



# Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract.

**The details of the description are subject to change before the course begins.** The course syllabus will be available to the class at the beginning of the course.

## ***Course Identification***

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Course Number : WYT1105HF  
Course Name: Teaching the Faith: Introduction to Catechetical Theology and Practice  
Class Location: Wycliffe College  
Class Day & Time: Thursdays, 10 am –1 pm

## ***Instructor Information***

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Instructor: Ephraim Radner Teaching Assistant:  
E-mail: e.radner@wycliffe.utoronto.ca E-mail:  
Office Hours:

## ***Course Prerequisites or Requisites***

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None.

## ***Course Description***

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This course is designed for new students, and 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.

## ***Course Methodology***

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Lectures, discussions, readings

## *Course Outcomes*

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COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• Identify main streams of teaching methods with respect to the Christian faith within the history of the Christian Church;	Weekly quizzes and course papers	MTS: 1.2, 1.4, 1.5, 1.6 MDiv: 1.2, 1.4, 1.5, 1.6
• Describe summary notions of the Christian faith as a whole, as reflected in diverse theological and ecclesial traditions;	Quizzes, discussions, papers	MTS: 1.3, 1.5, 2.1, 2.2 MDiv: 1.3, 1.5, 2.1, 2.3
• Analyze ways in which social and missionary settings have shaped and continue to shape the Christian faith and its presentation	Course papers	MTS: 1.6, 2.1, 2.2 MDiv: 1.6, 2.1, 2.3
• Apply historical material to contemporary pastoral settings	Course papers	MTS: 2.1, 2.2, 2.3 MDiv: 2.1, 2.3

## *Course Resources*

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### Course Website(s)

- 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>. Students who have trouble accessing Blackboard should ask Jeff Hocking email [jhocking@wycliffe.utoronto.ca](mailto:jhocking@wycliffe.utoronto.ca) for further help.

**Bibliography** (in course packet available for purchase, unless otherwise noted, and in order of reading)

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

Thomas Nagel, *What Does It All Mean? A Very Short Introduction to Philosophy* (Oxford: Oxford University Press, 1987) – bookstore

*Epistle of Barnabas*, in *Ante-Nicene Fathers*, vol. 1 (Wm. B. Eerdmans, repr. 1979): 137–49 – packet

*The Didache*, in *Early Christian Fathers*, trans. and ed. Cyril Richardson (New York: Macmillan, 1970): 171–9 – packet

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): 283–333 – packet

Agathangelos, *The Teaching of Gregory the Illuminator: An Early Armenian Catechism* (Cambridge, Harvard Univ. Press, 1970): 41–93; 138–72 – packet

Aquinas, *Catechetical Instructions* – packet

Jean 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 Scholar Press, 1973): 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): 150–77 – packet

Martin Luther, *Small Catechism*, in *The Book of Concord* (ed. and trans. Theodore Tappert, Philadelphia: Fortress Press, 1959): 337–56 – packet

*Heidelberg Catechism*, online at [www.reformed.org/documents/heidelberg.html](http://www.reformed.org/documents/heidelberg.html)

*Catechism of the Book of Common Prayer*, from Canadian Book of Common Prayer, 1961 – packet

Isaac Watts, *On Instruction by Catechism; Child's Catechism; Historical Catechism* in *The Works of the Rev. Isaac Watts, DD*, vol. 6 (London, 1813): 203–65 and 285–97 – packet

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

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

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

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: 59–85, 156–8.

José de Acosta, *Natural and Moral History of the Indies*, ed. Jane Mangan (Durham, NC: Duke University Press, 2002): 444–9

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): 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): 265–71 – packet

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): 215–24, 246–58, 283–98 – packet

Adriano Prospero, “The Missionary”, in Rosario Villari (ed.), *Baroque Personalities* (Chicago: University of Chicago Press, 1995): 160–94.

Jean de Léry, *History of a Voyage to the Land of Brazil*, transl. Janet Whatley (Berkeley: University of California Press, 1990): 3–6; 33–46; 134–51 – online at UoT library catalogue

Abraham Pierson, *Some Helps for the Indians* (1658), in *Collections of the Connecticut Historical Society*, vol. 3 (Hartford, 1895): 1–67 – packet

Pierre-Jean de Smet, 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 at UoT library via Library Catalogue.

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 via Internet Archive

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

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

*Catechism of the Catholic Church* – bookstore

*Anglican Catechism in Outline*, 2008 – on Quercus at <https://q.utoronto.ca/>

### **Secondary reading:**

Jonathan Hill, *Zondervan Handbook to the History of Christianity* (Grand Rapids: Zondervan, 2007) – bookstore

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

Thomas Nagel, *What Does It All Mean? A Very Short Introduction to Philosophy* (Oxford: Oxford University Press, 1987) - this volume is recommended, not required.)

## ***Class Schedule***

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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.

Much of the course is tied up with lectures and attendance is necessary. Missing more than two classes (i.e. missing 3 classes or ¼ of the course or more) will result in an SDF grade, whose resolution will require special petition.

Use of smart phones is not permitted during class; and notes should be taken by hand preferably, or on your laptop, with the internet disengaged.

**All readings are to be prepared for the class meeting listed, not afterwards; quizzes will be on material read *for that week***

***Week 1 (Sept 12)*** Introduction.

***Week 2 (Sept 19)*** New Testament and Early Church, Part I.

*Readings:* Dodd (packet); 1 Corinthians 15; 1 Timothy; 1 Peter; Barnabas (packet); Didache (packet); Hill, chapter 2.

***Week 3 (Sept 26)*** New Testament and Early Church, Part II.

*Readings:* Augustine (skim *On Faith and the Creed*) (packet); Hill, chapter 3.

***Week 4 (Oct 3)*** Orthodoxy.

*Readings:* Agathangelos (note the topics carefully, but skim as the content as necessary) (packet); Hill, chapters 4 and 5.

***Week 5 (Oct 10)*** Medieval Church. ***Paper 1 is due today!***

*Readings:* Aquinas (packet); Gerson (packet); Bellarmine (skim) (packet); Van Engen (packet); Hill, chapters 6 and 7.

***Week 6 (Oct 17)*** Reformation.

*Readings:* Luther (packet); *Heidelberg Catechism* (online: [www.reformed.org/documents/heidelberg.html](http://www.reformed.org/documents/heidelberg.html)); *Catechism of the Book of Common Prayer* (from Canadian Book of Common Prayer, 1962, 544–52) (packet); Hill, chapter 9.

***Week 7 (Oct 24)*** Reading Week, no classes.

***Week 8 (Oct 31)*** Seventeenth-Century Protestantism.

*Readings:* Watts (packet); Hill, chapter 11.

***Week 9 (Nov 6/7)*** Christian Mission I – Latin America.

*Readings:* Pedro De Cordoba (packet); Sahagun (packet); Acosta (packet); Redden (packet); Mitchell and Jay (on blackboard); Hill, 274–92.

**Week 10 (Nov 14)** Christian Mission II – Asia. ***Paper 2 is due today!***

*Readings:* Alexandre de Rhodes (packet); Prospero (packet); Hill, 296–311; Robert, chapter 2.

**Week 11 (Nov 21)** Christian Mission III – North America.

*Readings:* Jean de Léry (online, at UoT library catalogue); Pierson (packet); P.-J. de Smet (online); Veniaminov (packet); Hill, 292–6, 370–3; Robert, chapters 3 and 4.

**Week 12 (Nov 28)** Modern Adaptations I.

*Readings:* Clément, *The Living God* (packet); Hill, chapters 12 and 14; Robert, chapter 5.

**Week 13 (Dec 5)** Modern Adaptations II – Roman Catholicism and Other Traditions. ***Paper 3 is due today!***

*Readings:* *Catechism of the Catholic Church*, 9–44 (no. 1–141), 82–118 (no. 279–421), 214–51 (no. 748–870); *Anglican Catechism in Outline* (Blackboard); Hill, 440–65.

## **Evaluation**

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### **Requirements**

Weekly content quizzes and assignments based mainly on the Hill textbook (15%); 3 papers based on key catechetical primary texts and their application to today's ecclesial life (5-8 pages each; 20% each); participation in class and discussion times (25%).

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.

### **Grading System**

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### ***Policy on Assignment Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**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. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

### ***Policies***

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. 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* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance

of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

**Course Evaluations.** At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

## ***Bibliography***

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See above under *Course Resources*.