

# Course Syllabus

## The Church Fathers in the Theology of the Reformation

Wycliffe College

Toronto School of Theology

Fall 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 will 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**

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Instructor:	Mark W. Elliott, PhD,
E-mail:	melliott@wycliffe.utoronto.ca
Office Hours:	by appointment

### **Course Identification**

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Course Number:	Course Code (e.g. KNH3020H)
Course Format:	<i>In-class</i>
Course Name:	The Church Fathers in the Theology of the Reformation
Course Location:	
Class Times:	

Prerequisites: None

## ***Course Description***

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This course will explore the extent and nature of the theology of the Church Fathers in that of the Reformation theologians, Lutheran, Reformed (including Anglican) and Catholic, up to the early 17<sup>th</sup> century. There will be eight topics covered: 1. Method issues: Renaissance, language and scholarship of the Fathers and the bible, including the question of 'sola scriptura'; 2. Key figures: Irenaeus, Chrysostom, Augustine, Ratramnus; 3. Issue 1: Atonement, Justification and Sanctification; 4. Issue 2: Eucharist/Lord's Supper; 5. Issue 3: Predestination; 6. Issue 4: Trinity and Christology; 7. Issue 5: the Church; 8. Conclusions and Presentations. The course will aim to instruct in patristic theology in context and in the context of its appropriation by Early Modern writers. Thus there will be a consideration of a 'triangular' relationship between Reformation theology, the Church Fathers and the biblical texts. This will proffer a truer picture of how the Church Fathers have worked on Western theology in Modernity and what has been missed in this translation.

## ***Course Resources***

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### **Required Course Texts/Bibliography**

#### **Required**

- Jaroslav Pelikan, *The Christian Tradition: Volume 4: Reformation of Church & Dogma 1300-1700*, Chicago: University Of Chicago, 1985.
- Rowan D. Williams, *On Augustine*. London: Bloomsbury/Continuum, 2016; *Why Study the Past?: The Quest of the Historical Church*, London: Darton, Longman & Todd; New edition, 2014. *Christ, the Heart of Creation* (London: Bloomsbury/Continuum, 2019): Chapter on Calvin.
- Mathijs Lamberigts, 'Augustine and Augustinianism at Trent' in Mathijs Lamberigts, Peter Walter, Günther Wassilowsky (ed.), *Augustine and Augustinianism at Trent*, Aschendorff Verlag; Münster, 2016, 141-66.

#### **Bibliography**

Irena Backus (ed.), *The Reception of the Church Fathers in the West: From the Carolingians to the Maurists*, Leiden, Brill, 1997.

Andrea Villani (ed.), *Lire les Pères de l'Eglise entre la Renaissance et la Réforme. Six contributions*. Paris: Beauchesne, 2012

Arnoud Visser, *Reading Augustine in the Reformation: The Flexibility of Intellectual Authority in Europe, 1500–1620* Oxford: OUP, 2011

Alister E. McGrath, 'Forerunners of the Reformation? A Critical Examination of the Evidence for Precursors of the Reformation Doctrines of Justification', *Harvard Theological Review* 75 (1982): 219-242

Jay T. Collier, *Debating Perseverance: The Augustinian Heritage in Post-Reformation England* (Oxford Studies in Historical Theology) Oxford: OUP, 2018.

Anthony N. S. Lane, *John Calvin Student of Church Fathers*, Edinburgh: T&T Clark, 1991

Phil Anderas, *Renovatio: Martin Luther's Augustinian Theology of Sin, Grace and Holiness*, Göttingen: V&R, 2019.

Karla Pollmann (ed.), *The Oxford Guide to the Historical Reception of Augustine*, OUP, 2013.

Todd Billings, 'John Calvin: United to God in Christ', in Michael J. Christensen, Jeffery A. Wittung (ed.), *Partakers of the Divine Nature: The History and Development of Deification*, Madison: Fairleigh Dickson Press, 2007, 200-18.

C. Pecknold, Tarmo Toom (eds.), *The T&T Clark Companion to Augustine and Modern Theology*, London: Bloomsbury, 2013: Ch9: Philip Cary, 'Augustine and Luther'; Ch 10: ANS Lane, 'Augustine and Calvin'.

Eric Saak, 'Augustine in the Western Middle Ages until the Reformation', in Mark Vessey (ed.), *A Companion to Augustine*, Malden and Oxford: Wiley-Blackwell 2012; 465-91.

Nicholas Thompson, *Eucharistic Sacrifice and Patristic Tradition in the Theology of Martin Bucer, 1534-1546*, Studies in the History of Christian Traditions, Volume 119; Leiden: Brill, 2009.

Richard Muller, 'Augustinianism in the Reformation', in A. Fitzgerald (ed.), *Augustine Through the Ages: An Encyclopedia*, Grand Rapids: Eerdmans, 1999), 705-7.

B.B. Warfield, *Augustine and Calvin* Presbyterian and Reformed Publishing Company, 1956

Eugene F. Rice Jr., *Saint Jerome in the Renaissance*. Johns Hopkins Symposia in Comparative History. Baltimore: Johns Hopkins University Press, 1985.

Charles Trinkaus, 'Erasmus, Augustine, and the Nominalists', *Archiv für Reformationsgeschichte - Archive for Reformation History* 67 (1976): 5-32.

Alan Sell, *The Great Debate. Calvinism, Arminianism, and Salvation*. *Studies in Christian Thought and History*, Worthing, 1982.

Luchesius Smits, *Saint Augustin dans l'oeuvre de Jean Calvin*, Assen 1957.

For those with German:

Matthias Mütel, *Mit den Kirchenvätern gegen Martin Luther? Die Debatten um Tradition und auctoritas patrum auf dem Konzil von Trient*. *Konziliengeschichte - Reihe B: Untersuchungen*. Schöningh, 2013.

J. Marius Lange van Ravenswaay, *Augustinus totus noster: Das Augustinverständnis bei Johannes Calvin*. Göttingen: Vandenhoeck et Ruprecht, 1990.

L.Grane, A.Schindler, M. Wriedt (Hgg.), *Auctoritas Patrum. Zur Rezeption der Kirchenväter in 15. Und 16. Jahrhundert* Mainz: IEG, 1993, 271-329.

### 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 Quercus should ask [insert college contact] for further help.]

### Course Learning Objectives/Outcomes

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#### College

##### BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes:

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

In course discussion and the composition of a research paper, students will practice the transferrable skills of comprehension, evaluating opposing views with a goal of resolution, and summarizing and arguing a case about theologies of Providence with a goal to employing said skills when discussing and evaluating theologies of providence in their congregations.

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

Through course discussion and writing assignments, students will identify how Providence relates to the doctrines of creation, God, Christ, and salvation in order to conclude what providence might mean from theological, biblical, philosophical and pastoral viewpoints.

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

Through course readings, students will appraise their own conception of providence through engagement with the tradition.

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

Students will be able to formulate an articulate yet nuanced position on the subject of Providence.

##### Graduate Level

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<b>EXPECTATIONS:</b> <i>In this course students are expected to demonstrate the following:</i>		
<b>1. Depth and Breadth of Knowledge</b> is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	<ul style="list-style-type: none"> <li>With guidance from course leader(s), students will evaluate how theology composed for situations over a millennium earlier can be re-interpreted for the sixteenth and early seventeenth centuries.</li> <li>Examine and compare modern scholarship on the subject and the respective interpretations.</li> </ul>	Lectures, discussion of readings and the themes. Research paper
<b>2. Research and Scholarship</b> is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.	<ul style="list-style-type: none"> <li>Analyze the Reformation as approaching Scripture both directly and indirectly (via the interpretation of the church fathers). Utilizing appropriate research skills, students will develop insights and assess how this 'triangle' between bible, fathers and reformation theology operated.</li> </ul>	Initial and final bibliography Research paper
<b>3. Level of Application of Knowledge</b> is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.	<ul style="list-style-type: none"> <li>compose arguments on their chosen special themes through discussion and collaboration with each other so as to demonstrate a wide-ranging grasp of the relationship between patristic and reformational theology.</li> </ul>	Seminar participation. Reflective reading of texts.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p><b>4. Professional Capacity or Autonomy</b> is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p>	<ul style="list-style-type: none"> <li>• evaluate which trajectories of interpretation-i.e. where an Early Modern theologian has reinforced or developed a trend in the Patristic theology—are problematic or beneficial.</li> <li>• use historical empathy and theological generosity to analyse and express and thus consolidate knowledge through simplification, rephrasing and exposition.</li> <li>• practice the hermeneutical task of reading the two periods in the light of each other.</li> </ul>	<p>Taking turns to lead the seminar and to be chief “Inquisitor” of the speaker.</p>
<p><b>5. Level of Communication Skills</b> is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<ul style="list-style-type: none"> <li>• formulate clarifying statements of a selection of writings. This will move from explanation to interpret, judge and shape their arguments and defend their theses and challenge others.</li> <li>• Interpret scholarly literature and formulate individual assessments based upon the course’s conclusion.</li> </ul>	<p>Research paper Contribution to seminar</p>
<p><b>6. Awareness of the Limits of Knowledge</b> is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and</p>	<ul style="list-style-type: none"> <li>• evaluate strengths and weaknesses in their knowledge and experience of methods.</li> <li>• examine unfamiliar approaches, while also</li> </ul>	<p>In-class discussion at beginning and end of sessions.</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.	evaluating their knowledge of their own traditions in order to deepen their understandings of them.	

## Evaluation

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### Requirements

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

(1) Participation (10%) – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to offer questions on texts and to each other. There will be a rota for speakers/leaders and also first respondents (‘inquisitors’).

(2) Seminar papers (50%) – ‘commentary’ on a primary patristic text (25%) and on a primary Reformation text that uses the former (25%).

(3) Final paper (40%) – A substantial scholarly paper (25 pages or so for AD, 15 pages for BD)...this will take an aspect of the theme of Providence and use sources of bible, tradition and contemporary reflection to offer an interpretation of what can be declared today.

### Grading System - Basic Degree Students

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

### Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

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

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); 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 and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week 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.

**Late work (Graduate).** The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

**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.

## **Policies**

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**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> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. 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](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>.

**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 must 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.

## **Course Schedule**

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### **Session 1**

*Day, Date*                      Course introduction: Method issues: Renaissance, language and scholarship of the Fathers and the bible.

## **Session 2**

*Day, Date*

Topic: Introducing key figures: Irenaeus, Chrysostom, Augustine, Ratramnus; and their contribution to the Reformation.

## **Session 3**

*Day, Date*

Topic: Profiles of Leading figures as readers of the Fathers: Luther, Melancthon, Bucer, Calvin, Bullinger, the Tridentine Fathers, Bellarmine, Hooker.

## **Session 4**

*Day, Date*

Topic: Issue 1 – Atonement, Justification and Sanctification;

## **Session 5**

*Day, Date*

Topic: Issue 2 – Eucharist/Lord's Supper.

## **Session 6**

*Day, Date*

Topic: Issue 3 – Predestination.

## **Session 7**

*Day, Date*

Topic: Issue 4 – Trinity and Christology.

## **Session 8**

*Day, Date*

Topic: Issue 4 – The Church; Conclusions and Presentations.

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