

DRAFT FOR 2016 – an idea of what the course will look like

TXH 3806 HS  
CALVIN, WESLEY, AND CANADA  
Winter 2016

Phyllis Airhart  
Emmanuel 113  
Telephone: 416-585-4536  
[p.airhart@utoronto.ca](mailto:p.airhart@utoronto.ca)

Stuart Macdonald  
Knox Academic Wing  
Telephone: 416-978-2782  
[s.macdonald@utoronto.ca](mailto:s.macdonald@utoronto.ca)

The course will look at the Reformed and Methodist traditions associated with the theologies of John Calvin and John Wesley, their roots, development and intersection, particularly in Canada.

### MAJOR THEMES

- the importance of context in the formation, institutional configuration, and expansion of reforming movements.
- unity and diversity within Protestant expressions of the Christian faith.
- the legacy of the Reformed and Methodist traditions in the mission of the Presbyterian Church in Canada and the United Church of Canada, and their antecedents.
- the search for Presbyterian and United Church “identity.”
- the challenges of post-World War II era for the theological heirs of Calvin and Wesley.

### LEARNING OUTCOMES: Knowledge, Skills, and Competencies

Students successfully completing this course will communicate clearly and effectively, and be able to

- demonstrate knowledge of the Reformed and Methodist traditions by identifying key leaders, distinctive theological positions, and influences that shaped their approach to practicing the Christian life.
- show a critical awareness of the interplay of faith and culture, particularly in the Canadian context. demonstrate initiative and responsibility for creating a learning atmosphere by preparing for and participating in class activities.
- write essays that gather sources appropriate to the assignment to present findings in the suggested format.
- create a research paper that constructs an argument in support of a thesis, gathers sources appropriate to the task, and presents findings in the proper format.

### COURSE RESOURCES

We have set up a website on Blackboard and will use it to post materials related to the course (e.g., handouts that are distributed in class). You will also find additional resources for reading and research, such as supplementary readings and bibliographies. To receive messages that may be sent by way of the portal during the term, you will have to sign in with your UTOR email address.

## COURSE REQUIREMENTS AND EVALUATIVE CRITERIA

1. Completion of all required **reading assignments** before the class session to which they correspond, and informed **participation** in the class discussion (20%). The class sessions are organized around the readings assigned for that day; therefore it is important to complete the reading assignment before you come to class. We will often provide some study questions (either as a handout or on the course website) to guide your reading as you prepare for class.

2. Completion of the mid-term **writing projects** (25%) described on the green handout with length and dates due as indicated. Please note that the mark for late papers will be lowered by 1 point out of 100 per day (one point for the weekend) to a maximum of one grade level.

3. A **research paper** on a topic related to the themes of the course. The project will be in two parts:

a) a research **proposal** (5%) due on or before February 11.

After choosing a topic and doing some initial research, prepare a brief report (2-3 pages) submitted both in hard copy and electronically to [s.macdonald@utoronto.ca](mailto:s.macdonald@utoronto.ca) that includes the following:

- the topic of the research essay;
- the research strategy and primary sources that will be used in the study;
- an initial suggestion of the anticipated argument or thesis;
- a preliminary bibliography.

b) a final paper (50%) due on **April 3**.

The essay (15-20 typed and double-spaced pages, approximately 3750-5000 words) should state a clear thesis in the first or second paragraph. The type and appropriate number of sources for the final research paper will be discussed in class. Web sources should be used only if they are making legitimate published sources available, as in the case of e-journals and Canadiana Online.

The University of Toronto has designed an excellent writing website. Here are two links that are particularly relevant to this course:

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/history>

<http://www.writing.utoronto.ca/advice/planning-and-organizing/thesis-statements>

Please submit your paper in both hard copy and electronically to [s.macdonald@utoronto.ca](mailto:s.macdonald@utoronto.ca).

Changes in assignments or policies involving the method of evaluation proposed after the first class will be made with the consent of a simple majority of class members and announced in an email message from the Learning Portal.

## **COURSE POLICIES ON ATTENDANCE AND ASSIGNMENTS**

Procedures for this course are based on the policies contained in the TST Basic Degree Handbook and the student handbooks for Emmanuel College and Knox College.

### **Class Attendance**

If you miss more than two classes, your college's Basic Degree Committee will review your situation; more than three absences may result in loss of credit for the course.

### **Grading**

Assessment of assigned work will follow the grading scale and standards outlined in the TST Basic Degree Handbook.

### **Late Penalty for Final Research Paper (due April 3)**

4 points deducted per week late (2 off by Monday, 2 more by Friday)

### **Completion of Course work**

All course work, including mid-term assignments, must be completed by the end of term (the last day of exams: this term April 11). Only in the case of illness (with a note from a doctor), bereavement or other exceptional circumstances will an extension be considered. This must be authorized by the Basic Degree Committee of the student's college.

### **Style Guidelines for Papers**

Please consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (based on Chicago Manual of Style). A "Chicago-Style Citation Quick Guide" is available online: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). On reference citation style, also see "Traditional Endnotes or Footnote" at <http://www.writing.utoronto.ca/advice/using-sources/documentation>

### **Plagiarism Policy**

See the TST Basic Degree Handbook for the policy on academic dishonesty. To avoid inadvertent plagiarism you may find it helpful to check this link to the University of Toronto's Writing Centre before you begin to work on your assignments: <http://www.writing.utoronto.ca/advice/using-sources>. You will find advice on how not to plagiarize, using standard documentation forms (i.e., Turabian mentioned above), how to handle quotations, and how to paraphrase and summarize.

### **Consultation and Appointments**

Please feel welcome to come and talk with either of us about your work. To make an appointment, check with us at class or by email to arrange a mutually convenient time. Students are especially encouraged to consult with the instructors about their research paper.

### **Accessibility**

If you have a disability or health consideration that may require accommodations to facilitate your learning, please talk with us and/or a counsellor at University of Toronto Accessibility Services as soon as possible. For further information, check with your college registrar or consult this website: <http://www.accessibility.utoronto.ca/index.htm>.

**THE COURSE AT A GLANCE**     **DRAFT - PLEASE NOTE DATES WILL BE CONFIRMED LATER**

12 January    Introduction

16 January    The Swiss Reformation and Calvin as Reformer

26 January    The Reformed Tradition Expands

2 February    The Wesleys and the Rise of Methodism

9 February    Methodism as a Transatlantic Movement

? February  
Paper proposal due

16 February  
READING WEEK  
(no class)

23 February    Settlement in British North America and Denominational Rivalry

1 March        Crusading Protestantism: Moral Regulation and the “Social Gospel”

8 March        Church Union: The Case and the Controversy

15 March        Missions and the Residential Schools

15 March  
Church Union assignment due

22 March        Growth and Decline of Mainstream Protestant Institutions

29 March        Sex, Gender, and Ministry: Comparative Perspectives

5 April         Adapting to a New Canada

? April  
Research paper due



**WEEKLY SCHEDULE OF CLASSES AND READINGS**

12 January    **Introduction**

19 January    **The Swiss Reformation and Calvin as Reformer**

**\*\*    Reading Assignment**

- "The Second Sermon on the Sabbath" and excerpts from *The Institutes of the Christian Religion* in Elsie McKee, ed. *John Calvin: Writings on Pastoral Piety*, 250-90.
- Diarmaid MacCulloch, "Calvin in Geneva" and "Calvin and the Eucharist," in *Reformation: Europe's House Divided*, 237-53; 732-35.

26 January    **The Reformed Tradition Expands**

**\*\*    Reading Assignment**

- Excerpt from *The Form of Presbyterial-Church Government* (The Westminster Confession, 1645), 170-87.
- Jerald C. Brauer, "Conversion: From Puritanism to Revivalism," *Journal of Religion* 58, no. 3 (1978): 227-43.

2 February    **The Wesleys and the Rise of Methodism**

**\*\*    Reading Assignment**

- Diarmaid MacCulloch, "The Evangelical Revival: Methodism," in *Christianity: The First Three Thousand Years*, 747-55; 1074-75.
- John Wesley, "Salvation by Faith," in *Sermons on Several Occasions*, First Series, 1-11.
- John Wesley, "The Character of a Methodist," in *The Works of John Wesley*, vol. 9, ed. Rupert Davies, 31-42.
- John Wesley, "The Nature, Design, and General Rules of the United Societies," in Frank Whaling, ed., *John and Charles Wesley: Selected Prayers, Hymns, Journal Notes, Sermons, Letters and Treatises*, 108-10.

**9 February Methodism as a Transatlantic Movement****\*\* Reading Assignment**

- Anna M. Lawrence, *One Family Under God: Love Belonging and Authority in Early Transatlantic Methodism*, 1-43, 227-39.
- John H. Digger, "Fighting Bees: Methodist Itinerants and the Dynamics of Methodist Growth," in *Methodism and the Shaping of American Culture*, ed. Nathan O. Hatch and John H. Wigger, 87-133.

16 February  
READING WEEK  
(no class)

**23 February Settlement in British North America and Denominational Rivalry****\*\* Reading Assignment**

- Phyllis D. Airhart, "The Elusive Wesleyan Heritage in Canada," *Touchstone* 22, no. 3 (2004): 22-34.
- John Webster Grant ed., *Salvation! O The Joyful Sound: The Selected Writings of John Carroll*, 130-50.
- John Webster Grant, "My Presbyterian Heritage," in *Divided Heritage: The Presbyterian Contribution to the United Church of Canada*, 1-27.
- Mark A. Noll, "'Christian America' and 'Christian Canada,'" in *World Christianities c. 1815-1914*, 359-80.

**Supplementary**

- John S. Moir, "'Who Pays the Piper...': Canadian Presbyterianism and Church-State Relations" [1988], in Paul Laverdure, ed., *Early Presbyterianism in Canada: Essays by John S. Moir*.
- Neil Semple, *The Dominion of the Lord: The History of Canadian Methodism*, 27-52.

1 March      **Crusading Protestantism: Moral Regulation and the “Social Gospel”**

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- Phyllis D. Airhart, “‘Sweeter Manners, Purer Laws’: Women as Temperance Reformers in Late-Victorian Canada,” *Touchstone* 9, no. 3 (1991): 21-31.
- Excerpts related to moral reform, *Acts and Proceedings*, Presbyterian Church in Canada (1913), 50, 278-81, 51, 73, 277, 282-83.
- “Temperance and Social Problems,” in *Revive Thy Work*, United Church of Canada, Board of Evangelism and Social Service (1930), 13-15.

8 March      **Church Union: The Case and the Controversy**

**Reading Assignment**

- S.D. Chown, “A Statement of the Methodist Position Regarding Church Union,” [1924], United Church Archives, Church Union Collection, 3-15.
- “The Need of Church Union by a Group of Presbyterians,” [1924], United Church Archives, Church Union Collection, 1-16.
- “The Need of the Presbyterian Church by a Group of Presbyterians,” [1924], United Church Archives, Church Union Collection, 1-14.
- Ephraim Scott, Excerpt from “*Church Union and the Presbyterian Church in Canada*,” 8-11, 91-94, 102-107, 111-13, 122-126.

15 March      **Missions and the Residential Schools**

**Reading Assignment**

- Jesse H. Arnup, *A New Church Faces a New World*, 229-254.
- J.R. Miller, “The State, the Church, and the Indian Residential Schools in Canada,” in *Religion and Public Life in Canada*, ed. Marguerite Van Die, 109-129.
- Terry Anderson, “Lessons from the Residential Schools,” *Touchstone* 16, no. 2 (1998): 22-28. [Issue has other articles on residential schools.]
- The Presbyterian Church in Canada, “Confessions and Apologies”  
<http://www.presbyterian.ca/ministry/canada/nativeministries/confessions>



22 March      **Growth and Decline of Mainstream Protestant Institutions**

**Reading Assignment**

- “Forward Movement after the War,” *Record of Proceedings*, United Church of Canada (1944), 114-20.
- “The Suburban Church: A Symposium,” *Observer*, 15 October 1965, 12-17; 46.
- Pierre Berton, “Out of This World,” Arnold Edinborough, “The Minister and the Twentieth Century,” June Callwood, “The ‘In-Group’ and the Rest,” and “The Time Has Come,” in *Why the Sea Is Boiling Hot: A Symposium on The Church and the World*, 1-5; 13-16; 21-25; 55-60.
- J.C. McLelland, “Blueprint for a New Model,” *Presbyterian Record*, September 1967, 10-17 and letters to the editor, November 1967, 8-9.
- Reginald Bibby, “The Great Canadian Attendance Drop-off” in *Fragmented Gods*, 11-23; 281-82.
- Brian Clarke and Stuart Macdonald, Working Papers on Research on the Church in Canada  
<http://individual.utoronto.ca/clarkemacdonald/clarkemacdonald/Welcome.html>

29 March      **Sex, Gender, and Ministry: Comparative Perspectives**

**Reading Assignment**

- Earl Lautenslager, “The Marriage Partnership,” *Observer*, 15 April 1962, 25-7 and 1 May 1962, 25-7.
- *Putting Woman in Her Place*, Presbyterian Church in Canada: Committee on the Place of Women in the Church.
- Lois Wilson, “What God Hath Joined Together” in *Turning the World Upside Down: A Memoir*, 20-35.
- Letter from Elinor Leard to R.G. Oliver (15 January 1963)

5 April      **Adapting to a New Canada**

**Reading Assignment**

- Stuart Macdonald, “Presbyterian and Reformed Christians and Ethnicity,” in *Christianity and Ethnicity in Canada*, ed. Paul Bramadat and David Seljak, 168-203.

- Phyllis Airhart, excerpt from *A Church with the Soul of a Nation*