Course Syllabus
Wycliffe College
Toronto School of Theology
Fall 2019

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number :   WYT3/6831H
Course Name: Christology and the Traditions of Christian Spiritual Theology
Class Location: Wycliffe College
Class Day & Time: Two Week Intensive

Instructor Information

Instructor: Mark Elliot, PhD;
E-mail: TBC
Office Location: TBC
Office Hours: TBC

Course Prerequisites or Requisites

Course Description

The focus of this course is the extent to which Christ and Christology has to be both mentioned and serve as central to any presentation of the Christian spiritual life. We will explore the relationship of pre-modern spiritual writing and some more technical treatments of Christology in order to understand their mutual influence. The chapters from Pelikan's book, Jesus Through the Centuries, should demonstrate how there has always been a subjective input from the spirituality of the church into how Christ is understood, as well as the obvious input of Scripture and tradition. The thorny issue of whether Christology went astray after the High Middle Ages will be considered, as well as Jesus in the Reformation and Post-Reformation period (Catholic and Protestant).

Course Methodology

The course will advise of manageably sized readings to spark some initial conversation around the topic (c.10 minutes). A lecture will follow, in order to locate the readings and their authors in historical context and in place of tradition, in terms of theology and spirituality (50 minutes). A 5-minute break will lead to a deeper investigation of a text or two in seminar style, with a student to lead, according to a pattern modelled by the course leader in the first session.

Course Resources

Required Course Texts

Required for Purchase (see below for full reference):

- Rowan D.Williams, *Christ,the Heart of Creation.* London: Bloomsbury, 2018.

- Rowan Williams, *The wound of knowledge: Christian spirituality from the New Testament to St. John of the Cross London*: DLT, 1979; new edition 2014.

- Jaroslav Pelikan, *Jesus through the centuries. His Place in the History of Culture* . New Haven: Yale, 1999. (also The Illustrated The Illustrated Jesus Through the Centuries.)

    There are several required texts for purchase, available at the Law School Bookstore (basement), across the street from Wycliffe

    Other than required texts, all other assigned reading will be available online, either as pdf's, UoT online books, or other online material.

Key Resources: readings (two per topic to be put up online and to be read in advance)

Course Website(s)

- 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 assistant registrar (jhocking@wycliffe.utoronto.ca) for further help.

Class Schedule

2-3 Primary Texts and 2-3 Secondary Essays/Chapters per Session

Session 1 Alexandrian: Origen to Nyssa and Evagrius

Session 2 Western Monastic: Augustine, Cassian, Gregory the Great..

Session 3 Monastic Renewal: Irish (including Eriugena) to Wm of St Thierry and Aelred of Rievaulx

Session 4 Maximus, Icons and the triumph of Orthodoxy

Session 5 Symeon and hesychasm up to Cabasilas

Session 6 Dominican spirituality up to Eckhart

Session 7 Beguine Spirituality

Session 8 Franciscan tradition

Session 9 Carthusian tradition

Session 10 Lay Pietism before and after the Reformation

Session 11 Catholic early modern

Session 12 Jansenism

Classes will meet as follows ,

Pre residential Webinar meeting TBC

Thursday October 10, 2019: 6.30-8.30pm

Friday October 11, 2019: 9.30am-12.30pm; 2pm-5pm

Saturday October 11, 2019: 9.30am-12.30pm; 2pm-5pm

Thursday October 17, 2019: 6.30-9.30pm

(Friday October 18, 2019 : Scripture and Theology Colloquium)

Saturday October 19: : 9.30am-12.30pm; 2pm-5pm

Given that this is an intensive course, not all readings assigned for each day are required for that day. Some of the day's readings, furthermore, will be optional (this will be determined based on the number of enrolled students and presentations).

The class meetings will consist of faculty orientation to the readings, brief student presentations of assigned readings, discussion.

Evaluation

Requirements

Following the completion of class meetings, reading summaries of all assigned readings (3 pages total per day's readings), and the final paper for Basic Degree will be 12 pages while Graduate Students will be 15-20 pages and will be due by the last day of Examination week (Friday Dec 13 2019 for fall)

Evaluation based on presentations and subsequent reading summaries (35%), participation (15%), Final paper (50%).

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

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative

A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value

NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF   Standing deferred (a temporary extension)

INC   Permanent incomplete; has no numerical equivalent or grade point value

WDR   Withdrawal without academic penalty

AEG   May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to hand in assignments by the date given in the course outline. [**The instructor should stipulate the penalty for late work – the usual penalty is set out below**] This penalty is not applied to students with medical or compassionate difficulties; 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. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes 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.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

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. Course grades may be adjusted where they do not comply with University grading policy or college grading policy.

Graduate Degree Outcomes. Each graduate program has detailed statements of "degree level expectations" (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: *In this course students are expected to demonstrate the following:*		
1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	Students in this course will learn the identity of major spiritual writers, formulate similar questions for each , discuss the common issues and identify what is distinctive, so that they can demonstrate what it means for a tradition to evolve and break off, illustrate with attention to style and content. With guidance from the course leader(s) they will assess the significance for then and now, with some amount of comparison with already familiar spiritualities, which will include recalling material from previous sessions.	Lectures Research paper
2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.	Students will write a research paper so that they can organize their research and collect the necessary research materials to compose research level writing and a bibliography analysing the topic of Christian spiritual theology.	Research paper
3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.	Students will take notes on the main set readings, identifying key points and arguments, selecting texts which best organise the material in connection with explanatory secondary literature. By the end of the course, students will be able to demonstrate this knowledge in a presentation on Christian spiritual theology and employ the knowledge in future research.	Research paper Contribution to class discussion Taking turns to lead seminar
4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to	Students will evaluate what is both good and less salutary in the writings examined. They will use historical empathy and theological generosity to analyse and	Leading seminar

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.	communicate and thus consolidate knowledge through simplification, rephrasing and exposition. Students will leave the course able to discern how to engage the spiritual ideas they encounter, whether in life situation or in written form.	
5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.	Students will formulate clarifying statements of the varieties of discourse. This will move from explanation to interpret, judge and shape their arguments and defend their theses and challenge others. They will modify these in response to anticipated and actual feedback in class and be prepared to enter into conversation with scholarly literature upon the course's conclusion.	Research paper Contribution to seminar
6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.	Students will be expected less to take sides on the historical arguments as to explain the connections and contradictions. They will be able to apply that which inspires and provokes in order to compose and elaborate their own spiritual theology.	In-class discussion at beginning and end of sessions

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students 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* (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/policies/behaveac.htm), a student who plagiarizes in this course. Students 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).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013).

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

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 should 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.

Bibliography

List here any bibliographic resources that will be helpful to students, both within the course and for further study.

- Bernard McGinn, John Meyendorff, Jean Leclercq, *Christian spirituality: origins to the twelfth century* (New York: Crossroad, 1989.)

- Jill Raitt, Bernard McGinn, John Meyendorff, *Christian spirituality: High Middle Ages and Reformation* (New York: Crossroad, 1989.)

- Louis Dupré, Don E. Saliers, *John Meyendorff, Christian spirituality: post-Reformation and modern* (New York: Crossroad, 1989.)

- Bernard McGinn, *The Presence of God* (New York: Crossroad, 1994-)
  Vol 1. The Foundations of Mysticism: Origins to the Fifth Century by Bernard McGinn. Vol. 2. The Growth of Mysticism: Gregory the Great Through the 12th Century

Vol. 3. The Flowering of Mysticism: Men and Women in the New Mysticism: 1200-1350.
Vol 4. The Harvest of Mysticism in Medieval Germany.
Vol 5. The Varieties of Vernacular Mysticism: 1350-1550.
Vol. 6. Mysticism in the Reformation (1500-1650).

- Peter Tyler, Richard Woods, *The Bloomsbury guide to Christian spirituality* (London: Bloomsbury, 2012.)

- Arthur G Holder, *The Blackwell companion to Christian spirituality* (Blackwell companions to religion, 2005.)

- Philip Sheldrake, *The new SCM dictionary of Christian spirituality* (London: SCM, 2005.)

- Evan B. Howard, *The Brazos Introduction to Christian Spirituality* (Grand Rapids: Baker, 2008.)

- Gordon S. Wakefield, *The SCM/Westminster Dictionary of Christian Spirituality* (Louisville: WJK, 2003.)

- G. Stephen Weaver, Ian Hugh Clary (eds.), *The Pure Flame of Devotion: The History of Christian Spirituality* (Kitchener, Ontario, Canada : Joshua Press, 2013)