

KNH3571H
Presbyterian Tradition in Canada
Knox College
Toronto School of Theology
Fall 2024

Instructor Information

Instructor: Dr. Stuart Macdonald, Professor of Church and Society
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Course Identification

Course Number: KNH3571H
Course Format: in-class
Course Name: Presbyterian Tradition in Canada
Course Location: Knox College, classroom 4
Class Times: **Tuesday 9:10 – 11:00**
Prerequisites: Introductory history course; prefer History of Christianity II as well

Course Description

This course looks at the development of the Presbyterian tradition in Canada, primarily through the Presbyterian Church in Canada and its antecedents. Lecture: 2 hours.

Major themes of the course

- church/state relations & their importance in the development of the Presbyterian tradition in Canada
- unity and diversity among Presbyterians, & the different approaches taken at key moments in our history
- how the tradition has been transplanted from the founding cultures to the new environment in North America
- the key role of “identity” for Canadian Presbyterians, and different ways in which that identity has been expressed
- dramatic change in the context of the environment in the post-WWII period

A note about “trigger” warnings: You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that

you have to protect a person from your own reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter.

In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

Course Resources

Required Course Texts/Bibliography

Text: John Moir, *Enduring Witness* – 3rd edition (online – via UofT)

Assigned readings on Quercus

Reserves

N. Keith Clifford, *The Resistance to Church Union*

Books for review (*see below*)

John Grant, *Divided Heritage: The Presbyterian Contribution to the United Church of Canada*

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 ask Kylah Thomson kylah.thomson@utoronto.ca for further help.

Course Requirements and Evaluative Criteria

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

1. Reading all required readings before class.
2. Class participation (including the debate on church union) (10%)
3. Book Review (see below) (30%)
4. Research essay
 - a) Essay proposal (formerly known as literature survey) (10%)
 - b) research essay (50%)

Any work that fails to meet the above criteria in the individual assignments will receive a failing grade.

Grading System

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).

Assignments (detailed information)

Book review:

Write a 5 page (1250 word max) book review (submitted via Quercus) of one of the following books

Anderson, Robert. *Kimchi and Maple Leaves*

Bush, Peter. *Western Challenge*

Fraser, Brian. *Church, College, and Clergy*

Gidney, Catherine Anne. *A Long Eclipse*

Grant, *Moon of Wintertime*

Johnson, Geoffrey, *Missionaries for the Record*

Kee, Kevin, *Revivalists*

Klempa and Doran, *Certain Women Amazed Us*

Laverdure, Paul. *Sunday in Canada*

Miedema, Gary *For Canada's Sake*

MacLeod, A. Donald. *W. Stanford Reid*

Vissers, John *The Neo-Orthodox Theology of W.W. Bryden*

Douville, Bruce. *The Uncomfortable Pew: Christianity and the New Left in Toronto*

McKim, Denis. *Boundless Dominion: Providence, Politics, and the Early Canadian Presbyterian Worldview*

A book review accurately summarizes the main thesis and other arguments of the book, and makes a critical comment upon the book.

Due date: **October 8**

Late policy: 4% off per week late (2% by end of Friday; 2% by end of Monday)

No assignment will be graded after **November 5**

Research essay: Students are required to do a research essay on a topic in Canadian Presbyterian history.

Students need to begin by choosing a topic and doing some initial research.
The project will be graded in two parts:

1. Essay proposal : Students will hand in a brief paper outlining – a) the topic they’ve chosen; b) the literature which exists on the topic, with a comment on the themes arguments etc. in that literature and the state of the research into the topic; c) a suggestion of the research strategy and primary sources they intend to use; d) an initial suggestion of the argument they anticipate making and e) an initial bibliography. (approx. 4- 5 pages)
Note: the final research paper should use approx. 5 books and 5 articles.
(*submitted via Quercus*)

Due: **October 22**

The proposal will be graded based upon its accurate assessment of the literature, the existence of an appropriate research strategy, the existence of an initial argument, strength of the bibliography, and writing style. (10%)

Late policy: 4% off per week late (2% by end of Friday; 2% by end of Monday)
No assignment will be graded after **November 26**.

2. Research essay – final paper: The paper should be between 15 and 20 pages (3750 and 5000 words) and must include at least one appropriate primary source used in the research. Web sources should not usually be used (except where they are making legitimate published sources available, as in the case of eJournals and *Canadiana Online*). The essay should state a clear thesis in the first or second paragraph, and should be structured in expository style. (*submitted via Quercus*)

Due: **December 10 - 4:00 pm**

The research essay will be graded based upon effective research into both the secondary sources and the chosen primary source(s); an effective and convincing argument; and, writing style. (50%)

Late policy: 2% per day late.

Policies

Class attendance. Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same

level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

Class recording. Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Penalties for late work are outlined under each assignment. 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 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 <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.

Inclusive Language. Knox College has an inclusive language policy, available at https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf.

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 their head of college or delegate according to the Graduate program Handbook 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 assignments 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 me 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. The instructor (and TA) will seek to respond to any email in a timely fashion during the work week (Monday through Friday). Emails sent on the weekend will be replied to during the next workweek.

Style Guidelines for Papers: The papers in this class need to be written using effective English. Any sources used apart from the reading itself need to be referenced using the humanities format. The Chicago Manual of Style is available online <http://www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/16/contents.html>

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. (This includes texting.) Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology. Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

AI: The use of generative artificial tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants is prohibited.

Consultation: Please do not hesitate to consult with either the instructor or teaching assistant about any questions you may have

Calendar – PCC history 2024

Note: Readings for each week can be found on a separate page entitled "Assigned Readings"

1. Sept. 10 Introduction - Early settlements & transatlantic connections
2. Sept. 17 From Divisions to Union: the creation of the union of 1875
3. Sept. 24 A Church for Canada
4. Oct. 1 Research Methods class
5. Oct. 8 Church Union (1925)
Book reviews due
6. Oct. 15 Church Union (1925) - debate
7. Oct. 22 Residential Schools and Mission in the P.C.C.
Essay proposal due

- Oct. 29 Reading Week
8. Nov. 5 Theology
9. Nov. 12 Rebuilding in the aftermath: continuing after 1925

10. Nov. 19 Suburban growth - challenged vision
11. Nov. 26 Sixties - reform and reaction: the ordination of women
12. Dec. 3 Ethnicity & change

- Dec. 10 **Research essays due - 4:00 pm**

Assigned Readings

(unless otherwise indicated (*)– all readings will be available on Quercus)

1. Introduction
John Moir “Who Pays the Piper”
Mark Noll, Ch. 1, *The Old Religion in a New World* (2002)
2. From Divisions to Union: the creation of the union of 1875
*Moir – *Enduring Witness*, chapters 6 & 7
John A. Johnson, “‘No Slippery Undertaking’: The Presbyterian Union of 1875”
3. A Church for Canada

*Moir - *Enduring Witness*, chapter 9
Primary Sources: J.A. Macdonald, “The Christianization of Our Civilization” from *Canada’s Missionary Congress* (Toronto: Canadian Council Laymen’s Missionary movement, 1909); W.D. Reid, “The Non-Anglo-Saxon in Canada – Their Christianization and Nationalization”, and other articles (Toronto: P.C.C., 1913).

Secondary Source: Phyllis D. Airhart, “‘Sweeter manners, Purer Laws’: Women as Temperance Reformers in Late-Victorian Canada” (1991).
5. Church Union (1925)
Moir – *Enduring Witness*, chapter 10 *
Airhart, “Controversy and the Construction of Identity,” - Chapter 2 of *A Church with the Soul of a Nation: Making and Remaking the United Church of Canada* (2014), 30-64.
Donald Corbett, “The Legal Problems of the Canadian Church Union of 1925”
6. Church Union II - debate
Primary sources:
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.
7. Residential Schools and Mission in the PCC
*Moir, Chapter 8
J.R. Miller, “The State, the Church and Indian Residential Schools in Canada”(2001) TBA – additional reading
- 1994 Apology
- Overture to GA (York University)

Supplemental:

Johnston, Geoffrey. "Honan for the Record: Letters from Honan Missionaries in the *Presbyterian Record*, 1888-1911." *The Canadian Society of Presbyterian History Papers XV* (1990): 64-76.

8. Theology

combined reading on Quercus: selection from Gordon A. Peddie, "The King of Kings"; selection from "What it means to Confess the Christian Faith Today"

9. Post-Union recovery

*Moir, *Enduring Witness*, chapters 11, 12
Alan Farris, "The Fathers of 1925"

10. Suburban Growth - challenged vision

*Moir, *Enduring Witness* - concluding chapters

primary documents:

"Declining Church Membership," *Acts and Proceedings*, 1971

11. Sixties: reform and renewal – and the ordination of women

Articles: Stuart Macdonald, "What were they thinking?";

Also (supplementary): A. Donald MacLeod, "From Resistance to Renewal"; Jo-Ann Dickson "Testing 1966: Unrest in Montreal"

12 Ethnicity & Change

Stuart Macdonald, "Presbyterian and Reformed Christians and Ethnicity" in Paul Bramadat and David Seljak, eds., *Christianity and Ethnicity in Canada* (2008): 168-203.

Course Learning Objectives/Outcomes

Basic Degrees – Knox and TST

At the beginning of the course, students are expected to:

- have done an introductory level course in history at TST (or equivalent)
- be able to distinguish between primary and secondary sources; understand the concept of bias as defined in historical studies; have an introductory sense of historiography; be able to research and write competently

In successfully completing this course, a student will be able to:

<i>This course has the following course-level learning outcomes</i>	
Outcome	Evaluation
Demonstrate ethical behaviour, taking responsibility for the expectations of the course and showing respect and willingness to listen in the learning atmosphere including class discussions and small groups	All assignments
Demonstrate an introductory knowledge of the history of Canadian Presbyterianism - identify the key periods, events and contexts of Canadian Presbyterian history	Class participation; book review;
Construct a sustained argument involving original research, including primary sources, in a research essay	Major essay
Demonstrate the skills necessary for BD level study of church history: - gather and select information from reading appropriate to the task assigned - communicate clearly in both oral and written forms, using good organizational formats and proper research formats - show a willingness to assess one's own work	Class participation, in particular the debate. Major essay.

<i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i>		
MDiv	MTS	MPS
<p><input checked="" type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>
<p><input type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>
<p><input checked="" type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>
<p><input type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God's work and justice in a diverse and changing world. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>	<p><input type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> <i>Click or tap here to enter text.</i></p>

TST BASIC "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge		
2. Knowledge of methodologies		
3. Application of Knowledge		
4. Communication Skills		
5. Awareness of Limits of Knowledge		
6. Autonomy and Professional Capacity		