



Course Syllabus Wycliffe College Toronto School of Theology

This syllabus is subject to change according to the needs of the class and circumstances that might arise.

Course Identification

Course Number: WYP2210HF
Course Name: Monastic & Missional: Benedictine Spirituality and Foundations of the New Monasticism
Time and Dates: Fall Term 2016; Tuesday evenings 7 – 9 pm.
Campus: Wycliffe College, West Lecture Room

Instructor Information

Instructor: Rev. Dr. Sister Constance Joanna Gefvert
E-mail: cj@ssjd.ca
Office Hours: 6 – 7 pm Tuesdays

Course Prerequisites or Requisites

None.

Course Description

St. Benedict's "Little Rule", written in the sixth century, is the primary source of Anglican spirituality, liturgy and ecclesiology and has influenced many other denominations as well. Since the mid-twentieth century it has had a profound influence on the "New Monasticism," Fresh Expressions, and the Emergence movement. The course will examine the historical roots of Benedictine spirituality in the desert tradition, the spread of the Benedictine tradition across Europe and the British Isles, the clash between the Roman Benedictine tradition and Celtic spirituality, the profound influence of Benedictine liturgy during the English Reformation especially in the shaping of the Book of Common Prayer, and the influence of Benedict's Rule on the development of Anglican and ecumenical religious communities. As we follow the tradition into the 20th and 21st centuries we will examine the increasing interest in Benedictine monastic spirituality among lay people and the evolution of monastic life into the "mixed economy" of traditional and emerging new monastic communities.

Course Methodology

Slide lectures, examples in art and music, video presentations, small group and plenary discussion, student-led discussion.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students:	Achieved through these course elements:	Corresponding Wycliffe statements of outcomes (MTS, MDiv):
<ul style="list-style-type: none"> • will understand the impact of Benedictine monastic roots on Anglicanism as well as other Protestant bodies; 	Historical overview	MTS: 1.3 MDiv: 1.3
<ul style="list-style-type: none"> • will have a deeper appreciation for traditional spiritual practices as they influence inherited and new monasticism; 	Historical overview, spiritual practice of students, reading on missional church and new monasticism	MTS: 1.3 MDiv: 1.3
<ul style="list-style-type: none"> • have an understanding of the spirituality, ecclesiology, and praxis of the “new monasticism” in its various manifestations; 	Reading on missional church and new monasticism	MTS: 1.3 MDiv: 1.3
<ul style="list-style-type: none"> • be able to evaluate the effectiveness (in terms of the <i>missio dei</i>) of various contemporary expressions of monasticism (both inherited and new); 	Identification of characteristics of new monasticism through weekly class discussion; research paper	MTS: 1.3 MDiv: 1.3
<ul style="list-style-type: none"> • have a personal commitment to some form of personal spiritual practice as a way of undergirding ministry in both inherited and fresh expressions of church. 	Students’ own spiritual practice seen in the context of monastic history and evolution of new monasticism	MTS: 1.3 MDiv: 1.3

Course Resources

Required Course Texts (*All available at Crux Bookstore except for the Barry book which will be distributed in class.*)

The Rule of Saint Benedict in English, ed. Timothy Fry. Collegeville, MN: Liturgical Press, 1980.

Christopher Brooke, *The Age of the Cloister: The Story of Monastic Life in the Middle Ages*. HiddenSpring (Paulist Press), 2003.

Patrick Barry, OSB, *Saint Benedict and Christianity in England*. Herefordshire, U.K.: Ampleforth Abbey, 1997. Privately published pamphlet; will be distributed in class.

Phyllis Tickle, *The Great Emergence*. Grand Rapids, MI: Baker Books, 2008.

Ian Mobsby and Mark Barry, *A New Monastic Handbook*. London, U.K.: Canterbury Press 2014.

Occasional selected articles to be distributed in class. See separate bibliography for additional reading, research papers, and options for seminars where relevant.

CLASS SCHEDULE

The instructor reserves the right to change the discussion topics and schedule in response to the evolving needs and interest of the class.

There will be one-hour films shown on three nights (see below). Students may bring their supper to eat during the film (or buy it in the Wycliffe dining room and bring it to the classroom). These are superb videos from one of the Trinity Wall Street Institutes on the theme of “Benedict in the Modern World.”

PRIOR TO START OF THE COURSE

Read the Rule of St. Benedict (and bring to every class).

Week 1 (Sept. 13)

Introduction to the course: Syllabus, books, assignments, calendar

Topics: Origins of Christian monasticism

Slide shows: 1a - Influence of the Rule of Benedict
1b – Jesus, John and Paul

In subsequent weeks, there will be three common threads:

- a historical or contemporary topic in monasticism and mission with slide shows
- readings from the Rule of St. Benedict
- reading from one of the two historical/contemporary authors: Brooke, Tickle, and the *New Monastic Handbook*

Week 2 (Sept. 20)

Topics: Forerunners and early monastics

Reading: Christopher Brooke, (PART ONE: THE MONASTIC TRADITION)
Chapter 1 – Prelude – Origins
Chapter 2 – The Rule of St. Benedict

Slide Shows: 1c - Early History of Monasticism
1d - John Cassian

Optional Video at 6 pm: “God’s Workshop” by Archbp. Rowan Williams

Week 3 (Sept. 27)

Topics: Benedictine reforms (Cistercians & Trappists)

Reading: Christopher Brooke:
Chapter 3 – Formation of the Monastic Tradition to the 11th century
Chapter 4 – Life, Work & Prayer (note “new monasticism” in 12th century)
Patrick Barry pamphlet

Slide Shows: 2a – Life and Rule of St. Benedict
2b - Summary of Monastic and Church History
3a - A Desert Interlude
3b - Monastic Reforms

Week 4 (Oct. 4)

Topics: The Reformation and the dissolution of the monasteries
Reading: Christopher Brooke:
Chapter 5 – The Hermits (Calmoldoli, Carthusian, community & hermitage)
Chapter 6 – The Cloister & the World (accommodation to secular social structures and values; conflict between abbey & city)
Slide Shows: 4a - English Reformation Beginnings
4b - English Reformation Developments

Week 5 (Oct. 11)

Paper 1 Due

Topics: Early communal experiments in the Church of England (Little Gidding)
Reading: Christopher Brooke (PART TWO: NEW ORDERS)
Chapter 8 – Augustinian Canons
Chapter 9 - Cistercians
Slide Show: 5 - Post-Reformation Communal Experiments

Week 6 (Oct. 18)

Topics: Sarum Rite and the Benedictine office
Reading: Christopher Brooke:
Chapter 11 – Abbesses and Prioresses
Chapter 12 – St. Norbert & St. Francis
Chapter 15- Epilogue 1300 to the Present
Slide Show: 6 – The Divine Office
Optional Video at 6 pm: “Ancient Answers to Contemporary Questions” by Joan Chittister

READING WEEK: NO CLASS Oct. 25

Week 7 (Nov. 1)

Topics: The Book of Common Prayer
Reading: Phyllis Tickle, Part 1: What is the Great Emergence?
Slide Show: 7 – The Book of Common Prayer

Week 8 (Nov. 8)

Topics: Oxford Movement & revival of monasticism in the English Church
Reading: Phyllis Tickle, Part 2: How did the Great Emergence Come to Be?
Slide Shows: 8 – The Oxford Movement
9 – The Renewal of Religious Life in the Anglican Church

Week 9 (Nov. 15)

Paper 2 due

Topics: 20th Century Anglican & ecumenical monastic movements
Reading: Phyllis Tickle, Part 3: Where is the Great Emergence Going?
Slide Show: 10 – Twentieth-Century Communities

Week 10 (Nov. 22)

Proposal due for research paper

Topics: The New Monasticism: lay affiliates and dispersed communities

Reading: *A New Monastic Handbook*, Part 1: Roots and Shoots
Matthew Mattingly, OSB, "Saint Meinrad Archabbey: Portrait of a Historic Monastic Community" in *Monasticism Old and New*, pp. 62-68

Slide Show: 11 - New Monasticism

Book Reviews: TBS

Optional Video at 6 pm: "Only Connect: Contemplation & Non-Violence" by Lawrence Freeman

Week 11 (Nov. 29)

Topics: The New Monasticism: residential and parish-based communities

Reading: *A New Monastic Handbook*, Part 2: Intentionally Prayerful and Spiritual
Celina Varela, "Reba Place Fellowship: Portrait of a New Monastic Community" in *Monasticism Old and New*, pp. 69-76
Emily Rodgers, "From L'Abri to The Landing," in *Monasticism Old and New*, pp. 77-82

Book Reviews: TBS

Week 12 (Dec. 6)

Topics: Monasticism and the Future of the Church

Reading: *A New Monastic Handbook*, Part 3: Focused on Mission
Constance Gefvert, "The Ancient Paths: Spirituality for Mission," in *Green Shoots out of Dry Ground*, pp. 201-214.

Slide Show: 11 - Missional Spirituality

Book Reviews: TBS

RESEARCH PAPERS DUE BY 12 NOON FRIDAY, DECEMBER 16

Evaluation

Requirements

- Two short papers exploring an issue from 1) Christopher Brooke's book and 2) from Phyllis Tickle's book that impinges on the contemporary church. (15% each)
- Weekly class participation and discussion reflecting a careful reading of the texts (15%)
- A book review in writing and presented to class from a list of books of contemporary writers who have had personal experience with contemporary monasticism (15%)
- A research paper (10-15 pages) investigating and evaluating some contemporary expression of monasticism (40%)

INSTRUCTIONS FOR SHORT PAPERS

These should be 3-4 pages exploring an issue from Brooke or Tickle that affects the church today. Your introductory paragraph should state the issue clearly in a thesis statement. The rest of your paper should develop it. For instance, what is the issue? Where do you see the same issue in the contemporary church? What can we learn from the past as we deal with that issue in the present? How might it be resolved?

Note: an “issue” is not the same as a “theme” or “topic.” An “issue” is a point in question. In debate it might be expressed as one thing vs. another (church vs. state, faith vs. unbelief, one philosophy vs. another, a clash of values, etc). It may also imply not so much contention or argument as a state of tension (For instance, Brooke shows that there are tensions between different forms or values as monastic life developed – the hermit and community, the city and country, personal desires and community needs – although sometimes these can be in contention with each other). An issue may also be a problem or challenge (for instance, how does one find silence and solitude in the midst of our over-connected technological age? how does one balance the need for personal prayer time with the demands of active ministry?) While a topic or theme is primarily descriptive or evaluative, an issue always implies some challenge, tension, conflict, or problem.

INSTRUCTIONS FOR BOOK REVIEW

Your book review will be taken from a book list distributed on the first day of class. It should not be longer than 3 pages and should not take more than 5 - 10 minutes to present. It should follow a standard review format, include the following:

- Bibliographical information at the top, in standard review format
- A brief résumé of the book: its purpose or thesis, and the main areas covered
- Identification of the intended audience and an evaluation of its helpfulness to the intended audience
- Analysis of the major themes and topics in the book and their contribution to the issues discussed in the class, including how Benedictine monasticism is influencing the shape of the church today

INSTRUCTIONS FOR RESEARCH PAPER

This should be 10-15 pages, and should be presented in standard research paper format, with end-notes and a bibliography. A one-page précis of the topic needs to be presented for approval before you begin serious work on the paper, but not later than the date indicated in the calendar.

Your paper should investigate and evaluate some contemporary expression of monasticism. It is best to pick a community that has been around for at least 20 years and that has published written materials either in books or on the web.

The first part of your paper is descriptive and should briefly and concisely describe the basics of the community:

- the community's history – where, when, how, and by whom was it founded?
- its mission and ministry – why was it founded?
- Its denominational identity
- styles and forms of membership (including whether it is residential, dispersed or a combination) and affiliation (associates, companions, etc.)
- formation of members and affiliates
- style of public worship / liturgy
- rule or rhythm of life including commitment to spiritual practices
- publications (written and in the arts)

The second part of your paper is evaluative. Some questions to consider:

- how has it been influenced by inherited monasticism?
- how does it measure up to the "12 Marks of the New Monasticism"
- was it started by an individual, a parish, a group, and does that affect its potential sustainability?
- what other marks of sustainability do you see (or lack thereof?)
- how likely is it to influence the inherited church?
- other questions you may consider.

Some variations on this paper assignment are possible. For instance, you might consider a group of communities or particular kind of communities (e.g. those whose mission focusses on environmental issues, communities that are ecumenical, mixed communities of men and women or singles and families, communities in rural areas, communities in the inner city, communities based in a parish church). You need to address the same kinds of descriptive and evaluation areas mentioned above.

It would also be possible to design a new community. In that case, the first part of the paper should outline the characteristics of the new community, and the second part should analyse the community in terms of sustainability and influence on the church (as in the bullet list above).

Reminders – All Papers

- should be double-spaced, using 11- or 12-point font and standard 1" margins;
- in all matters of documentation, should follow the most recent edition of Kate Turabian, *A Guide for Writers of Term Papers, Theses, and Dissertations*
- should have a cover page with student's name and college, course name and number, title of the paper, and date submitted;
- should be stylistically appropriate for post-baccalaureate writing and free of errors in grammar and spelling

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.

Feel free to post your questions, ideas and reflections on the Discussion Board, but use of the DB will be strictly optional for this course.

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).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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.