

## ISSUES IN UNITED CHURCH OF CANADA HISTORY

EMH 3570 HS

Winter 2018

Thursday 9-11

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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.

### 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. 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

- ❖ *A Church with the Soul of a Nation: Making and Remaking the United Church of Canada* is available for purchase at Crux Books. 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 Blackboard. To retrieve materials or receive messages sent via Blackboard, you must sign in with a UTOR email address. If you are having difficulty navigating Blackboard, here's a helpful link:  
<http://www.portalinfo.utoronto.ca/content/information-students>

There are additional resources listed in the handout on "Resources for Reading and Research" for those interested in pursuing topics in greater detail; the bibliography may also help you to find materials for your writing projects.

The University of Toronto has designed an excellent writing website. 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 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>

<b>Course Requirements</b>
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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 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. The mark for late submission will be lowered by 1 point out of 100 per day to a maximum of 4 points. (35 %)

3. A choice of one of the following writing projects as a final assignment due on **April 12** (50 %):

- a **report or briefing** (12-15 pages, typed and double-spaced, approximately 3000-4000 words) for a target audience such as a church council, congregational meeting, presbytery gathering, task group, etc. that includes significant attention to the historical dimensions of an issue that the United Church has faced or is facing. Your presentation should clearly indicate the sources that you have used to prepare it (either with standard notes and bibliography or an appropriate alternative style). Please submit a paragraph that sketches out your plan on or before **February 24**. (An email message will suffice.)

**OR**

- a **research paper** due in two parts:

a) project proposal (5 %) due on or before **February 15**.

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

- i. the topic of the research essay;
- ii. a general description of your sources and approach;
- iii. an initial framing of your argument or thesis;
- iv. a preliminary bibliography of 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.

b) research paper (45 %).

Based on the proposal, prepare a paper (12-15 pages plus bibliography, typed and double-spaced, approximately 3000-4000 words) 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).

<p>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 <b>traditional humanities style</b> (Notes and Bibliography) as set out in Kate L. Turabian, <i>A Manual for Writers of Term Papers, Theses, and Dissertations</i>, which is based on <i>Chicago Manual of Style</i>. A "Chicago-Style Citation Quick Guide" is available online: <a href="http://www.chicagomanualofstyle.org/tools_citationguide.html">http://www.chicagomanualofstyle.org/tools_citationguide.html</a>.</p>
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## 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.

## Assessment

Starting with the second class, I will keep track of your **weekly attendance and participation** with a four-point grading scale (check plus, check, check minus, and absent). Your final score will be an average of your best ten marks. You will demonstrate excellent participation by *contributing substantive points* to show your careful attention to the reading material and *deepening the group discussion* by asking a question or making a comment that encourages classmates to expand on what they have said, making a comment that builds on or identifies connections between what others have said, expressing appreciation for some aspect of the discussion that helped clarify your thinking, etc.

Assessment of **written work** will vary depending on the specific instructions and rubrics for the assignment, but in general I will look for accurate *content* supported by sources, *critical thinking* that includes contextual analysis, *complexity* of your insights, overall *coherence* in design and presentation of ideas, *clarity* of expression, and *correctness* of style.

## Appointments

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 following our class session if you wish to drop by.

## Reminders about Basic Degree Program Policies

1. If you miss more than two classes, the Basic Degree Committee will review your situation; more than three absences may result in loss of credit for the course.
2. I cannot enter a grade of SDF (standing deferred) unless an extension is authorized by the college. If you are unable to complete the assignments by April 7 (exam week), you have two options:
  - **With penalty:** if you have not formally arranged for late submission of your final paper, I will accept it until **April 17** at the latest, but your mark will be lowered by 1 point out of 100 per day (including 1 point for the weekend).
  - **Without penalty:** follow the procedure for an extension. Emmanuel College's policy is described in the student handbook. If your petition is approved, there is no penalty for late submission of your paper. (But please note that according to the regulations "not enough time" is not listed as one of the acceptable reasons for granting an extension!)
3. Assessment of assigned work will follow the grading scale and standards outlined in the TST Basic Degree Handbook (page 20) [http://www.tst.edu/webfm\\_send/700](http://www.tst.edu/webfm_send/700).
4. The University of Toronto's Code of Behavior on Academic Matters applies to this course: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>. 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>. For instance, you will find advice on how not to plagiarize, how to use standard documentation forms (i.e., Turabian mentioned above), how to handle quotations, and how to paraphrase and summarize.
5. To comply with Emmanuel College's privacy policies, I will return **mid-term assignments** in class (rather than leaving them in the main office). I will try to return papers submitted on time a week (or at most two weeks) after I receive them. If you handed your paper in on time, don't be shy about reminding me to return it! Please give me a stamped envelope addressed to yourself if you wish to have me return your **final assignment** by mail. Otherwise you can drop by my office to pick up your work.
6. Please use inclusive language in your speaking and writing when you refer to people. Some professors insist that you use gender-neutral language for God as well; I prefer that you do, but will respect your conscience if you don't.
7. If you have a disability or health consideration that may require accommodation to facilitate your learning, please talk with me and/or a counsellor at University of Toronto Accessibility Services as soon as possible. Enquires are confidential. For further information, check with the registrar or consult this website: <http://www.accessibility.utoronto.ca/Home.htm>

**Changes in assignments or policies involving 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 Blackboard.**

**SCHEDULE OF CLASS SESSIONS AND READING ASSIGNMENTS**

**January 11      INTRODUCTION**

**January 18      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.
- Osbert Morley Sanford, *The Genius of the United Church* (Toronto: Ryerson Press, 1931).
- George Campbell Pidgeon, "The Message and Mission of the United Church of Canada." Layman's Conference, Massey Hall, 7 October 1928. 86.243C, George Pidgeon Papers, box 52-2072, United Church Archives.

**January 25      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.

## February 1 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.

## February 8 THE UNITED CHURCH IN POSTWAR CANADA: A “GOLDEN AGE”?

### ✓ Reading Assignment

- ❖ *A Church with the Soul of a Nation*, chapter 5 and 6.
- [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.
- Earl Lautenslager [sic], “The Marriage Partnership,” *Observer*, 15 April 1962, 25-27 and 1 May 1962, 25-7.

## February 15 SHIFTING THEOLOGICAL AND CULTURAL PARADIGMS

### ✓ Reading Assignment

- ❖ *A Church with the Soul of a Nation*, chapter 7 and 8.
- “Immigration: Report of the Commission on Immigration,” Executive of the General Council, United Church of Canada, 1964.
- 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.
- 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 22  
READING WEEK  
(No Class)**

**March 1            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.
- "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.
- "Report of the Commission on World Mission," *Record of Proceedings*, United Church of Canada, 1966, 299-304, 341-55, 421-40, 462-63.

**March 8            MINISTERS AND MINISTRY IN A CHANGING CHURCH**

**✓ Reading Assignment**

- ❖ *A Church with the Soul of a Nation*, chapter 9.
- 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.
- "Thinking about One Order of Ministry," Joint Ministry Group, May 2014.  
[http://www.united-church.ca/files/general-council/gc41/one-order-ministry\\_proposal.pdf](http://www.united-church.ca/files/general-council/gc41/one-order-ministry_proposal.pdf)

## March 15 ORGANIZATIONAL “CRISIS” AND ADAPTATION—THEN AND NOW

Guest: TBA \*\*\*

### ✓ Reading Assignment

- 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.
- Reports and Discussion Papers of the Comprehensive Review Task Group (2014)  
<http://www.united-church.ca/general-council/gc41/comp-review/reports-papers>.

## March 22 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.
- “Indian Work,” *Record of Proceedings*, United Church of Canada, 1958, 185-93.
- Edith Memnook, “Response to the 1986 Apology,” <http://www.united-church.ca/aboriginal/relationships/response>.
- Loraine MacKenzie Shepherd, “From Colonization to Right Relations: The Evolution of United Church of Canada Missions with Aboriginal Communities,” *Review of International Mission* 103 (April 2014): 153-71. [electronic resource UTL]

## March 29 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.
- Ivor Shapiro, “The Benefit of the Doubt,” *Saturday Night*, April 1990, 33-40.
- Roger O’Toole et al., “The United Church in Crisis: A Sociological Perspective on the Dilemmas of a Mainstream Denomination,” *Studies in Religion* 20, no. 2: 151-63.
- “Apology to Members of the Lesbian, Gay, Bisexual, Two-Spirit, Trans, and Queer (LGBTQQ) Communities.” Papers of the Executive of General Council, United Church of Canada, 15-17 November 2014. [Blackboard]
- **Recommended:** For a global perspective on gay marriage see two essays from *The Economist*, 11 October 2014: “So Far, So Fast,” 25-7 and “Tainting Love,” 27-9 (on the tactics of opposition). [Blackboard]



**April 5 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.
- Reading related to General Council remits (to come later)

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