


“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
Date and Time	JANUARY 11 – APRIL 12, 2021 WEB-BASED ONLINE
Instructor	 AIMEE PATTERSON, PhD Telephone/voice mail: 204-924-5629 Email: Aimee.Patterson@salvationarmy.ca ; apatterson@tyndale.ca
Class Information	<p>This course is designed to be <i>asynchronous</i>. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.</p> <p>Office Hours: by appointment via email</p>
Course Material	<p>Access course material at MyBoothOnline.</p> <p>Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.</p>

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 should be able to:

- Identify major ethical theories and critically examine their impact on the character, practices, and behaviours of The Salvation Army and its stakeholders.
- Understand how the resources of the Wesleyan Quadrilateral are used in Salvationist ethical reflection and application.
- Reflect on Salvation Army mission and values statements, positional statements, policies, regulations, and behavioural standards and offer critical ethical reviews of them.
- Demonstrate awareness of contextual factors that shape ethics application in The Salvation Army.
- Identify areas of challenge and opportunity for moral development in The Salvation Army.
- Engage in ethical reviews of practical cases in the context of Salvation Army ministry.
- Create and maintain a safe and welcoming environment for dynamic online discussions of moral issues.
- Access and use relevant resources (electronic and otherwise) effectively for the purposes of completing readings and assignments.

III. COURSE REQUIREMENTS

A. REQUIRED 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

Additional readings, both required and recommended, are listed in the Course Schedule below. These will be available on the course website. Complete bibliographic information for all resources is provided immediately following the Course Schedule.

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 larger collection of online databases and ebooks, and the Fairbank Memorial Library has a large collection of physical books about The Salvation Army. The Fairbank Memorial Library will ship or scan items for pickup at the Horsey Library.

Please contact [Horsey Library](#) or [Fairbank Memorial Library](#) for research help.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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. ASSIGNMENTS AND GRADING

1. **Weekly Forum Participation:** Due each Thursday at 11:55 PM (Eastern Time); 35% of final grade

Active forum participation is critical to the learning experience of each student. Ethics is a subject that requires critical thought on the part of individual students nurtured in a community of learners. The instructor uses forum participation to ensure that students understand course content, including concepts and ideas. Forum participation also facilitates learning by providing a way for students to engage in critical conversation about these concepts and ideas.

Students are responsible to complete assigned weekly readings on the Monday of each week. This is essential for quality participation in weekly forums. Each Monday morning, the instructor will provide introductory materials on the weekly theme. This will include an orientation to the primary concepts and ideas presented in the required readings and may include reference to recommended readings. The instructor will also provide a series of questions for online conversation. (Supplementary materials and direction for any additional assignments will be included as needed.)

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

- a) post an original response to each question as well as questions of clarification regarding readings or other weekly materials; and
- b) post responses to the posts of at least three other students.

It is important that students post as early and as often as possible each week. Weekly postings must be completed no later than Thursday at 11:55 PM (Eastern Time). By the following Monday, the instructor will provide the class with comments, 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 are based on evidence that student has read the required readings and completed the required number of posts demonstrating original and critical thought.

2. Case Study: Due on February 22, 2021 at 11:55 PM (Eastern Time); 25% of final grade

Students are expected to write and submit a case study. A unique case will be provided to each student by the instructor. To complete this assignment students will draw upon the Toolkit for Ethical Decision-Making, which will be available on the course website and subject to discussion over Weeks 1 to 3. The case study will include a thorough, original, and critical examination of the basic ethical issue(s) in play, as well as an outline of feasible alternatives for action. It will present a defense for the chosen course of action, noting any risks that may accompany this action.

The primary point of evaluation is the demonstration of understanding the complexities of the case. In addition, students are required to make use of the following resources: one or more required and/or recommended readings; relevant Salvation Army positional statements, values and/or policies; and at least one additional scholarly source. The case study should be in Microsoft Word format and approximately 1,500 words in length. Writing should demonstrate both accuracy and clarity of expression. The case study will be submitted through the Case Study Assignment submission feature of the course website.

3. Final Paper: Due on April 12, 2021 at 11:55 PM (Eastern Time); 40% of final grade

The final paper will analyze an issue of applied ethics pertaining to the Salvation Army context. A list of possible topics will be made available during Week 1, although students are free to choose a different topic. It is in the student's best interest to clear a topic and thesis statement with the instructor before March 12. Should the instructor consider the scope of the topic to be not feasible, this will allow time for the student to develop a new proposal.

The final paper must 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 that remain should be highlighted as areas for further exploration. Good papers are persuasive to the reader.

The primary point of evaluation is the demonstration of understanding the complexities of the issue under analysis. The paper must draw upon both course content and no fewer than three additional scholarly sources. The paper should be in Microsoft Word format and between 4,000 – 5,000 words in length. Writing should demonstrate both accuracy and clarity of expression. The final paper will be submitted through the Final Paper Assignment submission feature of the course website.

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Forum Participation	35 %
Case Study	25 %
Final Paper	40 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Student work should demonstrate the following characteristics:

Late assignments will receive a 1/3 grade deduction (e.g., B+ to B) for each day (or part thereof) following the due date. This late policy will apply to all assignments for which no extension has been granted. Extensions will be granted in advance should a student demonstrate a foreseeable inability to meet a due date. Extensions will be granted in the immediate term only for serious personal, family, or health situations.

Both the case study and the final paper will be word processed according to the following standards: double-spaced with 1" margins; processed in a standard 12 pt font; complete and accurate footnotes and bibliography formatted in the Chicago citation style. For proper citation style, consult the [Chicago citation style resources available through the Fairbank Memorial library](#) (or consult the [Chicago-Style Quick Guide](#) (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](#)).

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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Complete bibliographic information for all resources is provided immediately following the Course Schedule.

A. Theological and Ethical Foundations

Week	Topic and Assignments	Readings
1 January 11 – 17	Introduction to Christian Ethics	Required: Boulton et al., “An Introduction to Christian Ethics” Hauerwas, “The Moral Authority of Scripture”

		<p>The Salvation Army Ethics Centre, “Toolkit for Ethical Decision Making”</p> <p>Recommended:</p> <p>Lovin, <i>An Introduction to Christian Ethics</i>: 3-68</p>
<p>2</p> <p>January 18 – 24</p>	<p>Wesleyan Connections</p>	<p>Required:</p> <p>Dunning, “The Need for a Theological Ethic”</p> <p>Maddox, “Grace and Response—The Nature of Human Salvation”</p> <p><i>The Salvation Army Handbook of Doctrine</i>, xiii-23</p> <p>Recommended:</p> <p>Stone, “Ethics”</p>
<p>3</p> <p>January 25 – 31</p>	<p>Salvation Army Ethics</p>	<p>Required:</p> <p>Clifton, <i>Selected Writings</i> 1: 1-12; 41-83</p> <p>Clifton, <i>Selected Writings</i> 2: 1-27; 121-126; 127-131; 179-182</p> <p>Eason and Green, “Holiness”</p> <p>Green, “Why Social Holiness”</p> <p>The Salvation Army Canada and Bermuda Territory, “Mission and Values”</p> <p>Recommended:</p> <p>Clifton, “‘Salvationist’ Ethics?”</p>

B. Ethical Issues and Application

Week	Topic and Assignments	Readings
4 February 1 – 7	Power	<p>Required:</p> <p>Clifton, <i>Selected Writings 2</i>: 39-101; 133-139</p> <p>Hill, “Putney Debates of a New Model Army”</p> <p>International Positional Statements: “The Use of Power” and “Corruption”</p> <p>Recommended:</p> <p>Harris, “Atonement: Holiness as the Cross-Shaped Life”</p> <p>Roberts, “Power in the Church”</p>
5 February 8 – 14	Social Justice	<p>Required:</p> <p>Clifton, <i>Selected Writings 2</i>: 165-173</p> <p>Van Gaalen-Prentice, “Contemporary Expressions of ‘In Darkest England Thinking’”</p> <p>Read, “Socio-Political Holiness in the World”</p> <p>Canada and Bermuda Territory Position Statement: “Poverty & Economic Justice”</p> <p>Recommended:</p> <p>International Positional Statements: “The Use of Power” and “The Salvation Army and the State”</p> <p>Pallant, “Power: Economy and Commerce Faithfully Present in the World”</p>

February 15 – 19	Reading Week	No class work
6 February 22 – 28	Education and Discipleship Case Study due February 22	<p>Required:</p> <p>Clifton, <i>Selected Writings</i> 1: 45-48</p> <p>Clifton, <i>Selected Writings</i> 2: 17-27; 159-163</p> <p>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>Hattersley, “Forward with the Crowd”</p> <p>Larsson, “Salvationist Theology and Ethics for the New Millennium”</p>
7 March 1 – 7	Women in Leadership Roles	<p>Required:</p> <p>Clifton, <i>Selected Writings</i> 1: 177-186</p> <p>Clifton, <i>Selected Writings</i> 2: 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>

		Peddle, "Have We Got It Wrong?"
8 March 8 – 14	Total Abstinence: Pure in Thought, Word, and Deed	<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>
9 March 15 – 21	Internationalism, Multi-culturalism, and Racism	<p>Required:</p> <p>Clifton, <i>Selected Writings</i> 1: 143-156</p> <p>Clifton, <i>Selected Writings</i> 2: 1-15; 33-37; 153-158; 189-191</p> <p>Rader, "Intercultural Ministry: The Army Perspective"</p> <p>Canada and Bermuda Territory Position Statement: "Human Diversity"</p> <p>International Positional Statement: "Racism"</p> <p>Recommended:</p> <p>Tolen, "Colonizing and Transforming the Criminal Tribesman: The Salvation Army in British India"</p> <p>Tuck, "Human Dignity in an Oppressive World"</p>

<p>10 March 22 – 28</p>	<p>Violence and Peacemaking</p>	<p>Required:</p> <p>Clifton, <i>Selected Writings</i> 1: 34-39; 104-120; 133-135; 157-164</p> <p>Clifton, “Conclusions”</p> <p>International Positional Statement: “Peacemaking”</p> <p>O’Brien Machado, “The Salvationist and Terrorism”</p> <p>Recommended:</p> <p>Cairns, “Onward Christian Pacifist Soldiers”</p>
<p>11 March 29 – April 4</p>	<p>Health Care</p> <p>Course Evaluation</p>	<p>Required:</p> <p>Needham, “The Theology: The Healing Gospel”</p> <p>International Positional Statement: “Euthanasia and Assisted Suicide”</p> <p>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</i> 1: 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>12 April 5 – 11</p>	<p>Human Sexuality</p>	<p>Required:</p> <p>Clifton, <i>Selected Writings</i> 1: 121-126</p>

	<p>Final Paper due</p> <p>April 12</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>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>
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The following bibliographic information pertains to required and recommended readings:

Booth, Catherine Mumford. *Female Ministry: Or, Woman's Right to Preach the Gospel*. New York: Salvation Army Supplies, Printing and Publishing Dept., 1975.

<http://webapp1.dlib.indiana.edu/vwwp/view?docId=VAB7105;chunk.id=d1e532;toc.depth=1;toc.id=;brand=vwwp;doc.view=0;query>.

_____. "Strong Drink Versus Christianity." In *Papers on Practical Religion*, 33–50. London: International Headquarters, 1891. <http://www.salvationfactory.org/wp-content/uploads/2015/10/Practical-Religion-C2.pdf>.

Booth, William. *The Training of Children Or, How to Make the Children into Saints and Soldiers of Jesus Christ*, 2nd ed. Salem, OH: Schmul Publishers, 1976.

_____. *Letters to Salvationists on Love, Marriage, and Home*, vol. 2 of *Religion for Every Day*. 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. "The Scandal of the Salvationist Mind." *Word & 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, 119–25, 155. *Thought Matters*. Salvation Army Australia Southern Territory, Australia Southern Territory, and New Zealand, Fiji and Tonga Territory, 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 *Alcohol and Temperance in Modern History: An International Encyclopedia*, vol. 2: M–Z, 542–43. Santa Barbara, CA: ABC CLIO, 2003.
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- 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*](#), vol. 7 of *Studies in Women and Religion*, 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 & 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*, edited by Mal Davies. Vol. 5 of *Windows of Opportunity*, 31–49 and 82–86. Wellington, NZ: Salvation Army Australia Southern Territory, 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, Mich.: 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, U.K.: Paternoster, 2006.
- Irwin, Malcolm. [A Contest of Spirits](http://www.salvationarmy.org.nz/uploads/Contest-of-Spirits.pdf), 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.
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- Lovin, Robin W. "Part 1: Christian Ethics." In [An Introduction to Christian Ethics: Goals, Duties, and Virtues](#), 3–67. Nashville: Abingdon Press, 2011.
- 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.
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- 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 *Salvationist Ethics in a Complex World*. Vol. 1, 5–20. The Salvation Army USA Eastern Territory, 2019.
- 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, 109–17 and 154–55. Salvation Army Australia Southern Territory, Australia Southern Territory, and New Zealand, Fiji and Tonga Territory, 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.
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- 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, Australia Southern Territory, and New Zealand, Fiji and Tonga Territory, nd.
- Read, James E. "Socio-Political Holiness in the World." *Word & Deed* 13, no. 2 (May 2011): 19–37.
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- The Salvation Army. "[International Positional Statements.](#)" <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.](#)" https://salvationist.ca/files/salvationarmy/ethics-centre/SA_CoreValues_Toolkit.pdf.
- The Salvation Army Canada and Bermuda Territory. "[Mission and Values.](#)" <https://salvationist.ca/mission-and-values/>.

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

The Salvation Army Ethics Centre. "[Toolkit for Ethical Decision-Making](https://salvationist.ca/files/salvationarmy/ethics-centre/toolkit%20for%20ethical%20decision%20making%202019.pdf)." 2019.
[https://salvationist.ca/files/salvationarmy/ethics-centre/toolkit for ethical decision making 2019.pdf](https://salvationist.ca/files/salvationarmy/ethics-centre/toolkit%20for%20ethical%20decision%20making%202019.pdf).

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: 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, Australia: 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.

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](#).)

The following readings may be helpful resources for assignments.

Booth, William. *In Darkest England, and the Way Out*. London: International Headquarters of the Salvation Army, 1942.

Cameron, Helen, and Gillian Jackson. "One Ministry, Separate Spheres: The Experiences of Ordained Women in Senior Leadership in the Salvation Army in the United Kingdom." In *Women and Ordination in the Christian Churches: International Perspectives*, edited by Ian Jones, Janet Wootton, and Kirsty Thorpe, 204–14. T & T Clark Theology. London: T&T Clark, 2008.

Clifton, Shaw. *Who Are These Salvationists? An Analysis for the 21st Century*. Alexandria: Crest Books, 1999.

- Davies-Kildea, Jason. *What Is the Meaning of Salvation in the Salvation Army Today?: Exploring a Theology of Social Service and Holistic Mission*. Saarbrücken, Germany: Lambert Academic Publishing, 2010.
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- MacMillan, M. Christine, Don Posterski, and James E. Read. *When Justice Is the Measure*. Toronto, ON: The Salvation Army. Canada and Bermuda Territory, 2014.
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