



**Course Syllabus**  
**WYH3050H – Preaching with the Church Fathers**  
**Wycliffe College**  
**Toronto School of Theology**  
**Summer 2020**

### ***Instructor Information***

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Instructor: Robert Edwards  
Telephone: Mobile – (574) 401-9110  
E-mail: [robertgtedwards@gmail.com](mailto:robertgtedwards@gmail.com)  
Office Hours: By appointment, via Skype (robert.g.t.edwards) or FaceTime (1-574-401-9110)

### ***Course Identification***

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Course Number: WYH2050H; Cross-listed WYP0300  
Course Format: Online  
Course Name: Preaching with the Church Fathers: The History and Practice of Early Christian Homiletics  
Class Times: N/A  
Prerequisites: History of Christianity I (Early Christianity), or instructor's permission

### ***Course Description***

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In the early centuries of the church, it was rare to find a theologian who wasn't also a preacher. In the estimation of most early Christian writers, theology was to be ordered towards proclamation—it was for the whole church, from the humblest parishioner, to the most erudite. Whereas homilies have historically taken a back seat to dogmatic treatises in patristic scholarship, there is a growing awareness that homiletical literature was of central importance for the early and medieval church, East and West alike. In addition to their importance for the propagation of the gospel and the cure of souls in the patristic era, these homilies continued for centuries to be used as resources for pastors and preachers. In this course, students will engage with these sermons in accordance with rigorous historical methods, and, at the same time, join in this tradition of turning to the sources themselves (*ad fontes*) to consider how early Christian sermons can be fruitfully employed in the church today. Students will thus reflect, in historical perspective, on the intersection of theology, exegesis, and pastoral care. The primary tasks of the course will be to read (in translation) and discuss the sermons of Greek and Latin preachers, from the first century to the fifth. We will focus especially on the great preachers of the fourth and fifth centuries, Augustine of Hippo and John Chrysostom, both of whom were used as exemplars of preaching in their respective traditions for centuries.

### ***Course Resources***

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Bibliography (all required readings are available on Quercus)

- Cook, James Daniel., *Preaching and Popular Christianity: Reading the Sermons of John Chrysostom* (Oxford: Oxford UP, 2019). (available on UTL)
- Cunningham, Mary B., and Pauline Allen, eds. *Preacher and Audience: Studies in Early Christian and Byzantine Homiletics*, ed. Pauline (Leiden: Brill, 1998). (available on UTL)

- Diesenberger, Max, Yitzhak Hen, Marianne Pollheimer. *Sermo Doctorum: Compilers, Preachers, and their Audiences in the Early Medieval West*. Turnhout, Belgium: Brepols, 2013. (selections available on Quercus)
- Dupont, Anthony, Shari Boodts, Gert Partoens, and Johan Leemans, eds. *Preaching in the Patristic Era: Sermons, Preachers, and Audiences in the Latin West*, ed. (Leiden: Brill, 2018). (available on UTL)
- Dupont, Anthony, Gert Partoens, and Mathijs Lamberigts, eds. *Tractatio Scripturarum: Philological, Exegetical, Rhetorical, and Theological Studies on Augustine's Sermons: Ministerium Sermonis II* (Turnhout: Brepols, 2012). (selections available on Quercus)
- Forness, Philip. *Preaching Christology in the Roman Near East: A Study of Jacob of Serugh* (Oxford: Oxford UP, 2018). (available on UTL)
- Maxwell, Jaclyn L. *Christianization and Communication in Late Antiquity John Chrysostom and his Congregation in Antioch* (Cambridge, UK: Cambridge UP, 2006). (available on UTL)
- Mayer, Wendy. "Homiletics," in *The Oxford Handbook of Early Christian Studies*, ed. Susan Ashbrook Harvey and David G. Hunter (Oxford: Oxford UP, 2008), 565–83. (available on UTL)
- Partoens, Gert, Anthony Dupont, and Shari Boodts, eds. *Praedicatio Patrum: Studies on Preaching in Late Antique North Africa*, ed. (Turnhout: Brepols, 2017). (selections available on Quercus)
- Stewart-Sykes, Alistair. *From Prophecy to Preaching: A Search for the Origins of the Christian Homily* (Leiden: Brill, 2001). (available on UTL)

#### Course Website

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 Jeff Hocking (jhocking@wycliffe.utoronto.ca) for further help.

### Course Outcomes

Course Outcomes	Course Elements	Program Outcomes
By the end of this course, students will be able to	This outcomes will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe College's statements of outcomes:
Identify and evaluate the vast and complex collections of patristic homilies	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Research paper</li> </ul>	<ul style="list-style-type: none"> <li>• MDiv: 1.4</li> <li>• MTS: 2.2</li> </ul>
Distinguish among various patristic pedagogies, and theological uses of scripture	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Research paper</li> <li>• Online discussion</li> <li>• Modern patristic homily</li> </ul>	<ul style="list-style-type: none"> <li>• MDiv: 1.2, 1.3, 1.4</li> <li>• MTS: 1.2, 1.3, 3.1</li> </ul>
Selectively apply early Christian homiletical practices in their own preaching and teaching	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Online discussion</li> <li>• Modern patristic homily</li> </ul>	<ul style="list-style-type: none"> <li>• MDiv: 2.2, 2.3</li> <li>• MTS: 2.1</li> </ul>
Evaluate early Christian perspectives on the intersection	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Online discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MDiv: 2.1</li> <li>• MTS: 2.1, 2.2, 3.1</li> </ul>

of theology, exegesis, and pastoral care	<ul style="list-style-type: none"> <li>• Research paper</li> <li>• Modern patristic homily</li> </ul>	
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## ***Evaluation***

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### Requirements

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

(1) *Participation in Online Discussion* (40%)

Because a substantial part of this course is reading primary sources, it will be necessary for the class to reflect on that reading as a group. There are two parts to this grade.

- a. Each student will be responsible for leading and moderating the online discussion, in consultation with the instructor, for at least one week's worth of readings. Students will meet (online) with the instructor to discuss this before the course begins. The student who is responsible for this will lead off on asking the guiding questions for the week, and will be responsible for keeping the discussion on task (15%).
- b. For the remainder of the weeks, when one is not leading, students will be required to demonstrate their engagement in the course through responses to the student leader's guiding questions. As a guideline, to meet the minimum requirements, students must respond to the discussions at least twice (25%). *Student participation is essential to the success of the whole class.*

(2) *Annotated Modern Patristic Homily* (20%)

There are two different options for this assignment.

- a. You may choose a single patristic preacher (probably Augustine or Chrysostom), and write a homily in imitation of him. This homily will preach to a modern audience, but will be full of the tendencies of the particular author. These tendencies will be copiously annotated.
- b. You may choose to write a homily that is inspired by a various church fathers. Like option (1), this too must preach to a modern audience, and must be copiously annotated.

In both cases, attempts will be made to introduce aspects of patristic sermons that are not normally heard in one's usual ecclesial context. Especially worthy of consideration is how apparently *undesirable* aspects might be reconceived in new contexts. In this assignment we embrace the *challenge* that it is to go *ad fontes*.

(3) *Final paper* (40%)

In consultation with the instructor, the student will choose an appropriate topic for a research paper of approximately 20 pages. Students are free to choose a topic across the breadth of the course (from pastoral theology to church history). A proposal with outline and preliminary bibliography will be worth 10%, with the paper itself (30%) to follow later.

### Grading System - Basic Degree Students

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 BD 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. For each day the assignment is late, the grade will be reduced by one letter grade (e.g. A- to B+). 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.

**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 [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), 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.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* 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* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). 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 [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 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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### **Week 1: First and Second Centuries**

NT: Matt 5–7; John 15:1–16:15; Acts 2:14–41, 13:16–41; 2 Cor 2–5  
Clement of Alexandria, *Quis dives salvetur* (ANF 2: pp. 590–604)

Michael Cover, *Lifting the Veil*, selection  
Stewart-Sykes, “Hippolytus and Hermas,” in *Preacher and Audience*, 33–63

### **Week 2: Origen, the First Christian Preacher**

*Homilies on Numbers* 27  
*Homilies on Psalms* 74–76 (selection)  
*Homilies on Song of Songs* (selection)  
*Homilies on Luke* (selection)

Monaci Castagno, “Origen the Scholar and Pastor,” in *Preacher and Audience*  
Martens, *Origen and Scripture*, chapter 8

### **Week 3: Ancient Reflections on the Practice of Preaching**

Gregory of Nazianzus, *Oration 2 (On his flight)*  
John Chrysostom, *On the Priesthood* 4–6  
Augustine, *On Christian Doctrine* 4  
Gregory the Great, *Pastoral Rule* 3 (selections)

Mayer, “Homiletics,” in *Oxford Handbook*

### **Week 4: John Chrysostom**

*On the Statues* 6–7  
*On Matthew* 78–79  
*On John* (selection)  
*On David and Saul* 1–3  
*On Ephesians* 23

Maxwell, *Christianization and Communication*, 11–64

Forness, “The Audience and Readership of Late Antique Homilies,” in *Preaching Christology*

**Week 5: BREAK**

**Week 6: Greek Preachers of the Fourth Century**

Basil of Caesarea, *Hexaemeron* (selection); *On the Theophany*

Gregory of Nazianzus, *On the Love of the Poor*

Chrysostom, *On Genesis* (selection), *On Lazarus* 1-2, *On the Incomprehensibility of God* 2

Cook, *Preaching and Popular Christianity*, 139–64

Dunn, “Rhetoric in the Patristic Sermons in Late Antiquity,” *Preaching in the Patristic Era*

**Week 7: Augustine of Hippo**

*Ennarrationes in Psalmos* (selection)

*Sermones ad Populum* (selection)

Boodts, Shari, and Anthony Dupont. “Augustine of Hippo,” in *Preaching in the Patristic Era*, 177–97.

Müller, Hildegund. “Preacher: Augustine and his Congregation,” in *A Companion to Augustine*, ed. Mark Vessey (Chicester: Wiley-Blackwell, 2012), 297–309.

**Week 8: Latin Preachers of the Fourth and Fifth Centuries**

Ambrose of Milan, *De Helia et ieiunio*, *De Iacob et vita beata*, *De Isaac vel anima*

Augustine, selections from *Sermones ad Populum*

Leo, *On the Feast of the Nativity* (21–28)

Caesarius of Arles, 146–148; 155–158

Mayer, “Preaching and Listening in Latin,” in *Preaching in the Patristic Era*

Vessey, “Orators, Authors, and Compilers,” in *Sermo doctorum*

**Week 9: Anglican Receptions of Patristic Preaching**

Cranmer & Jewel, *The First & Second Books of Homilies* (selections)

Lancelot Andrewes, *Sermons* (Selection: vol. 1: 1, 2, 6, 8, 11, 12, 16); *Sermons of Repentance and Fasting* 5

Pusey, *Sermons on Solemn Subjects* 1; *Plain Sermons* 75

Newman, *Parochial and Plain Sermons* (selection); *Oxford University Sermons* (selection); *Sermons on Subjects of the Day* (selection)