

Course Syllabus

Course Code –

Course Title : Jansenism: The struggle for salvation in the new nation state and the emergence of Christian modernity

Wycliffe College

Toronto School of Theology

Summer 2023

Instructor Information

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Course Identification

Course Number: WYT5810H seminar
Course Format: *In-class*
Course Name: **Jansenism: The struggle for salvation in the new nation state and the emergence of Christian modernity**
Course Location: Wycliffe College
Class Times: Intensive: 4 hours (10-12&2-4) per day over two weeks in May: Wed 10/Thurs 11/Fri 12/Mon 15/Tues16/Wed 17.
Prerequisites: Competence in reading French is expected; limit will be approx. 20 pages *per week* in French.

Course Description

This course aims to cover a lesser-known yet crucial period in the history of theology and spirituality at the end of the Confessional Era and the beginning of the Enlightenment. It relates matters of historical context, the practice of church reform, the theologies of grace and attendant metaphysical positions which worked themselves out in distinct forms of spiritual practice, moral theology and political approaches within the context of the emergent “nation state”. The contribution of the bible in its new French translations, as well as the works of Saint Augustine in particular will be considered and evaluated. The (disputed) reputation for a certain proximity to Protestantism and its keen focus on Soteriology, Ecclesiology and Pneumatology offer rich insights for ecumenical theology as functions in a more evolved modern political context. Likewise, the period’s experiments, debates, and reform in missionary and catechetical practice, along with biblical interpretation, will be studied in its relation to past and later developments in Western and non-Western ecclesial contexts. The bulk of the reading will be in English translations and secondary material; but students should be prepared to read approx. 20 pages in French material per week; they will be supported and encouraged in this limited exercise.

Course Resources

Required Course Texts/Bibliography

- William Doyle, *Jansenism: Catholic Resistance to Authority from the Reformation to the French Revolution* (Macmillan, 2000)
- Blaise Pascal, *The Provincial Letters* (trans. Kraislheimer, Penguin Classics, 1982)
- Blaise Pascal, *Pensées and other Writings* (trans. Honor Levi, Oxford Classics, 2008)
- Griffiths, Paul J. *Why Read Pascal?* Washington DC: Catholic University of America Press, 2021.
- Leszek Kolakowski, *God Owes Us Nothing: A Brief Remark on Pascal's Religion and the Spirit of Jansenism* (Univ. of Chicago Press, 1998)

All other readings – selections TBD -- will be provided online or in pdf files. A select bibliography follows the outline course schedule below.

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 contact the registrar’s office for further help.

Course Learning Objectives/Outcomes

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
<p>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></p>		
<p>1. Depth and Breadth of Knowledge 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.</p>	<p>Students will demonstrate skill in comprehension and evaluation of primary sources, including some in French, that include some classic texts, but also some important, if little studied texts</p>	<p>Weekly readings, weekly critical analysis of the readings, and class presentations.</p>
<p>2. Research and Scholarship 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.</p>	<p>Students will cultivate an understanding of several socio-historical theories about Jansenism, and about the 17th-18th c political-religious context of France in particular, as well as appraising certain broader theories about the development of modernity in the context of European religious debate. Students will demonstrate how early modern religious texts and debates (in some cases using primary and secondary French-language material) inform political and social ideals and events.</p>	<p>Reading and analysis – through writing and discussion – of early modern primary texts; and of secondary scholarship, mainly of a kind that seeks to place these texts within frameworks of developing modernity; discussion of the theories undergirding these frameworks; evaluative analysis of one or more of these theories in an original research paper.</p>
<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or</p>	<p>Students will consider, evaluate, and formulate theories regarding how early modern religious developments</p>	<p>Weekly reading topics are aimed a several particular themes dealing with key elements of religious life, teaching and witness that have traction in</p>

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original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.	(e.g. in Prot-Catholic debates, missiological debates regarding Scripture, catechesis and witness) relate to and/or have influenced contemporary ecumenical and social factors shaping current Western and mission-birtherd non-Western churches	contemporary ecclesial life; secondary readings and discussion will clarify these; the final research paper will provide students with the opportunity to explore one of these topics more deeply, and in an original way, making use of primary texts, theoretical models, and contemporary questions.
<p>4. Professional Capacity or Autonomy 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>	<p>Students will apply their own particular knowledge of contemporary church and society as a means of formulating questions of influence from the Jansenist context and its development (e.g. in mission and formation, biblical studies, religious freedom, Pentecostalism – all elements which the larger Jansenist phenomenon informed). These reflections will in turn shape the reassessment of these areas of personal experience of expertise.</p>	<p>Discussion and research paper.</p>
<p>5. Level of Communication Skills 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>	<p>Students will participate, lead and respond in a rigorous discussion-oriented seminar, among peers and faculty, undergirded by careful reading of texts and aimed at written research.</p>	<p>Presentations, short papers, and one more engaged research project will underlie the discussion-oriented character of this seminar.</p>

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</p>	<p>Students will analyze a broad range of religious and intellectual writing that has been little studied, especially by North Americans, thereby encountering new material, reframing some presuppositions about Christian modernity, and doing original research that involves the use of French texts -- all of which will provide a constant occasion for comprehension and articulation of these issues.</p>	<p>The full range of course requirements and activities will facilitate this outcome.</p>

Evaluation

Requirements

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

Graduate Students:

1. Each student will present during the term at least one 20-minute presentation based on the readings of that week, supplemented by at least 2 further readings (also to be handed in as a text document). 15%
2. All students will provide weekly 300-word critical responses to the assigned readings each week. 30%
3. 20-page research paper on a relevant topic determined by student and faculty in consultation. 35%
4. informed participation in discussion each week. 20%
5. Students are expected to be able to read *up to* 20 pages per week in French texts.

Grading System - Graduate Degree Students

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 (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

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/research/theology/avoiding-plagiarism-in-theological-writing/>

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. 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 and Outline

(Initials refer to the lead instructor for the week)

Apart from required texts (see above), all readings (primary or secondary) will be found online at UoT, or be provided as pdf's.; all books mentioned will be read only in part, with selection page numbers TBD.

Session 1 (5/10/23)– Introduction: The practical problem of grace in the 16th and 17th cc: salvation, mission to non-Christians, bible and prayer, and ecclesial integrity – the challenges of catholic reform: ME and ER

Alexander Sedgwick, *Jansenism in the Seventeenth Century: Voices in the Wilderness* (1977)

I. A Plan for Reform,

Session 2 (5/10/23): Jansenius and Saint-Cyran

Louis Cognet, *Post-Reformation Spirituality* (1959)

Saint-Cyran (Jean Duvergier de Hauranne) : *Théologie familière*, select *Lettres spirituelles*, *Vie d'Abraham* – ER

Session 3 (5/11/23): The reform of Port-Royal

Mary Anne Schimmelpenninck, *Select Memoirs of Port-Royal* (includes letters/extracts in English)

Antoine Arnauld, *Frequent communion* 1643 (ET from 1827)

Ellen Weaver, *Evolution of the Reform of Port-Royal* (1978)

John Conley *Adoration and Annihilation* (2009) – ER ME

Session 4 (5/11/23): The Petites Écoles and their writings – spiritual and pedagogical – ER

Frédéric Delforge, *Les petites Écoles de Port-Royal*

Felix Cadet, *Port-Royal Education : A Sketch of its History with Extracts from Its Leading Authors* (1899)

Arnauld et al, *Logic*

II. **Theologies of grace**

Session 5 (5/12/23): Post-Tridentine theology and Leuven in particular. – ME

Leonardus Lessius, A controversy, in which is examined, whether euery man may be saued in his owne faith and religion? Written by Leonardus Lessius of the Society of Iesus..Alternate title: *Consultationis de religione* appendix (1614)

Nigel Abercrombie, *The origins of Jansenism*, Oxford : The Clarendon Press 1936.

Wim François, "Efficacious Grace and Predestination in the Bible Commentaries of Estius, Jansenius and Fromondus."

Session 6 (5/12/23): Jansenius' *Augustinus* 1640 ME

Jansenius, *Augustinus*, III.9 (Predestination of Humans and Angels (trans. Guido Stucco) (2022)

Leszek Kolakowski, *God Owes Us Nothing* (pt.1).

Session 7 (5/15/23): Pascal vs. the Jesuits (Provincial letters) -- ME

Pascal, *Provincial Letters* (Krailsheimer, Penguin, 1967)

L Kolakowski, *God Owes Us Nothing*, pt 2.

Session 8 (5/15/23): Pascal on Grace and the *Pensées* ER ME

Pascal, *Greater Short Works of Pascal* (Caillet and Blankenagel; 1948)

Pascal, *Pensées and Other Writings* (Honor Levi, Oxford, 2000)

Philippe Sellier, *Pascal et saint Augustin* Paris, Champion, 2001 –

Jan Miel, *Pascal and Theology*, 1969

III. **Bible and Society**

Session 9 (5/16/23): Bible translation and teaching (The historical catechisms) – ME ER

De Sacy, *Bible* (with patristic notes)

Claude Fleury, *Historical Catechism* (French and English)

Bible de Royaumont (French and English)

Ellen Weaver, *The Bible and Port-Royal* (1990)

Bernard Chédozeau, *L'univers biblique catholique au siècle de Louis XIV ; la Bible de Port-Royal*

Session 10 (5/16/23): Biblical devotion and Unigenitus (Quesnel and Duguet) -- ER

Quesnel, *Moral Reflections on the Gospels* (1709) – English and French

Jaceques-Joseph Duguet, *La croix de Notre Seigneur Jésus-Christ*

--- Principles of Christian Faith (English)

--- Character of True Charity (English)

Anna M Vilen; Robert J Wilkinson, "[The Influence of Isaac de Lapeyrère upon Jacques Joseph Duguet, the Father of Figurisme, with Respect to the Reconversion of Israel in 'Romans' 9–11](#)", *Early Modern French Studies*, (20210419): 1-18

Session 11 (5/17/23): *Figurisme* and miracles -- ER

Carré de Montgeron, *La vérité des miracles*

E. B. Strayer, *Suffering Saints* (2008)

Ephraim Radner, *Spirit and Nature* (2002)

Catherine Maire, *Les Convulsionnaires de Saint-Médard* (1985)

Session 12 (5/17/23): Politics and revolution: Grégoire and de Maistre – ME and ER

Henri Grégoire, *Essays on Blacks and on Jews and against the Inquisition* (English);

Joseph De Maistre, *The Pope* (English trans. 1850), esp. cc. 7-8

Catherine Maire, *De la Cause de Dieu à la cause de la Nation* (1998)

William Doyle *Jansenism: Catholic Resistance to Authority* (2000)

J. Popkin and R. Popkin *The Abbé Grégoire and His World* (2015)

Select Bibliography

Abercrombie, Nigel. *The origins of Jansenism*, Oxford : The Clarendon Press, 1936.

Armogathe, Jean-Robert (ed.). *Bible de tous les temps. Vol. 6. Le Grand Siècle et la Bible*, Paris: Beauchesne, 1989, including Bernard Chédozeau, "Les grandes étapes de la publication de la Bible catholique en français. Du Concile de Trente au xviiiè siècle", 341–360.

Blanchard, Shaun and Ulrich L. Lehner, (eds.), *The Catholic Enlightenment*, Washington:CUA Press, 2021.

Carraud, Vincent. "Remarks on the Second Pascalian Anthropology." *The Journal of Religion* 85.4 (2005): 539-554.

Ceyssens, Lucien. "Les débuts du jansenisme et de l'antijansénisme à Louvain", in Edmond J. M. Van Eijl (ed.), *Facultas S. Theologiae Lovaniensis 1432-1797: bijdragen tot haar geschiedenis*, Leuven: Peeters, 1977, 381-431.

Chédozeau, Bernard. *Port-Royal et la Bible. Un siècle d'or de la Bible en France 1650-1708*, Paris 2007.

-----, *L'univers biblique catholique au siècle de Louis XIV ; la Bible de Port-Royal*, Honore Champion Sources Classiques N° 112, 2013.

-----, 'Bibles in French from 1520 to 1750,' in Euan Cameron (ed.), *The New Cambridge History of the Bible: Volume 3, From 1450 to 1750*, Cambridge University Press, 2016

Conley John J., S. J. *Adoration and Annihilation; the Convent-Philosophy of Port-Royal*. South Bend, IN: University of Notre Dame Press, 2009.

Cottret, Monique. *Histoire du jansénisme : XVIIe-XIXe siècle*, Paris: Perrin, 2016.

D'Aniello, Giovanna. "Love of neighbour in the work of Cornelius Jansenius (1585-1638)", in A. Dupont, W. François, J. Leemans (ed.), *"Nos Sumus Tempora": Studies on Augustine and His Reception Offered to Mathijs Lamberigts*, Peeters Publishers, 2020, 445–70.

Dupré, Louis. "Jansenius, an Intellectual Biography"= review of Orcibal, Jansénius d'Ypres (1584-1638), *Journal of Religion* 73 (1993): 75-82

Fourquet-Gracieux, C. *Les Jeux de l'Esprit. Tourner les Psaumes en français (1650-1715)*, Paris: Garnier, 2020.

François, Wim. "The Schools of Louvain and Douai: The Bible, Augustine and Thomas," in *The Cambridge History of Reformation Era Theology*; Cambridge University Press; Cambridge, 2022.

François, Wim. "Efficacious Grace and Predestination in the Bible Commentaries of Estius, Jansenius and Fromondus," in Dominik Burkard – Tanja Thanner (eds), *Der Jansenismus – eine <katholische Häresie>? Das Ringen um Gnade, Rechtfertigung und die Autorität Augustins in der frühen Neuzeit*, Münster 2014, 117-143, esp. 130-135.

Goldmann, Lucien. *The hidden God; a study of tragic vision in the Pensées of Pascal and the tragedies of Racine*, New York: Humanities Press, 1964.

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Jansenius -- <https://www.odis.be/hercules/toonPers.php?taalcode=en&id=126898>

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----- *Disguised Vices: Theories of Virtue in Early Modern French Thought*, Oxford: OUP, 2011.

----- . *Pascal: Reasoning and Belief*, Oxford: OUP, 2020.

Nadaï, Jean-Christophe de. *Jésus selon Pascal*. Paris: Mame-Desclée (Jésus et Jésus-Christ 94), 2008.

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----- . *Pascal and Disbelief: Catechesis and Conversion in the Pensées*, Washington, DC: CUA Press, 1994.

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