



Course Syllabus Wycliffe College Toronto School of Theology

Benedictine Spirituality and New Monasticism

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

Course Identification

Course Number: WYP2210HS
Course Name: Benedictine Spirituality and Foundations of the New Monasticism
Time and Dates: Winter Term 2018
Five Saturdays 9:30 – 3:30
Jan 13, Feb 3, Feb 24, Mar 17, Apr 7 (TBC)
Campus: Wycliffe College, West Lecture Room

Instructor Information

Instructor: Rev. Dr. Sister Constance Joanna Gefvert
E-mail: cj@ssid.ca
Office Hours: as scheduled

Course Prerequisites or Requisites

None.

Course Description

St. Benedict's "Little Rule," written in the sixth century, is one of the primary sources 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):
• will understand the impact of Benedictine monastic roots on Anglicanism as well as other Protestant bodies;	Historical overview	MTS: 1.3 MDiv: 1.3
• 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
• 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
• 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
• 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.

Joan Chittister, *The Rule of Benedict: Insights for the Ages*. New York: Crossroad, 1995.

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.

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

The Book of Common Prayer, *The Book of Alternative Services*, and for non-Anglican students an office or worship book of their denomination.

Articles to be distributed in class from *Monasticism Old and New* (the Christian Reflection Series of Baylor University, permission to copy granted on line).

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.

Each class will incorporate three common threads:

- a historical or contemporary topic in monasticism ancient and modern with
 - 1) slide shows (by the instructor)
 - 2) videos (from the Trinity Institute 34th National Conference, *Shaping Holy Lives: Benedictine Spirituality in the Contemporary World* (April 28-29, 2003)
- reflection on the Rule of Benedict following Chittister's daily scheme
- discussion of readings from one of the two historical/contemporary authors: Brooke, Barry, Mobsby/Barry

Prior to the First Class:

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

Daily (beginning January 1): Read the section in Joan Chittister's book according to the date (you'll have to catch up with the first 13 days of September) and use it several times a week for *lectio divina* (to be discussed in class).

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS

DATE	TOPICS WITH SLIDE SHOWS	READINGS
CLASS 1 Jan 13	Introduction to course 1 - Origins and Forerunners of Christian monasticism 2 - Benedictine Monasticism Video: Rowan Williams, "God's Workshop" (from <i>Shaping Holy Lives</i>)	The Rule of Benedict in English Chittister to January 13
CLASS 2 Feb 3	3 - Benedictine reforms (Cistercians & Trappists) 4 - The Reformation and the dissolution of the monasteries 5 - Early communal experiments in the Church of England (Little Gidding) Video: Joan Chittister, "A Choice Between Impossibles: Ancient Answers to Contemporary Questions" (from <i>Shaping Holy Lives</i>)	Chittister to February 3 Brooke, Chapters 1-6
PAPER 1 DUE February 14		

CLASS 3 Feb 24	6 - Sarum Rite and the Benedictine office 7 - The Book of Common Prayer 8 - Oxford Movement 9 - Revival of monasticism in the English Church 10 - 20 th Century Anglican & ecumenical monastic movements Video: Kathleen Norris, "Holy Realism: Living Life as it Matters" (from <i>Shaping Holy Lives</i> :	Chittister to February 24 Patrick Barry – <i>St. Benedict and Christianity in England</i> Brooke, Chapters 8-9, 11-12, 15
PAPER 2 DUE March 7		
CLASS 4 Mar 17	11 - The New Monasticism: lay affiliates and dispersed communities; residential and parish-based communities Video: Lawrence Freeman, "Only Connect: Contemplation and Non-Violence" (from <i>Shaping Holy Lives</i>)	Chittister to March 17 <i>A New Monastic Handbook</i>
FINAL PAPER PROPOSAL DUE March 27		
BOOK REVIEW DUE April 7		
CLASS 5 April 7	12 - Monasticism and the Future of the Church 13 - Student Presentations Video: Closing Panel Discussion (from <i>Shaping Holy Lives</i>)	Chittister to April 30 Articles TBA from <i>Monasticism Old and New</i> Constance Gefvert, "The Ancient Paths: Spirituality for Mission," in <i>Green Shoots out of Dry Ground</i> , pp. 201-214

Evaluation

Requirements

- Two short papers exploring an issue from you're the assigned reading and class discussion. (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?
- \$ it's mission and ministry – why was it founded?
- \$ It's 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 (8th) 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.