

Course Syllabus
WYT1105HS – Teaching the Faith:
Introduction to Catechetical Theology and Practice
Wycliffe College
Toronto School of Theology
Winter 2020

This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.

Class attendance and participation in remote or synchronous online learning classes.

The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class. Please see information at <https://wycliffecollege.ca/remoteteaching>

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you may need to purchase a webcam (webcams come with built in microphone).

Notice of video recording and sharing (Download and re-use prohibited)

Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Instructor Information

Instructor:	Ephraim Radner
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Office Hours:	By appointment

Course Identification

Course Number:	WYT1105HS
Course Name:	Teaching the Faith: Introduction to Catechetical Theology
Course Location:	Wycliffe College, St. George Campus
Class Times:	Wednesdays 10:00am – 1:00pm
Prerequisites:	This course is a second year course. It is recommended that the student has already completed their first year of courses before taking Teaching the Faith.

Course Description

This course acts as an introduction to a number of central pastoral responsibilities: teaching the faith to new Christians, grasping the overall shape and purpose of Christian theology, assessing and meeting the demands of local culture and context, engaging the character of conversion and formation, and finally, grasping an overall shape to the history of Christian witness. The course pursues the historical examination of key catechetical texts from the New Testament to the contemporary period, analyzes their content and purpose, locates them historically, and seeks to engage students' own comprehensive vision of the Gospel, its communication, and pastoral practice.

The course will consist of extensive reading, lectures, discussion, quizzes, and written papers. This course will, because of its remote format, combine asynchronous learning, including recorded lectures, with synchronous discussion of up to 2 hours during the assigned meeting time.

Course Resources

Required Course Texts (all three available at the Faculty of Law Bookstore)

- Alan Kreider, *The Patient Ferment of the Early Church* (Grand Rapids, MI: Baker Academic, 2016)
- Bruce Mullin, *A Short World History of Christianity* (Louisville: Westminster John Knox, 2014)
- Dana L. Robert, *Christian Mission: How Christianity Became A World Religion* (Malden, MA: John Wiley and Sons, 2011)

Course Website

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UoFT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Bibliography (texts available on Quercus, unless otherwise noted, and in order of reading)

Alan Kreider, *The Patient Ferment of the Early Church* (Grand Rapids, MI: Baker Academic, 2016) – **bookstore**

Dodd, C.H., "The Primitive Christian Catechism" in *New Testament Essays: Studies in the Memory of T. W. Manson* (Manchester Univ. Press, 1956), pp. 106-118

Epistle of Barnabas, in *Ante-Nicene Fathers*, vol. 1, (Wm. B. Eerdmans, repr. 1979), pp. 137-149

The Didache, in *Early Christian Fathers*, trans. and ed. Cyril Richardson (New York: Macmillan, 1970), pp. 171-179

Augustine, *On Catechizing the Uninstructed and On Faith and the Creed*, in *Nicene and Post-Nicene Fathers*, Series 1, vol. 3 (Wm. B. Eerdmans repr., 1988), pp. 283-333

Bruce Mullin, *A Short World History of Christianity* (Louisville: Westminster John Knox, 2014) -- **bookstore**

Agathangelos, *The Teaching of Gregory the Illuminator: An Early Armenian Catechism* (Cambridge, Harvard Univ. Press, 1970), pp. 41-93; 138-172

Aquinas, *Catechetical Instructions*

Gerson, *The ABC's For Simple People* – translated from vol. 7 of the *Oeuvres Complètes*.

Bellarmino, *Brief Outline of Christian Doctrine/Shorte Catechism*, in series *English Recusant Literature*, vol. 126 (Yorkshire: The Scolar Press, 1973), pp. 1-117.

John Van Engen, "Practice beyond the confines of the Medieval Parish", in John Van Engen (ed.), *Educating People of Faith: Exploring the History of Jewish and Christian Communities* (Grand Rapids: Eerdmans, 2004), pp. 150-177

Luther, *Small Catechism in The Book of Concord* (ed. and trans. Theodore Tappert, Philadelphia: Fortress Press, 1959), pp. 337-356

Heidelberg Catechism, online at <http://www.apuritansmind.com/creeds-and-confessions/the-heidelberg-catechism-by-zacharias-ursinus/>

Catechism of the Book of Common Prayer, from Canadian Book of Common Prayer, 1961

Watts, Isaac, *On Instruction by Catechism; Child's Catechism; Historical Catechism in The Works of the Rev. Isaac Watts, DD*, vo. 6 (London, 1813), pp. 203-265 and 285-297

Dana L. Robert, *Christian Mission: How Christianity Became A World Religion* (Malden, MA: John Wiley and Sons, 2011) -- **bookstore**

De Cordoba, Pedro, *Christian Doctrine for the Instruction and Information of the Indians*, trans. Sterling Stoudemire (Coral Gables: Univ. of Miami Press, 1970), pp. 51-136

Berdardino de Sahagun, *Psalmody Christiana* (Univ. of Utah, 1993; selections)

José de Acosta, *De Procuranda Indorum Salute* (How to Provide Salvation for the Indians), transl. G. Steward McIntosh (Tayport, UK: MAC Research, 1996), vol 2, pp. 59-85, 156-158.

José de Acosta, *Natural and Moral History of the Indies*, ed. Jane Mangan (Durham, NC: Duke University Press, 2002), pp. 444-449

Andrew Redden, "'Guided by God' beyond the Chilean frontier: the travelling early modern European conscience", in Harald E Braun and Edward Vallance (eds.), *The Renaissance Conscience* (Chichester, UK: Wiley-Blackwell, 2011), pp. 52-66.

William P. Mitchell and Barbara H. Jaye, "Pictographic Catechisms", from Joanne Pillsbury (ed.), *Guide to Documentary Sources for Andean Studies 1530-1900* (Norman, OK: Univ. of Oklahoma Press, 2008), pp. 265-271

Alexandre de Rhodes, *Catechismus* (selections), in Peter C. Phan, *Mission and Catechesis: Alexandre de Rhodes and Inculturation in Seventeenth-Century Vietnam* (Maryknoll: Orbis Books, 1998), pp. 215-224, 246-258, 283-298

Adriano Prospero, "The Missionary", in Rosario Villari (ed.), *Baroque Personalities* (Chicago: University of Chicago Press, 1995), pp. 160-194.

Jean de Léry, *History of a Voyage to the Land of Brazil*, transl. Janet Whatley (Berkeley: University of California Press, 1990), pp. 3-6; 33-46; 134-151– **online via UoT Library Catalogue** ([link](#))

Pierson, Abraham, *Some Helps for the Indians* (1658), in *Collections of the Connecticut Historical Society*, vo. 3 (Hartford, 1895), pp. 1-67

de Smet, Pierre-Jean, S. J., *The Short Indian Catechism, In Use Among the Flatheads, Kalispels, Pends d'Oreilles, and other Rocky Mountain Indians*, in *New Indian Sketches* (New York: 1863), **online via UoT Library Catalogue** ([link](#))

Charles C. Jones, *A Catechism of Scripture Doctrine and Practice for Families and Sabbath-Schools Designed Also For the Oral Instruction of Coloured Persons* (Philadelphia: 1852) – online at <https://babel.hathitrust.org/cgi/pt?id=njp.32101058495415&view=1up&seq=5>

Veniaminov, John, *Indication of the Pathway Into the Kingdom of Heaven*, in *Alaskan Missionary Spirituality*, ed. Michael Oleska (Mahwah: Paulist Press, 1987), p. 80-119

Clement, Olivier (ed.), *Living God* (Crestwood: St. Vladimir's Seminary Press, 1989)

Catechism of the Catholic Church – <http://www.vatican.va/archive/ENG0015/INDEX.HTM>

Anglican Catechism in Outline, 2008

Course Learning Objectives/Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<i>By the end of the course, students will be able to</i>	<i>This outcome will be demonstrated through these course elements:</i>	<i>This course outcome corresponds to these aspects of Wycliffe's statement of outcomes (MTS, MDiv)</i>

<ul style="list-style-type: none"> Identify main streams of teaching methods with respect to the Christian faith within the history of the Christian Church 	Weekly quizzes and course papers	MDiv: 1.2, 1.4, 1.5, 1.6 MTS: 1.2, 1.4, 1.5, 1.6
<ul style="list-style-type: none"> Describe summary notions of the Christian faith as a whole, as reflected in diverse theological and ecclesial traditions 	Quizzes, discussion, and papers	MDiv: 1.3, 1.5, 2.1, 1.2 MTS: 1.3, 1.5, 2.1, 2.3
<ul style="list-style-type: none"> Analyze ways in which social and missionary settings have shaped and continue to shape the Christian faith and its presentation 	Course papers	MDiv: 1.6, 2.1, 2.2 MTS: 1.6, 2.1, 2.3
<ul style="list-style-type: none"> Apply historical material to contemporary pastoral settings 	Course papers	MDiv: 2.1, 2.2, 2.3 MTS: 2.1, 2.3

See the Wycliffe College Website for details of program outcomes for MDiv ([link](#)) and MTS ([link](#)).

Evaluation

Requirements

The final grade for the course will be based on evaluations in three areas:

- (1) *Weekly reading questions (20%)* – These questions are based mainly on the weekly readings (i.e. Kreider, Mullin, and Robert books). They will be submitted online through Quercus, to be completed prior to class each week.
- (2) *Submitted discussion questions (goes to participation below)* – Prior to each (synchronous) class each student should submit 3 written questions on the readings and lectures of the week, uploaded to Quercus.

(3) *Three Papers (20% each)* – Students will write papers based on key catechetical primary texts and their application to today's ecclesial life (5-8 pages each; 20% each)

(4) *Participation & Attendance (20%)* – Much of the course is tied up with lectures and synchronous discussion (including possible breakout groups) is necessary. Missing more than two class discussion (i.e. missing 3 classes or $\frac{1}{4}$ of the course or more) will result in an SDF grade, whose resolution will require special petition.

N.B. Assignments are due at the *beginning of the class* on the due date. Those received after that will be counted as one day late. Readings are to be prepared for the class meeting listed, not afterwards; reading questions will be on material read *for that week*.

Grading System

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work. Assignments are due at the *beginning of the class* on the due date. Those received after that will be counted as one day late. Assignments received late, **without previous permission**, will be automatically marked down by 5 percentage points per day late. Permission will be granted, with prior request (via email if necessary) only for illness or family emergency.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Format aimed at remote flexibility:

COVID-19: General comment

Faculty are working hard to adapt their courses to the dynamics of the current situation including changing lecture format, adapting assignments and small group discussions, setting up online discussions, etc. In order to ensure safety for everyone we will be making it possible for all students to take classes remotely in both graduate and professional degrees. While these changes may affect some issues around scheduling particularly for intensive courses, we will continue to work to ensure as little conflict as possible for

students in their course selections. All commitments to course delivery in our course syllabi are draft until the first day of class when the final version will be distributed.

This course will be fully available remotely, in keeping with UoT policy for teaching during the social restrictions due to the COVID disease. However, depending on regulatory permission, the course may involve more or less elements of in-person interaction. In any case, the course will take place, even in its remoted format, “live”, (i.e. “synchronously”) except for an online discussion thread.

Class attendance and participation in remote or synchronous online learning classes. The same expectations for student engagement and participation which apply to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Particular format outline:

1. There will be available online weekly lectures by the instructor – approx. 1.5 hours, in sections; to be listened to/watched asynchronously before the scheduled class; written texts of the lectures will also be available.
2. There may be a few short videos to watch as well, whose url’s will be provided.
3. Each class will meet (remotely) by zoom at the scheduled time, for approx. 90 mins (with break as agreed). This session may be subdivided into two groups. You will be expected to compose three questions for the discussion, based on readings and lecture.
4. All reading material and other resources will be available online on Quercus, and it will be the students’ responsibility to read/view material *before* each common session, and keep to the schedule for written submissions.
5. Written answers to questions on the weekly readings will be required.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as> The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks>. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges

https://www.trinity.utoronto.ca/library_archives/theological_resources/theological_guides/avoiding_plagiarism.html

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters*:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books. This course does not demand strict compliance with these rules, but assumes their general frame as a guideline.

Devices. Laptops are permitted for notetaking, notes, and e-texts only. Smartphones are not permitted.

Course Schedule

Week 1 (Jan. 6) – Introduction

Textbook: Begin reading Kreider, pp. 1-70

Week 2 (Jan. 13) – New Testament and Early Church I

Primary Sources: Dodd; Barnabas; Didache; 1 Corinthians 15; 1 Timothy; 1 Peter

Textbook: Finish Kreider, pp. 1-70

Week 3 (Jan. 20) – Early Church II

Primary Sources: Augustine (skim *On Faith and the Creed*)

Textbook: Kreider, pp. 133-84

Week 4 (Jan. 27) – Orthodoxy

Primary Sources: Agathangelos (note the topics carefully, but skim the content as necessary)

Textbook: Mullin, cc. 6-7

Week 5 (Feb. 3) – Medieval Church

Assignment: **Paper 1 Due**

Primary Sources: Aquinas; Gerson; Bellarmine (skim); Van Engen

Textbook: Mullin, cc. 8-9

Week 6 (Feb. 1) – Reformation

Primary Sources: Luther; Heidelberg Catechism; Catechism of the Book of Common Prayer (from Canadian Book of Common Prayer, 1962, pp. 544-552)

Textbook: Mullin, cc.10-11

(Reading Week: Feb. 18-21)

Week 7 (Feb. 25) – 17th-century Protestantism

Primary Sources: Watts

Week 8 (Mar. 3) – Christian Mission I – Latin America

Primary Sources: Pedro De Cordoba; Sahagun (skim); Acosta (skim); Redden; Mitchell & Jay

Textbook: Mullin, c. 12

Week 9 (Mar. 10) – Christian Mission II – Asia

Assignment: **Paper 2 Due**

Primary Sources: Alexandre de Rhodes; Prospero (optional)

Textbook: Robert, c. 2; Mullin, c. 17.

Week 10 (Mar. 17) – Christian Mission III – N. America

Primary Sources: Jean de Léry ([link](#)); Pierson; P.-J. de Smet; Veniaminov

Textbook: Robert, cc. 3-4

Week 11 (Mar. 24) – Modern Adaptations I

Primary Sources: Clément, *The Living God*

Textbook: Robert, c. 5; Mullin, cc. 18-19

Week 12 (Mar. 31) – Modern Adaptations II – Roman Catholicism and other traditions

Assignment: **Paper 3 Due**

Primary Sources: *Catechism of the Catholic Church*, pp. 9-44 (no. 1-141); pp. 82-118 (no. 279-421); pp. 214-251 (no. 748-870); *Anglican Catechism in Outline*

Textbook: Mullin c. 20