

**EMH 3570 Issues in United Church of Canada History
Emmanuel College
Toronto School of Theology
Winter 2019**

Instructor Information

Instructor: Professor Phyllis Airhart
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Office Hours: Please feel welcome to come and talk with me. To make an appointment, check with me at class or by email to arrange a mutually convenient time. I will also try to be in my office for an hour immediately following our class session if you wish to drop by.

Course Identification

Course Number: EMH 3570 HS
Course Format: *In-class*
Course Name: Issues in United Church of Canada History
Course Location: 105 Emmanuel College
Class Times: Thursdays 9:00am–11:00pm

Course Description

In this course, we will explore various facets of the United Church's history, such as the context of the union movement; the founding traditions; key aspects of early denominational identity; the challenges of the post-World War II era; transitions in the church's theology, social teaching, congregational life, and organizational culture; and current challenges.

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. I will usually provide some study questions (either as a handout or on the class website) to guide your reading as you prepare for class.

Course Resources

Reading Assignments

- ❖ *A Church with the Soul of a Nation: Making and Remaking the United Church of Canada* is available for purchase from me at Emmanuel College (\$25) or online from Amazon or Indigo. It is also on reserve at the Emmanuel College library.
- most of the other readings are included in a course reader that will be available for purchase at the print shop at Victoria College (basement level).
- a few readings and other materials related to the course will be distributed in class or posted on Quercus.

Please consult “Resources for Reading and Research” on the course website (Quercus) for suggestions for further reading and as a starting point if you choose to write a research paper.

Course Website

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 ask the Registrar’s office for further help.]

The University of Toronto has designed an excellent writing website that you can check out at <http://advice.writing.utoronto.ca/general/>. You will find, for example, advice on writing papers that includes a discussion of **primary** and **secondary** sources, how to narrow down a **topic**, and how to come up with a good **thesis statement**. Here is an example: <http://advice.writing.utoronto.ca/types-of-writing/history/>. You can find materials that are distributed in class and other recommended resources on Quercus.

Course Learning Outcomes

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

- display initiative and responsibility for creating a learning community by preparing for and participating in class activities.
- show a critical awareness of the interplay of faith and culture, particularly in the Canadian context.
- demonstrate knowledge of the United Church of Canada by identifying key leaders, distinctive theological positions, and influences that shaped its approach to practicing the Christian life.
- apply an informed historical perspective to contemporary issues facing the United Church of Canada.
- conduct research on a topic related to the themes of the course.
- gather sources appropriate to the assignment and present findings in the suggested format.
- develop habits of mind that your professor can’t easily measure, such as curiosity, delight in learning, humility, and awareness of connections with other courses and experiences outside class.

Evaluation

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

1. Completion of the **reading assignments, attendance, and leadership/responsible participation in class discussions.** (15 %)

As you read, think about the two or three most important discoveries that you made in the readings for the day, and note issues that you would like to discuss further in class. Then formulate **at least one question** to contribute to the discussion, and come prepared to explain how the reading assignment gave rise to it. Leadership for particular sessions will be arranged at the first session.

2. Completion of the mid-term **projects** described on the blue handout with length and dates due as indicated. (35 %) The mark for late submission will be lowered by 1 point out of 100 per day to a maximum of 4 points.

3. A choice of one of two options as a final assignment. (50 %):

- an examination during the scheduled class time (9-11) on **April 11** in Room 105: essay answers to questions selected from a list distributed in advance, as well as a short identification quiz on key names, dates, events, publications, etc. from the readings.

OR

- a **research paper** (12-15 pages typed and double-spaced, approximately 3000-4000 words, plus bibliography) due on **April 11** on a topic related to the themes of the course that introduces a question or problem and presents a clear thesis in the first or second paragraph. Remember to indicate the significance of your research in a thoughtful conclusion and cite sources in the traditional humanities style of documentation (Turabian). Please submit in a brief proposal (2-3 double-spaced pages plus preliminary bibliography) on or before **February 14** that includes the following:
 - i. the topic of the research essay;
 - ii. a general description of your approach;
 - iii. an initial framing of your argument or thesis;
 - iv. key primary sources and secondary works.

Note: Web sources should be used only if they are making a legitimate scholarly materials available, as in the case of e-journals.

Please submit print copies of your written work. To conserve paper, consider double-sided printing. Unless other specifications for citing sources are indicated, use the **traditional humanities style** (Notes and Bibliography) as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, which is based on *Chicago Manual of Style*. A "Chicago-Style Citation Quick Guide" is available online: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty for late work is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

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: www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Attendance. Academic credit for a course requires regular class attendance. Attendance means being present in the class for the entire scheduled class meeting, not just part of it. In the event of absence for any reason, students are expected to inform the professor prior to class, and are responsible for course materials missed. If attendance is poor due to extenuating circumstances, students are recommended to drop the course before the last day to withdraw without academic penalty or, if that deadline has passed, petition the Basic Degree Committee to drop a course without academic penalty. Missing three regular classes, or 25% of an intensive course, may result in a lower grade or even a failing grade for the course.

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.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* 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* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). 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 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>.

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

January 10 **INTRODUCTION**

January 17 **THE UNITING TRADITIONS AND THE FOUNDING VISION**

Reading Assignment

- ❖ *A Church with the Soul of a Nation*, Prologue and chapter 1.
- Randolph Carleton Chalmers, *See the Christ Stand! A Study in Doctrine in the United Church of Canada* (Toronto: Ryerson Press, 1945), 46-7, 74-9, 96-119.
- T. Albert Moore, "The United Church of Canada," in *The Reunion of Christendom: A Survey of the Present Position* (London: Cassell, 1929), 233-48.
- Osbert Morley Sanford, *The Genius of the United Church* (Toronto: Ryerson Press, 1931).

January 24 **THE CONTROVERSY**

Reading Assignment

- ❖ *A Church with the Soul of a Nation*, chapter 2.
- 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, Box 18/420, 1-16.
- "The Need of the Presbyterian Church by a Group of Presbyterians [1924]," United Church Archives, Church Union Collection, Box 19/442, 1-14.
- Ephraim Scott, Excerpt from "*Church Union and the Presbyterian Church in Canada* (Montreal: John Lovell and Son, 1928), 8-11, 91-4, 102-07, 111-13, 122-26.

January 31 **ORGANIZATIONAL CULTURE AND THEOLOGICAL IDENTITY: THE INTERWAR YEARS**

Reading Assignment

- ❖ *A Church with the Soul of a Nation*, chapter 3 and 4.
- "Evangelism," *Record of Proceedings*, United Church of Canada, 1934, 252-62.
- *Christianizing the Social Order: A Statement Prepared by a Commission Appointed by the Board of Evangelism and Social Service*, The United Church of Canada, [1934]).
- Claris Edwin Silcox, "The Next Ten Years," *New Outlook*, 12 September 1934, 776-78, 790.
- Jesse H. Arnup, *A New Church Faces a New World* (Toronto: United Church of Canada, 1937), 229-254.

February 7 THE UNITED CHURCH IN POSTWAR CANADA: A "GOLDEN AGE"?

Reading Assignment

- ❖ *A Church with the Soul of a Nation*, chapter 5 and 6.
- "Forward Movement after the War," *Record of Proceedings*, United Church of Canada, 1944, 114-120.
- [Editorial], "Of the United Church's Amazing Growth," *United Church Observer*, 1 May 1959.
- Randolph Carleton Chalmers, "The Faith of the United Church of Canada," *Religion in Life* 19 (1949-50): 106-12.
- Letter from Rev. Ernest E. Long to Minister and Congregations of the United Church of Canada, 15 October 1964.
- Letter from Rev. James R. Holden to Rev. Ernest E. Long, 4 December 1964.
- A.C. Forrest, "The Crisis and the New Curriculum," *Observer*, 15 February 1965, 19-21; and 1 March 1965, 16-18, 32.

February 14 SHIFTING THEOLOGICAL AND CULTURAL PARADIGMS

Reading Assignment

- ❖ *A Church with the Soul of a Nation*, chapter 7 and 8.
- Earl Lautenslager [sic], "The Marriage Partnership," *Observer*, 15 April 1962, 25-27 and 1 May 1962, 25-7.
- Grace Lane, "Crisis in the Rural Church," *Observer*, 1 June 1963, 17-8, 23.
- "The Church on the Urban Frontier," *Record of Proceedings*, United Church of Canada, 1964, 275-82.
- "The Suburban Church: A Symposium," *Observer*, 15 October 1965, 12-17, 46.
- June Callwood, "The 'In-Group' and the Rest," in *Why the Sea Is Boiling Hot: A Symposium on The Church and the World* (Toronto: Board of Evangelism and Social Service, 1965), 21-25.
- J.R. Hord, "It's Later Than We Think," in *The Cutting Edge: Forty-third Annual Report* (United Church of Canada: Board of Evangelism and Social Service, 1968), 9-16.

February 21

READING WEEK

(No Class)

February 28

NEW APPROACHES TO RELIGIOUS AND CULTURAL PLURALISM

Reading Assignment

- Katharine Hockin, "My Pilgrimage in Mission," *International Bulletin of Missionary Research* 12 (January 1988): 23-8, 30.
- "Overseas Mission Policy," Record of Proceedings, United Church of Canada, 1952, 415-18.
- "Report of the Commission on World Mission," *Record of Proceedings*, United Church of Canada, 1966, 299-304, 341-55, 421-40, 462-63.
- "Social Change and the Re-formation of the Church" and "The Glorious Confusion about Missions" in *Dead or Alive: Forty-first Annual Report* (United Church of Canada: Board of Evangelism and Social Service, 1966), 77-84.
- "Editorial: Radical Change in Mission," *Observer*, 15 October 1966, 10.
- "Immigration," Executive of the General Council: United Church of Canada, 1964, 18-31.

March 7

MINISTERS AND MINISTRY IN A CHANGING CHURCH

Reading Assignment

- E. Leslie Pidgeon, "The Modern Ministry," *New Outlook*, 19 May 1926. [typed copy]
- C.M. Nicholson, "The Minister's Vocation," in *The Minister's Handbook: A Guidebook for Ministers in the United Church of Canada*, ed. Randolph Carleton Chalmers (Toronto: United Church Publishing House, 1952), 41-51.
- Ralph W. Barker, "Is Ordination for Unmarried Women Only?" *United Church Observer*, 1 October 1957, 13-14.
- R.B Craig, "A Married Woman's Place Is in the Home," *United Church Observer*, 1 November 1957, 13, 30.
- Letter from Elinor Leard to R.G. Oliver, 15 January 1963.
- Arnold Edinborough, "The Minister and the Twentieth Century," in *Why the Sea Is Boiling Hot: A Symposium on The Church and the World* (Toronto: Board of Evangelism and Social Service, 1965), 13-16.
- **** reading to come later

March 14 RETHINKING RIGHT RELATIONS

Reading Assignment

- J.R. Miller, "The State, the Church, and Indian Residential Schools in Canada," in *Religion and Public Life in Canada*, ed. Marguerite Van Die (Toronto: University of Toronto Press, 2001), 109-29.
- A.E. Caldwell, "Indian Education Today," in *No Vanishing Race: The Canadian Indian Today*, eds. George Dorey et al. (Toronto: United Church of Canada, 1955), 59-68.
- "Indian Work," *Record of Proceedings*, United Church of Canada, 1958, 185-93.
- Loraine MacKenzie Shepherd, "From Colonization to Right Relations: The Evolution of United Church of Canada Missions with Aboriginal Communities," *International Review of Mission* 103 (April 2014): 153-71. [electronic resource UTL]
- "United Church Response to TRC Calls to Action" <http://www.united-church.ca/social-action/justice-initiatives/truth-and-reconciliation-commission> [Blackboard]

March 21 ORGANIZATIONAL "CRISIS" AND ADAPTATION—THEN AND NOW

Guest:

Reading Assignment

- ❖ *A Church with the Soul of a Nation*, chapter 9.
- Ernest E. Long, "The Truth about the Crisis in the Church," *Observer*, 15 November 1967, 12-15, 30, 40.
- John Webster Grant, "'They Don't Speak for Me': The United Church's Crisis of Confidence," *Touchstone* 6, no. 3 (September 1988), 9-17.

March 28 SEXUAL IDENTITY AND DENOMINATIONAL DEFINITION

Reading Assignment

- Mervyn Dickinson, "The Church and the Homosexual," *United Church Observer*, 15 November 1965, 22-3, 36, 40.
- Anne M. Squire, "Homosexuality, Ordination, and the United Church of Canada," *Queen's Quarterly* 98, no. 2 (Summer 1991): 338-52.
- "Apology to Members of the Lesbian, Gay, Bisexual, Two-Spirit, Trans, and Queer (LGBTQ) Communities." Papers of the Executive of General Council, United Church of Canada, 15-17 November 2014. [Blackboard]

April 4 RETROSPECT AND PROSPECT**Reading Assignment**

- ❖ *A Church with the Soul of a Nation*, Epilogue.
- Douglas John Hall, "Introduction," in *Waiting for Gospel: An Appeal to the Dispirited Remnants of Protestant "Establishment"* (Eugene, OR: Cascade Books, 2012), ix-xxviii.
- John Pentland, "Connect to Culture," in *Fishing Tips: How Curiosity Transformed a Community of Faith* (Toronto: Edge, 2015), 153-74.
- Brian Clarke and Stuart Macdonald, "Quo Vadis Canada?" in *Leaving Christianity: Changing Allegiances in Canada since 1945* (Montreal and Kingston: McGill-Queen's University Press, 2017), 232-45; 275-78.