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

Course Number :   WYT1601HS
Course Name: That All May Be One: A Survey of the Past, Present, and Future of Ecumenism
Campus: Online

Instructor Information

Instructor: Scott Sharman   Teaching Assistant:
E-mail: ssharman@ualberta.ca   E-mail:
Office Hours:

Course Prerequisites or Requisites

None.

Course Description

This course seeks to give a broad historical and theological survey of the modern ecumenical movement. This will include the principles and details behind its formation, the contents and significance of some of its major agreed statement, the reasons for the present sense of stagnation and loss of momentum, and the current discussion about ways forward. A combination of written lectures, video clips, primary and secondary readings, and online student discussion will be used to deliver the course content.

Course Methodology

Lectures, readings, forums, summaries, ecclesial biography, book review, site report

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	**This outcome will be achieved through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
• will have gained the following knowledge:	Lectures, readings, summaries, book review	**MTS:** 1.3, 1.5 **MDiv:** 1.3, 1.5

• Introduction to the biblical foundations for the unity of the Church • Introduction to the theological bases for ecumenical concern • Familiarity with the history of the ecumenical movement in the 20th century • Familiarity with major breakthroughs in the ecumenical movement • Introduction to the new challenges facing ecumenists in the 21st century;		
• Will form an awareness of the implications of Christian division on the mission of the Church in the areas of social justice and evangelization and demonstrate a personal commitment to the building up of the visible unity of the churches;	Course as a whole, but especially site visit and ecclesial biography	**MTS:** 1.3, 1.5, 3.3 **MDiv:** 1.3, 1.5, 3.2, 3.3
• Will have gained the following practical abilities • Competency in reading ecumenically agreed statements on doctrinal issues • Competency in written reflection on the results of ecumenical dialogue • Competency in articulating and sharing the ecclesial distinctives of one's own tradition, and in listening to those of another	Readings, written assignments, forums	**MTS:** 2.1, 2.3 **MDiv:** 2.1, 2.2

Course Resources

Required Course Texts

- Jeffrey Gros, Eamun McManus, Ann Riggs. *Introduction to Ecumenism* (Paulist Press, 1998).
- Michael Kinnamon. *The Vision of the Ecumenical Movement and How It Has Been Impoverished By Its Friends* (Chalice Press, 2003).
- Karl Braaten and Robert Jenson. *The Ecumenical Future* (Eerdmans, 2004).

- Other supplemental readings will be available on the course website in PDF form.

Course Website(s)

- Blackboard https://weblogin.utoronto.ca/

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Module A – The Birth of the Ecumenical Movement

Session 1: Biblical and theological foundations for ecclesial unity

Session 2: The World Council of Churches and the Second Vatican Council

Session 3: Models and goals of ecumenism

Module B – Ecumenical Breakthroughs

Session 4: The Anglican-Roman Catholic International Commission

Session 5: The Joint Declaration on the Doctrine of Justification

Session 6: Full Communion Agreements

Module C – Ecumenical Challenges

Session 7: Bureaucratization

Session 8: "Wider" Ecumenism

Session 9: Challenges around Consensus and Reception

Module D – The Ecumenical Future

Session 10: Spiritual Ecumenism

Session 11: Local Ecumenism

Session 12: Summary

Evaluation

Requirements

1. Reading Summaries (20%)

Students will be required to post a 1 page summary of each session's readings to the course website prior to the beginning of the next session's lecture.

2. Forum Participation (20%)

Discussion questions will be posted to the course website forum each week. Students will be expected to post an answer to at least one question each week, and to comment on the answer of at least one other student each week.

3. Ecclesial Biography (20%)

Students will prepare a 5 page 'ecclesial biography' of the denomination they currently attend, or which has been most formative on their spiritual development. This will include answering the following questions: 1) What are the circumstances around this denomination's historical origins? 2) What are the core doctrinal distinctives of this denomination? 3) How does this denomination understand its relationship to the one, holy, catholic and apostolic Church of the Creeds? 4) How does this denomination understand its relationship to other denominations?

4. Ecumenical site visit report (20%)

Students will visit the Sunday morning service of a Christian denomination significantly different than their own (consult with the instructor) in order to observe the worship. Students will take note of any features of the architecture, music, liturgy, etc. which they found especially meaningful and/or confusing. This is to be compiled into a 2-page report.

At a later time, students will also arrange to meet with a member of the clergy/staff of this same church to receive a tour of the site, and to conduct an interview. In the interview the student will ask the four questions listed in the Ecclesial Biography assignment above. The student will them compile a 3-page report on this interview.

5. Book Review (20%)

Students will prepare a 5-7 page book review of one of the books listed in the bibliography. Guidelines for writing a book review will be posted to the website.

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

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).

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).

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*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Bibliography

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Evans, G. R. *Method in Ecumenical Theology: The Lessons So Far*. Cambridge: Cambridge University Press, 1996.

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