

RELIGION AND PUBLIC LIFE IN CANADA

EMH 5372/RLG 3237

Fall 2015

Thursdays 2:00-4:00 PM

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This seminar explores patterns of involvement of religion in the public sphere. Traditional assumptions about church and state; nineteenth-century “disestablishment” and twentieth-century pluralism; Catholicism and the state in Quebec; the social gospel movement; and women as moral reformers are among the topics considered in the class sessions. The course is designed to incorporate the research interests of students through presentation of writing projects.

Course Resources

This book is available for purchase at Amazon.ca and is on reserve at the Emmanuel College library:

Marguerite Van Die, ed., *Religion and Public Life in Canada*

This book is on reserve at the Emmanuel College library:

Mark G. Toulouse, *God in Public: Four Ways American Christianity and Public Life Relate*

Most of the other readings are included in a course reader available for purchase at the Print Shop in the basement of Old Vic on the campus of Victoria University. A few readings may be distributed in class.

Class Sessions

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. At the first session, we will arrange for class leadership for specific sessions.

Appointments

Please feel welcome to come and talk with me about your work. To make an appointment, check with me during class or by email to arrange a mutually convenient time.

Course Requirements and Assessment

PLEASE SUBMIT YOUR WRITTEN ASSIGNMENTS IN ELECTRONIC FORMAT

1. Completion of the **reading assignments**, responsible **participation** in class discussions (including leadership in class sessions), and **peer assessment** of research papers. **(15%)**
2. A **final project** related to the general themes of the course due in two parts:
 - a) a **proposal (10%)** due on or before **October 29**. (Late proposals for which extensions have not been approved will be returned with comments, but will automatically be given a failing grade of 69.)

After choosing a topic and doing some initial research, hand in a brief paper (2-3 pages) that includes the following:

- the topic;
- the research strategy and sources that will be used in the study;
- an initial framing of a thesis statement;
- a preliminary bibliography.

b) a **research paper (75%)**; final version due on December 17 for TST students; TBA for other departments.

Based on your proposal, please prepare a paper (18-20 typed and double-spaced pages, approximately 4500-5000 words) that explores a question or problem, presents and develops a thesis, and indicates the significance of the study in a thoughtful conclusion. Sources should be cited in the traditional humanities style of documentation. On matters of style, consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, which is based on the *Chicago Manual of Style*. A “Chicago-Style Citation Quick Guide” is available online: http://www.chicagomanualofstyle.org/tools_citationguide.html.

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>
<http://www.writing.utoronto.ca/advice/using-sources/documentation>

Your paper will be discussed in one of the class sessions toward the end of the term. You will have an opportunity to revise your paper after the discussion. (See page 4 for more details.)

Summary of Assessment and Due Dates

Class participation	15% (weekly)
Proposal	10% (October 29)
Final paper	75% (December 17 for TST students; other departments TBA)

Learning Outcomes

Students successfully completing this course will be able to:

- display initiative and responsibility for creating a learning community by preparing for and participating in class activities.
- acquire a basic familiarity with scholarly interpretations of selected topics in the history of Christianity in North America by preparing for and participating in class discussions.
- develop proficiency in the use of a library and the construction of a bibliography by developing a research proposal and producing a final paper.
- show competence or proficiency in the use of pertinent electronic and web-based resources by accessing readings for class sessions and gathering resources for assignments.
- develop proficiency in scholarly research by writing a paper that presents a thesis, gathers sources appropriate to the assignment, and presents findings in the suggested format.
- collaborate with classmates in a collegial manner by participating as both writer and reader in the presentation of seminar papers.

Policy on Extensions

The usual TST deadline for completion of course work is the last day of the examination week for this session, in this case December 18. The policy allows professors to grant extensions beyond that date for compelling reasons; however, extensions beyond the current academic year can only be granted by the TST AD director. See the TST Advanced Degree Handbook for your program for more specific information. Students from other departments will follow the SGS deadlines for extensions. **Late papers for which extensions have not been approved will not be accepted and will receive no credit.**

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. Please remember that you must have a UTOR email address.

Preparation for Class Discussion

In preparation for the class discussions you may find it helpful to keep these questions and guidelines in mind as you do your reading:

1. Summarize the reading by describing in general terms what the book or article is about and identifying the major themes and issues considered by the author(s).
2. Analyze the approach to the study by exploring how the author(s) developed the thesis and various themes. Identify the method, how the argument is presented, and the use of sources.
3. Consider the significance of the work by relating it to the broader field. For example, you might explore how the book or article is related to other studies of the subject that you have read or (if applicable) to your own research. Does the book or article support, challenge or expand on other studies?
4. Evaluate the material by stating how you support and/or question the validity of the work. Why and how is the book or article useful?
5. What are the two or three most important discoveries that you made in the readings for the day? What would you like to discuss further in class?

Guidelines for Presenting Research Papers

When you are presenting a paper:

Please have copies ready for distribution by the day and time agreed upon by the class to give everyone time to read your paper. (This will be handled electronically.)

When you present your paper you may wish to give a very short introduction. However, it will probably be more helpful to use your class time to listen, answer questions, and respond to comments.

When you are a reader:

Please read the papers carefully and be prepared to contribute a specific positive comment (e.g., content, style, organization), as well as questions or suggestions for clarification (e.g., clarity of the thesis, handling of ideas, cogency of analysis, voice).

When you are a designated assessor:

Please provide **two** copies of a short critique of the paper you are reviewing—one for the professor and one for the writer of the paper. (One single-spaced page will generally suffice.) You will initiate the discussion of the paper, based on your written review.

CLASS SCHEDULE AND READING ASSIGNMENTS

September 17 INTRODUCTION

Reading Assignment

- Mark A. Noll, “What Happened to Christian Canada?” *Church History* 75, no. 2 (2006): 245-73 (e-mailed to you); and Noll, “Learning from Canada: Canadian Religious History and the Future of Theological Education in North America,” Presented January 29, 2014, ATS Presidential Leadership Seminar, San Antonio, Texas
- Van Die, *Religion and Public Life in Canada*, Introduction (e-mailed to you).
- Toulouse, “Two Nations Under God: Religion and Public in Canada and the United States,” *International Journal of Public Theology* 8 (2014): 267-291 (e-mailed to you).

September 24 TRAJECTORIES AND TRANSITIONS IN CHURCH-STATE RELATIONS

Reading Assignment

- Mark G. Toulouse, *God in Public: Four Ways American Christianity and Public Life Relate*, chapters 1 (3-24), 2 (25-47). [On reserve]
- John S. Moir, “The Search for a Christian Canada,” in *Christianity in Canada: History Essays by John S. Moir*, 9-24. [e-mailed to you]
- Douglas Owsram, “Strachan and Ryerson: Guardians of the Future” *Canadian Literature* 83 (Winter 1979): 21-28. [e-mailed to you]
- *Claims of the Churchmen and Dissenters of Upper Canada Brought to the Test* [handout of documents from the Strachan-Ryerson controversy – handed out in class on January 9]

October 01 MOVEMENTS OF MORAL AND SOCIAL REFORM

Reading Assignment

- Richard Allen, “The Social Gospel and the Reform Tradition in Canada, 1890-1928,” *Canadian Historical Review* 49, no. 4 (1968): 381-99.
- Van Die, *Religion and Public Life in Canada*, chapters 2, 8, 9, 15.

October 08 CATHOLIC PIETY AND PUBLIC LIFE

Reading Assignment

- Van Die, *Religion and Public Life in Canada*, chapters 4, 12.
- Michael Gauvreau, “From Rechristianization to Contestation: Catholic Values and Quebec Society, 1931-1970,” *Church History* 69, no. 4 (2000): 808-33.

October 15 RECONSTRUCTING RELIGION AND PUBLIC LIFE IN POSTWAR CANADA

Reading Assignment

- Van Die, *Religion and Public Life in Canada*, chapter 13.
- Phyllis D. Airhart, “Uncoupling Christianity and Culture in Canada.” Chapter 7 in Airhart, *A Church With the Soul of a Nation* (Montreal: McGill-Queen’s University Press, 2014), 196-224; 375-384.
- Gary Miedema, *For Canada’s Sake: Public Religion, Centennial Celebrations, and the Re-making of Canada in the 1960s*, xi-xx, 161-99, 209-10, 252-62.

October 22 PERSPECTIVES ON FAITH AND POLITICAL ENGAGEMENT

Reading Assignment

- Van Die, *Religion and Public Life in Canada*, chapters 10, 11.
- John English et al., *The Hidden Pierre Elliott Trudeau: The Faith Behind the Politics* (essays by Seljak, 47-56; Turner, 111-16; Thompson, 117-33; Daly, 135-40).
- Bill Blaikie, *The Blaikie Report: An Insider’s Look at Faith and Politics*, 5-22, 49-58.

**October 29
Reading Week
(no class)**

Paper Proposal Due by e-mail

November 05 RETHINKING RELIGIOUS RIGHTS AND RESPONSIBILITIES

Reading Assignment

- Canadian Bill of Rights (1960) <http://laws-lois.justice.gc.ca/eng/acts/C-12.3/FullText.html>
- Charter of Rights and Freedoms (1982) <http://laws.justice.gc.ca/eng/charter/page-1.html - 1 I:s 1>
- George Egerton, “Trudeau, God, and the Canadian Constitution,” in *Rethinking Church, State, and Modernity: Canada between Europe and America*, 90-112.
- John Witte, “Faith and Politics Step Out,” *Globe and Mail*, 28 August 2003.
- Preston Manning, “A Parliament Perplexed: Managing The Interface of Religion and Politics,” *University of Toronto Bulletin*, 20 October 2003.
- Marci McDonald, “Stephen Harper and the Theo-cons,” *Walrus*, October 2006, 45-61.
- Marci McDonald, “Here to Stay,” in *The Armageddon Factor: The Rise of Christian Nationalism in Canada*, 337-61, 393-99.

November 12 PLURALISM IN “POST-CHRISTIAN” CANADA

Reading Assignment

- S.D. Chown, “How Shall the Foreigners Govern Us?” *Christian Guardian*, 23 February 1910, 8.
- Ken Alexander, “Puzzling Ethnicity,” *Walrus*, January-February 2008, 14-16.
- Van Die, *Religion and Public Life in Canada*, chapter 5.
- John Biles and Humera Ibrahim, “Religion and Public Policy: Immigration, Citizenship, and Multiculturalism—Guess Who’s Coming to Dinner?” in *Religion and Ethnicity in Canada*, 154-77.
- Michael Adams, *Unlikely Utopia: The Surprising Triumph of Canadian Pluralism*, 88-110.
- Gerard Bouchard and Charles Taylor, *Building the Future: A Time for Reconciliation* (abridged report of the Consultation Commission on Accommodation Practices Related to Cultural Differences), 5, 39-72, 82-5, 93-5.

November 19 POPULAR CULTURE AS PUBLIC RELIGION

Reading Assignment

- Joseph L. Price, “From Sabbath Proscriptions to Super Sunday Celebrations: Sports and Religion in America,” in *From Season to Season: Sports as American Religion*, 15-38.
- Tom Faulkner, “A Puckish Reflection on Religion in Canada,” in *From Season to Season: Sports as American Religion*, 185-202.
- Tracy J. Trothen, “Hockey: A Divine Sport?—Canada’s National Sport in Relation to Embodiment, Community and Hope,” *Studies in Religion* 35, no. 2 (2006): 291-305.
- Eleanor J. Stebner and Tracy J. Trothen, “A Diamond is Forever? Women, Baseball, and a Pitch for a Radically Inclusive Community,” in *The Faith of Fifty Million: Baseball, Religion, and American Culture*, ed. Christopher H. Evans and William R. Herzog II (Louisville: Westminster J. Knox Press, 2002), 167-184, 251-254.
- Juan Floyd-Thomas, Stacey Floyd-Thomas, and Mark Toulouse, *The Altars Where We Worship*, Chapter 5 (Louisville: Westminster John Knox, Forthcoming, 2016).

<p>November 26 NO CLASS Research Week</p>
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**December 03 and December 10
Presentation of Papers**