



Course Syllabus Wycliffe College Toronto School of Theology Winter Term 2019

Course Identification

Course Number : WYT2505S
Course Name: Introduction to Anglican Theology
Class Location: Wycliffe College
Class Day & Time: Mondays, 11-1

Instructor Information

Instructor:	The Revd Canon Timothy Connor, ThD	Teaching Assistant:
E-mail:	tim.connor@sympatico.ca	E-mail:
Office Location:	none	
Office Hours:	appointments as scheduled	

Course Prerequisites or Requisites

None

Course Description

This course introduces students to a series of questions in Anglican ecclesiology at a time of significant tensions in the self-understanding of the highly diverse churches that comprise the worldwide Anglican Communion. Is there a discernable and coherent core to Anglican ecclesial life and its traditions of theological reflection or has its vaunted comprehensiveness elided its commitments and eclipsed the integrity of its identity. It takes note of the ways in which its impetus towards mission and ministry in diverse historical moments and cultures has led to such a highly ramified understanding and appropriation of Anglican identity while at the same time exhibiting significant concern for the unity of the Communion which this impetus has produced. It locates reflection on mission and unity around four core concerns that have crystalized since the late nineteenth century, namely Holy Scripture, the historic Creeds, the Sacraments of the Gospel, and the Historic Episcopate. It also holds in view the constructive, catechetical task that awaits Anglicans today in every place.

Course Methodology

This course will draw upon lectures, tutorials, and weekly readings.

Course Resources

Required Course Texts

There is no required text to purchase. A course pack of required weekly readings will be provided.

Course Website(s)

- 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 Quercus should ask the assistant registrar for further help.

Class Schedule

Week 1 (January 7) Topic: Course organizational matters; a review of the syllabus, initial quiz

Lecture: The Identity of 'Anglicanism': What is Anglican Theology? Setting the Question (with reference to works by Stephen Sykes and Paul Avis)

Readings: none

Week 2 (January 14) Topic: The Mission and Unity of Anglicanism: The Chicago-Lambeth Quadrilateral in Context

Readings: Paul Avis, "Anglican Conciliarism: The Lambeth Conference as an Instrument of Communion" (46-59) in *The Oxford Handbook of Anglican Studies*

Documents The Chicago-Lambeth Quadrilateral 1886/1888

"The Appeal to All Christian People: The Reunion of Christendom" (1920)

"The Anglican Way: Signposts on a Common Journey" – TEAC 2007 Singapore

The Lambeth Conference 2008 – Section Reports – Section G

Tutorial Class discussion of submitted questions

Week 3 (January 21) Topic: Scripture in Anglicanism I: The English Reformation Legacy

Readings: Diarmaid MacCulloch, "The Church of England 1533-1603" (18-41) in Stephen Platten (ed.), *Anglicanism and the Western Christian Tradition: Continuity, Change and the Search for Communion*.

Rowan Greer, "Chapter One – The Bible Moves to Center Stage 1529-1603," *Anglican Approaches to Scripture: From the Reformation to the Present* (1-31)

Documents: 1538 Second Henrician Injunction; Thomas Cranmer, "Preface to the Great Bible, 1540, Article VI of the Thirty-Nine Articles of Religion; Edwardine Homilies: "A Fruitful Exhortation to the Reading and Knowledge of Holy Scripture"

Tutorial Class discussion of submitted questions

Week 4 (January 28) Topic: Scripture in Anglicanism II: The Legacy of Richard Hooker

Readings: *The Laws of Ecclesiastical Polity*, Vol 1: 256-282; 283-297; 348-358; Vol. 2: 58-65, 76-105, 146-149, 154-157

Tutorial Class discussion of submitted questions

Week 5 (February 4) Topic: Anglican Theology in the Midst of Contest and Conflict

Readings Ephraim Radner, "Christian Unity in an Age of Church-Shopping" (23-38) in *Hope Among the Fragments: The Broken Church and Its Engagement of Scripture*

Sathianathan Clarke, "Ecumenism and Post-Anglicanism, Transnational Anglican Compactism, and Cosmo-Transanglicanism" (341-355) in *The Oxford Handbook of Anglican Studies*

Week 6 (February 11) Topic: The Catechetical Task in Relation to Scripture

Readings: N. T. Wright, "How Can the Bible Be Authoritative?"

OR

John Webster, "Reading in the Economy of Grace" (68-104) in *Holy Scripture: A Dogmatic Sketch*

Rowan Williams, "The Bible Today: Reading and Hearing" (29-49) in *Holy Living: The Christian Tradition for Today*

Tutorial: Class discussion of submitted questions

Assignment Due: *First exercise in fundamental catechesis due in class*

Week 7 (February 18) No Class: Reading Week. ***Begin to think about a final essay topic.***

Week 8 (February 25) Topic: Doctrine in Anglican Tradition

Readings Stephen Sykes, "The Fundamentals of Christianity" (64-80) in *Unashamed Anglicanism*

Paula D. Nesbitt, "Doctrine" (384-399) in *The Oxford Handbook of Anglican Studies*

Tutorial: Class discussion of submitted questions

Week 9 (March 4) Topic: The Christian Creeds in Anglican Tradition

Readings: Rowan Williams, "The Incarnation as the Basis of Dogma" (85-98) in Robert Morgan (ed.), *The Religion of the Incarnation: Anglican Essays in Commemoration of Lux Mundi*

O. C. Quick, "The Christian Doctrine of Salvation" (189-215) in *Doctrines of the Creed*

Tutorial: Class discussion of submitted questions

Week 10 (March 11) Topic: The Sacraments of the Gospel I: Holy Baptism

Readings: David R. Holeton, "Initiation" (293-307) in Sykes, Booty, and Knight (eds), *The Study of Anglicanism*

Kenneth Stevenson, *The Mystery of Baptism in the Anglican Tradition*, pp.1-21.

Tutorial: Class discussion of submitted questions

Assignment Due: *Second exercise in fundamental catechesis due in class*

Week 11 (March 18) Topic: The Sacraments of the Gospel II: Holy Eucharist

Readings: Paul Avis, "Anglicanism and Eucharistic Ecclesiology" (81-108) in *The Identity of Anglicanism: Essentials of Anglican Ecclesiology*

Rowan Williams, "Eucharist" (41-59) in *Being Christian: Baptism, Bible, Eucharist, Prayer*

Week 12 (March 25) Topic: The Historic Episcopate, Locally Adapted

Readings: Richard A. Norris, "Episcopacy" (333-348) in Sykes, Booty, and Knight (eds), *The Study of Anglicanism*

John Webster, "The Self-organizing Power of the Gospel of Christ: Episcopacy and Community Formation" (191-210) in *Word and Church: Essays in Christian Dogmatics*

The Ordinal of the Book of Common Prayer (Canada 1962) and of the Book of Alternative Services (1985)

Tutorial: Class discussion of submitted questions

Week 13 (April 1) Topic: Does Anglicanism Have a Vocation?

Readings: Paul Avis, "The Vocation of Anglicanism" (171-187) in *The Vocation of Anglicanism*

Assignment Due: *Final Paper is due in class*

Evaluation

Requirements

Attendance at all classes is expected.

Class and Tutorial Participation* (weekly as indicated) 20%

First Written Exercise in Fundamental Catechesis** (Feb. 11) 25%

Second Written Exercise in Fundamental Catechesis (March 11) 25%

Final Paper*** (10-12 pages maximum – April 1) 30%

*For those classes in which a tutorial is indicated each student will submit two questions based on the assigned readings to the instructor via his email by 5:00 p.m. of the evening before class (i.e., Sunday).

** A description of the requirements for this exercise will be distributed in class and via Quercus.

***Students will begin to focus on a topic for the final paper by Week 7 (Feb. 18) and will clear it and useful bibliographical resources with the instructor before writing.

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 hand in assignments by the date given in the course outline. **One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.** This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension

(SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

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 or college grading policy.

Course Outcomes

This should list the course outcomes, the course elements (assignments and other course requirements) that will demonstrate the degree to which the students have achieved these outcomes, and how course outcomes correspond to the BD Program outcomes given in the college’s Statement of Intended Outcomes for each of its BD programs. These should be set out in a clear manner, in a table (Nota bene: not all program outcomes will be achieved in every course):

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe’s statements of outcomes (MTS, MDiv)
• will gain a basic understanding of several key themes in Anglican theology and their significance for the question of Anglican identity and faithfulness	Course lectures, tutorial discussions, final paper	MTS: MDiv:
• will have developed a critical perspective on the distinctive character of Anglican theological tradition in terms of its challenges and opportunities	Engagement with a set of readings from diverse periods of Anglican history and	MTS: MDiv:
• will have explored aspects of the constructive task that awaits them in ministry and mission in parish and other settings	Participation in class discussion tutorials and the two written exercises in fundamental catechesis	MTS: MDiv:

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*, 8th 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.

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. 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.

Bibliography

List here any bibliographic resources that will be helpful to students, both within the course and for further study.

Important Websites:

Anglican Communion Document Library: <https://www.anglicancommunion.org/resources/document-library.aspx>

Anglican Church of Canada: <https://www.anglican.ca>

The Church of England: <https://www.churchofengland.org>

The Episcopal Church (USA): <https://www.episcopalchurch.org>

Books:

Avis, Paul. *The Identity of Anglicanism: Essentials of Anglican Ecclesiology*. London: T & T Clark Continuum, 2007.

Avis, Paul. *The Vocation of Anglicanism*. London: Bloomsbury T & T Clark, 2016.

Bray, Gerald, ed. *Documents of the English Reformation*. Minneapolis: Fortress Press, 1994.

Chapman, Mark D., Sathianathan Clarke, and Martyn Percy, eds. *The Oxford Handbook of Anglican Studies*. Oxford: Oxford University Press, 2016.

Greer, Rowan A. *Anglican Approaches to Scripture: From the Reformation to the Present*. New York: Herder & Herder/Crossroad, 2006.

Morgan, Robert, ed. *The Religion of the Incarnation: Anglican Essays in Commemoration of Lux Mundi*. Bristol: Bristol Classical Press, 1989.

The Oxford History of Anglicanism. General Editor: Rowan Strong. 5 Vols. Oxford: Oxford University Press, 2017.

Platten, Stephen, ed. *Anglicanism and the Western Christian Tradition: Continuity, Change and the Search for Communion*. Norwich: Canterbury Press, 2003.

Radner, Ephraim. *Hope Among the Fragments: The Broken Church and Its Engagement of Scripture*. Grand Rapids, MI: Brazos Press, 2004.

Sykes, Stephen. *The Integrity of Anglicanism*. London: Mowbrays, 1978.

Sykes, Stephen. *Unashamed Anglicanism*. London: Darton, Longman and Todd, 1995.

Sykes, Stephen, John Booty, and Jonathan Knight, eds. *The Study of Anglicanism*, revised edition. London: SPCK/Minneapolis: Fortress Press, 1998.

Webster, John. *Holy Scripture: A Dogmatic Sketch*. Cambridge: Cambridge University Press, 2003.

Webster, John. *Word and Church: Essays in Christian Dogmatics*. Edinburgh & New York: T & T Clark/Continuum, 2001.

Williams, Rowan. *Being Christian: Baptism, Bible, Eucharist, Prayer*. Grand Rapids, MI: William B. Eerdmans Publishing, 2014.

Williams, Rowan. *Holy Living: The Christian Tradition for Today*. London: Bloomsbury Continuum, 2017.