



# Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

## ***Course Identification***

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Course Number : WYT1105HF  
Course Name: Teaching the Faith: An Introduction to Catechetical Theology and Practice  
Campus: St. George

## ***Instructor Information***

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Instructor: Ephraim Radner Teaching Assistant: Joshua Martin  
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Office Hours:

## ***Course Prerequisites or Requisites***

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None.

## ***Course Description***

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This course is designed for new students, and acts as an introduction to a number of central pastoral responsibilities: teaching the faith to new Christians, grasping the overall shape and purpose of Christian theology, assessing and meeting the demands of local culture and context, engaging the character of conversion and formation, and finally, grasping an overall shape to the history of Christian witness. The course pursues the historical examination of key catechetical texts from the New Testament to the contemporary period, analyzes their content and purpose, locates them historically, and seeks to engage students' own comprehensive vision of the Gospel, its communication, and pastoral practice.

## ***Course Methodology***

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Extensive reading, discussion, and mastering of content. This course will be meeting for 3 hours in two consecutive sessions. There will be lecture and discussion each session.

## ***Course Outcomes***

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COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will have begun to develop	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects

		of Wycliffe's statements of outcomes (MTS, MDiv)
• familiarity with ancient and modern Christian approaches to the interpretation of Scripture;	Course readings, lectures, and written assignments	<b>MTS:</b> 1.2 <b>MDiv:</b> 1.2
• thorough knowledge of the Nicene faith, including its relation to Scripture, its doctrinal articulation and coherence, and its soteriological relevance ;	Course readings, lectures, and written assignments	<b>MTS:</b> 1.3 <b>MDiv:</b> 1.3
• familiarity with key eras, episodes, ecclesial traditions, movements and figures in church history;	Course readings, lectures, and written assignments	<b>MTS:</b> 1.4 <b>MDiv:</b> 1.4
• awareness of the diverse expressions of the ecumenical faith of the church, and of the key differences among Christian traditions;	Course readings, lectures, and written assignments	<b>MTS:</b> 1.5 <b>MDiv:</b> 1.5
• familiarity with the basis and history of Christian mission in relation both to God's activity in the world and to the social and cultural realities of human life;	Course readings, lectures, and written assignments	<b>MTS:</b> 1.6 <b>MDiv:</b> 1.6
• competence in the processes of theological reasoning;	Course readings, lectures, and written assignments	<b>MTS:</b> 2.1 <b>MDiv:</b> 2.1
• clear and effective communication skills in both oral and written forms;	Course readings, lectures, and written assignments	<b>MTS:</b> 2.3 <b>MDiv:</b> 2.2
• facility with the elements of effective congregational leadership;	Course readings, lectures, and written assignments	<b>MDiv:</b> 2.4

## ***Course Resources***

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### **Required Course Texts**

All required readings are available in the course package available at the Wycliffe College Front Desk, apart from the following books, available for purchase at Crux, and those readings marked as available online (see below)

- Jonathan Hill, *Zondervan Handbook to the History of Christianity* (Grand Rapids: Zondervan, 2007).

- Dana L. Robert, *Christian Mission: How Christianity Became A World Religion* (Malden, MA: Wiley, 2011).
- Thomas Nagel, *What Does It All Mean? A Very Short Introduction to Philosophy* (Oxford: Oxford University Press, 1987).
- *Catechism of the Catholic Church*.

## 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.

## Class Schedule

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**Week 1 (Sept 13)** Introduction.

*Readings:* Skim Nagel (re-read more carefully in course of term)

**Week 2 (Sept 20)** New Testament and Early Church, Part I.

*Readings:* Dodd (packet); 1 Corinthians 15; 1 Timothy; 1 Peter; Barnabas (packet); Didache (packet); Hill, chapter 2.

**Week 3 (Sept 27)** New Testament and Early Church, Part II.

*Readings:* Augustine (skim On Faith and the Creed) (packet); Hill, chapter 3.

**Week 4 (Oct 4)** Orthodoxy.

*Readings:* Agathangelos (note the topics carefully, but skim as the content as necessary) (packet); Hill, chapters 4 and 5.

**Week 5 (Oct 11)** Medieval Church. ***Paper 1 is due today!***

*Readings:* Aquinas (packet); Gerson (packet); Bellarmine (skim) (packet); Van Engen (packet); Hill, chapters 6 and 7.

**Week 6 (Oct 18)** Reformation.

*Readings:* Luther (packet); *Heidelberg Catechism* (online: [www.reformed.org/documents/heidelberg.html](http://www.reformed.org/documents/heidelberg.html)); *Catechism of the Book of Common Prayer* (from Canadian Book of Common Prayer, 1962, pp. 544–52) (packet); Hill, chapter 9.

**Week 7 (Oct 25)** Reading Week, no classes.

**Week 8 (Nov 1)** Seventeenth-Century Protestantism.

*Readings:* Watts (packet); Hill, chapter 11.

**Week 9 (Nov 8)** Christian Mission I – Latin America.

*Readings:* Pedro De Cordoba (packet); Sahagun (packet); Acosta (packet); Redden (packet); Mitchell and Jay (on blackboard); Hill, pp. 274–92.

**Week 10 (Nov 15)** Christian Mission II – Asia. **Paper 2 is due today!**

*Readings:* Alexandre de Rhodes (packet); Prospero (packet); Hill, pp. 296–311; Robert, chapter 2.

**Week 11 (Nov 22)** Christian Mission III – North America.

*Readings:* Jean de Léry (online, at UoT library catalogue); Pierson (packet); P.-J. de Smet (online); Veniaminov (packet); Hill, pp.292–6, 370–3; Robert, chapters 3 and 4.

**Week 12 (Nov 29)** Modern Adaptations I.

*Readings:* Clément, *The Living God* (packet); Hill, chapters 12 and 14; Robert, chapter 5.

**Week 13 (Dec 6)** Modern Adaptations II – Roman Catholicism and Other Traditions. **Paper 3 is due today!**

*Readings:* *Catechism of the Catholic Church*, pp. 9–44 (no. 1–141), pp. 82–118 (no. 279–421), pp. 214–51 (no. 748–870); *Anglican Catechism in Outline* (Blackboard); Hill, pp. 440–65.

## **Evaluation**

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### **Requirements**

Weekly content quizzes and assignments based mainly on the Hill textbook (15%); 3 papers based on key catechetical primary texts and their application to today's ecclesial life (5-8 pages each; 20% each); participation in class and discussion times (25%).

Assignments are due at the beginning of the class on the due date. Those received after that will be counted as one day late. Assignments received late, **without previous permission**, will be automatically marked down by 5 percentage points per day late. Permission will be granted, with prior request (via email if necessary) only for illness or family emergency.

### **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***

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**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](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*, 8<sup>th</sup> 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.

**Devices.** Laptops are permitted for note-taking, notes, and e-texts. Smart-phones and cell-phones are not permitted.

## ***Bibliography***

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In Xerox packet, unless otherwise noted, and in order of reading):

Dodd, C.H., "The Primitive Christian Catechism" in *New Testament Essays: Studies in the Memory of T. W. Manson* (Manchester Univ. Press, 1956), pp. 106–18 – packet

Thomas Nagel, *What Does It All Mean? A Very Short Introduction to Philosophy* (Oxford: Oxford University Press, 1987) -- bookstore

Epistle of Barnabas, in *Ante-Nicene Fathers*, vol. 1, (Wm. B. Eerdmans, repr. 1979), pp. 137–49 -- packet

The Didache, in *Early Christian Fathers*, trans. and ed. Cyril Richardson (New York: Macmillan, 1970), pp. 171–9 -- packet

Augustine, *On Catechizing the Uninstructed* and *On Faith and the Creed*, in *Nicene and Post-Nicene Fathers*, Series 1, vol. 3 (Wm. B. Eerdmans repr., 1988), pp. 283–333 -- packet

Agathangelos, *The Teaching of Gregory the Illuminator: An Early Armenian Catechism* (Cambridge, Harvard Univ. Press, 1970), pp. 41–93; 138–72 -- packet

Aquinas, *Catechetical Instructions* -- packet

Gerson, *The ABC's For Simple People* – translated from vol. 7 of the *Oeuvres Complètes*.

Bellarmino, *Brief Outline of Christian Doctrine/ Shorte Catechism*, in series English Recusant Literature, vol. 126 (Yorkshire: The Scholar Press, 1973), pp. 1–117.

John Van Engen, "Practice beyond the confines of the Medieval Parish", in John Van Engen (ed.), *Educating People of Faith: Exploring the History of Jewish and Christian Communities* (Grand Rapids: Eerdmans, 2004), pp. 150–77 -- packet

Luther, *Small Catechism*, in *The Book of Concord* (ed. and trans. Theodore Tappert, Philadelphia: Fortress Press, 1959), pp. 337–56 -- packet

*Heidelberg Catechism*, online at [www.reformed.org/documents/heidelberg.html](http://www.reformed.org/documents/heidelberg.html)

*Catechism of the Book of Common Prayer*, from Canadian Book of Common Prayer, 1961 -- packet

Watts, Isaac, *On Instruction by Catechism; Child's Catechism; Historical Catechism* in *The Works of the Rev. Isaac Watts*, DD, vo. 6 (London, 1813), pp. 203–65 and 285–97 – packet

George F. Kneller, *Introduction to the Philosophy of Education* (New York: John Wiley and Sons, 1971), pp. 1–85; 102–14 (on Blackboard; to skim as desired; not required)

Dana L. Robert, *Christian Mission: How Christianity Became A World Religion* (Malden, MA: Wiley, 2011) -- bookstore

De Cordoba, Pedro, *Christian Doctrine for the Instruction and Information of the Indians*, trans. Sterling Stoudemire (Coral Gables: Univ. of Miami Press, 1970), pp. 51–136 – packet

Berdardino de Sahagun, *Psalmody Christiana* (Univ. of Utah, 1993; selections – packet)

José de Acosta, *De Procuranda Indorum Salute (How to Provide Salvation for the Indians)*, transl. G. Steward McIntosh (Tayport, UK: MAC Research, 1996), vol 2, pp. 59–85, 156–8.

José de Acosta, *Natural and Moral History of the Indies*, ed. Jane Mangan (Durham, NC: Duke University Press, 2002), pp. 444–9

Andrew Redden, “‘Guided by God’ beyond the Chilean frontier: the travelling early modern European conscience”, in Harald E Braun and Edward Vallance (eds.), *The Renaissance Conscience* (Chichester, UK: Wiley-Blackwell, 2011), pp. 52–66.

William P. Mitchell and Barbara H. Jaye, “Pictographic Catechisms”, from Joanne Pillsbury (ed.), *Guide to Documentary Sources for Andean Studies 1530-1900* (Norman, OK: Univ. of Oklahoma Press, 2008), pp. 265–71 (packet)

Alexandre de Rhodes, *Catechismus* (selections), in Peter C. Phan, *Mission and Catechesis: Alexandre de Rhodes and Inculturation in Seventeenth-Century Vietnam* (Maryknoll: Orbis Books, 1998), pp. 215–24, 246–58, 283–98 – packet

Adriano Prospero, “The Missionary”, in Rosario Villari (ed.), *Baroque Personalities* (Chicago: University of Chicago Press, 1995), pp. 160–94.

Jean de Léry, *History of a Voyage to the Land of Brazil*, transl. Janet Whatley (Berkeley: University of California Press, 1990), pp. 3–6; 33–46; 134–51 – online at UoT library catalogue

Pierson, Abraham, *Some Helps for the Indians* (1658), in *Collections of the Connecticut Historical Society*, vo. 3 (Hartford, 1895), pp. 1–67 – packet

de Smet, Pierre-Jean, S. J., *The Short Indian Catechism, In Use Among the Flatheads, Kalispels, Pends d'Oreilles, and other Rocky Mountain Indians*, in *New Indian Sketches* (New York: 1863), online at UoT library via Library Catalogue.

Veniaminov, John, *Indication of the Pathway Into the Kingdom of Heaven*, in *Alaskan Missionary Spirituality*, ed. Michael Oleska (Mahwah, NJ: Paulist Press, 1987), pp. 80–119 -- packet

Clement, Olivier (ed.), *Living God* (Crestwood, NY: St. Vladimir's Seminary Press, 1989) –packet

*Catechism of the Catholic Church* – bookstore

*Anglican Catechism in Outline*, 2008 – on Blackboard

*Secondary reading:*

Jonathan Hill, *Zondervan Handbook to the History of Christianity* (Grand Rapids: Zondervan, 2007) – bookstore

Dana L. Robert, *Christian Mission: How Christianity Became A World Religion* (Malden, MA: Wiley, 2011) – bookstore

Thomas Nagel, *What Does It All Mean? A Very Short Introduction to Philosophy* (Oxford: Oxford University Press, 1987) -- bookstore