post original responses to each of the three discussion forum questions. Offer approximately 150 words per question. Your posts must demonstrate familiarity with the week's required readings and lecture. They 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.

Post as early and as often as possible. Write 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: -1 out of 3 (up to -3 out of 3)
- Failure to complete three secondary posts: -2 out of 3

This means that even if you respond to three secondary posts without completing all your primary posts, you will receive 0 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	• case description is brief, original, and accurate • salient aspects of the case are identified	10%
Ethical Analysis	• 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	• 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

Include the following components: your chosen topic, a thesis statement, an outline of a supporting argument, and a brief annotated bibliography that identifies two to four scholarly 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.

Annotated Bibliography: Each resource is properly formatted and is followed by a brief description (1-2 sentences) describing the resource and its importance for your paper.

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:

- Human-caused environmental degradation is causing the depletion of biodiversity and natural resources. This is argued by a number of scientists....
- 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....
- 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....

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 the instructor indicates that a revision of your analysis paper proposal is appropriate. 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 submit it 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	• clearly stated • feasible given the allotted research and writing time and the length of the paper	2%
Supporting Argument	• 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	Annotated bibliography • two or more resources are included • annotations are clearly related to the thesis and supporting argument Writing style • 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.

(turn)

Analysis	• 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	• 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 • lengthy quotations are minimal	5%
Clarity and Writing Style	• 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%