



Course Syllabus
WYJ3111H/6111H: The Journey of the Fourth Gospel: Theological Exegesis of
John through the Centuries
Wycliffe College
Toronto School of Theology
Fall 2022

Instructor Information

Instructor: Stephen Chester, PhD and Joseph Mangina, PhD.
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Course Identification

Course Number: WYJ3111H/6111H
Course Format: *In-class*
Course Name: The Journey of the Fourth Gospel
Course Location: St George Campus, Wycliffe College (5 Hoskin Avenue):
Class Times: Thursday, 10.00am – 1.00pm
Prerequisites: One of the New Testament Intro classes, either WYB1501H or WYB2660H (or equivalent), **and** one of the Systematic Theology Intro classes, either WYT1101HF or WYT22101HS (or equivalent)

Course Description

The course will introduce students to the theological interpretation of John's Gospel and explore its significance for Christian theology. Students will read a range of theologically engaged exegetes of John from across the centuries, seeking to understand their contributions both contextually and as part of a continuing dialogue about the interpretation of the Gospel. Particular attention will be paid to John's Christology, soteriology, ecclesiology, and perspectives on Judaism. Students will also be introduced to methodological discussions about the nature of both theological interpretation and reception history as approaches to interpreting Scripture. The course also aims to equip students to assess the relevance of historic interpretations of John for understanding the Fourth Gospel and its theological significance today.

Course Resources

Required Course Texts/Bibliography

The required reading for the class consists of selections drawn from a variety of interpreters of John down the centuries (see weekly class schedule below). There are thus no required textbooks, but students may find helpful as an orientation to the discussion of texts in John the following volumes on the Gospel's reception history:

- Mark Edwards, *John through the Centuries* (Blackwell Bible Commentaries; Oxford: Blackwell, 2004)

- Bryan A. Stewart and Michael A. Thomas, *John Interpreted by Early and Medieval Commentators* (The Church's Bible; Grand Rapids: Eerdmans, 2018)

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 Jeffrey Hocking, jhocking@wycliffe.utoronto.ca, for further help.

Course Methodology

The class is geared towards exploring significant issues in the theological interpretation of John while engaging closely with the text of the letter. Class sessions will be organized primarily around seminar-style discussion of classic interpretations of key texts in John. A smaller number of lectures will provide students with an orientation to key issues in the interpretation of John's Gospel and to the nature of both the theological interpretation of Scripture and reception history. The book review assignment will require students to evaluate the methodological issues raised by the relationship between these approaches to biblical interpretation and historical-critical ones. The seminar discussions will be geared to understanding important Johannine interpreters of the past in their own contexts while also teasing out their theological implications and contemporary relevance. The seminar discussions will also encourage reflection on the relationship between historical-critical and theological approaches to interpreting John's Gospel. Each seminar will begin with student presentations designed to introduce the interpreter(s) that the class has read that week with a view to establishing critical questions that will guide subsequent discussion. The learning of the class builds towards a final research paper in which students engage with selected acts of theological interpretation of John's Gospel, demonstrating the capacity to analyze their significance in their own time and place and to critically evaluate the relevance of the selected interpretations for the understanding John today.

Course Learning Outcomes: Basic Degree

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statement of outcomes (MTS, MDiv, MA, Phd, ThM):
identify and evaluate the main characteristics of the theological interpretation of Scripture and reception history as approaches to the interpretation of John's Gospel.	Lectures, book review.	MTS: 1.1 MDiv: 1.1, 1.2

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
identify and assess the impact of historical, cultural, and especially theological contexts, on classic interpretations of key texts in John's Gospel.	Lectures, text seminars, seminar presentations, research paper	MTS: 1.1, 1.2 MDiv: 1.3 2.1
critically evaluate the theological exegesis undertaken in classic interpretations of key texts in John's Gospel.	Lectures, text seminars, seminar presentations, research paper	MTS: 1.1, 1.2 MDiv: 1.2, 1.3, 2.1, 2.2
articulate the contemporary theological significance of such classic interpretations and apply it to their own interpretation of key texts in John's Gospel.	Lectures, text seminars, seminar presentations, research paper	MTS: 1.1, 2.1 MDiv: 1.2, 2.1, 2.2

Course Learning Outcomes: Advanced Degree

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge is defined as a set of	Students will identify and evaluate the main	Lectures, book review.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.</p>	<p>characteristics of the theological interpretation of Scripture and reception history as approaches to the interpretation of John’s Gospel.</p>	
<p>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.</p>	<p>Students will identify and assess the impact of historical, cultural, and especially theological contexts, on classic interpretations of key texts in John’s Gospel.</p> <p>Students will critically evaluate the theological exegesis undertaken in classic interpretations of key texts in John’s Gospel.</p>	<p>Lectures, text seminars, seminar presentations, research paper</p> <p>Lectures, text seminars, seminar presentations, research paper</p>
<p>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.</p>	<p>Students will articulate the contemporary theological significance of such classic interpretations and apply it to their own interpretation of key texts in John’s Gospel.</p>	<p>Lectures, text seminars, seminar presentations, research paper</p>
<p>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</p>	<p>Students will critically evaluate the theological exegesis undertaken in classic interpretations of key texts in John’s Gospel.</p> <p>Students will articulate the contemporary theological significance of such classic interpretations and apply it to</p>	<p>Lectures, text seminars, seminar presentations, research paper</p> <p>Lectures, text seminars, seminar presentations, research paper</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
formation is a component of all graduate programs.	their own interpretation of key texts in John’s Gospel.	

Evaluation

Requirements

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

- 10% Participation
- 25% Book Review
- 25% Class Presentation
- 40% Research Paper

- Participation: Students are expected to read the whole of John’s Gospel during the semester, to attend classes, to participate in class discussion, and to complete the required reading. A record of attendance will be kept, and a reading log will be provided in which to record required reading and class preparation. **The reading log is due on Friday December 9.**

- Book Review: Students will write a review of one of the following three volumes:

D.P. Parris, *Reading the Bible with Giants: How 2000 Years of Biblical Interpretation Can Shed New Light on Old Texts* (Atlanta: Paternoster, 2006).

E.F. Davies and R.B. Hays eds. *The Art of Reading Scripture* (Grand Rapids: Eerdmans, 2003), 1-162.

C.G. Bartholomew and H.A. Thomas eds. *A Manifesto for Theological Interpretation* (Grand Rapids: Baker, 2016), 1-170.

Basic degree students will write a review of 1200 - 1500 words. **Advanced degree students** will write a review of 2200-2500 words. The review should identify and evaluate the main elements of the arguments presented, paying particular attention to the potential fruitfulness of reception history and/or the theological interpretation of Scripture as an approach to interpreting the Bible and to any weaknesses that you discern. **The book review is due on Friday October 21.**

- Class Presentation: Each student will be assigned one interpreter from the required reading. The presentation should last for up to 10-15 minutes and provide the class with a critical orientation to the work and context(s) of the Johannine interpreter in question and to their exegesis of the text from the Gospel selected for that day’s seminar discussion. The student is responsible for further reading and preparation in order 1) to present a concise overview of the work and context(s) of the interpreter assigned, 2) to focus the seminar conversation by identifying critical questions about the interpreter’s approach to theological exegesis and to the text to be discussed, and 3) to prepare a handout or powerpoint presentation for the class. **Advanced degree students** will also be required to submit an annotated bibliography commenting on the primary and secondary sources consulted in the construction of their presentation.

- Final Research Paper. **Basic degree students** will write a research paper of 3000 - 3500 words, and **Advanced degree students** will write a research paper of 4000-4500 words. Students may not focus on the same interpreters or texts as for their class presentations. **The paper is due on Friday December 9.** Students may choose from the following types of research paper:
 1. A detailed study of one of the exegetes read during the semester, exploring their approach to the theological interpretation of John's Gospel. The paper should analyze their interpretation of John within its own historical and theological contexts, and also critically evaluate its significance for contemporary interpretation of John.
 2. A comparative study of the exegesis of a single text in John by selected interpreters. The interpreters chosen could be from the same historical era, e.g. a comparison of two patristic interpreters or two Reformation interpreters, but they could also be from different historical eras. The paper should analyze the work of interpreters within their own historical and theological contexts, and also critically evaluate its significance for contemporary interpretation of John.
 3. A detailed study of a piece of art or music inspired by a text in John's Gospel, exploring the exegetical and theological understanding communicated by the artist. The paper should evaluate the way in which the artist's appreciation of John's message is shaped by their own historical and theological contexts and critically evaluate the significance of the piece of art or music as an interpretation of the same text today.
 4. An annotated sermon on a selected text from John's Gospel. The sermon will be for a contemporary congregation in a specified context and the notations will demonstrate critical reflection upon the exegetical decisions embodied in the sermon and their significance as an act of theological interpretation for the church.

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

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. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments 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.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was 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.

Additional Policies

Attendance: Missing 2 or more weeks of class meetings without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

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 <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* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of all papers 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 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.

Course Schedule

Week	Date	Text	Lecture (where applicable)	Assigned Readings
1	Wednesday September 14	John 1:1-9		Origen, <i>Commentary on the Gospel according to St John Books 1-10</i> (trans. R.E. Heine; Fathers of the Church 80; Washington DC: Catholic University of America Press, 1989), Book 1, 1-89 (pp.31-51), Book 1, 266-92 (pp.88-94), Book 2, 1-69 (pp.95-112). *Cyril of Alexandria, <i>Commentary on John Vol. 1</i> (Ancient Christian Texts; trans. D.R. Maxwell, ed. J.C. Elowsky; Downer’s Grove, IL: IVP, 2013), 1-57 OR B.A. Stewart and

				M.A. Thomas eds. <i>John Interpreted by Early and Medieval Interpreters</i> (the Church's Bible), 14-44.
2	Wednesday September 21	John 1:10-18		*Rudolf Bultmann, <i>The Gospel of John: A Commentary</i> (Philadelphia: Westminster, 1971) 60-83. D. Boyarin, "The Gospel of the Memra: Jewish Binatarianism and the Prologue to John," <i>Harvard Theological Review</i> 94.3 (2001), 243-84.
3	Wednesday September 28	John 2:1-12		*Saint Augustine, <i>Tractates on the Gospel of John 1-10</i> (trans. J.W. Rettig, Fathers of the Church 78; Washington DC, Catholic University of America, 1988), Tractates 8 and 9. Richard Bauckham, <i>Gospel of Glory: Major Themes in Johannine Theology</i> (Grand Rapids: Baker, 2015), 43-62.
4	Wednesday October 5	John 2:13-25		*Judith Lieu, "Temple and Synagogue in John," <i>New Testament Studies</i> 45.1 (1999), 51-69. Thomas Aquinas, TBD
5	Wednesday October 12	John 3:1-21		John Calvin, <i>The Gospel according to St John Part 1: 1-10</i> (trans. T.H.L. Parker; Grand Rapids: Eerdmans, 1961), 60-86; OR * <i>Calvin Translation Society Vol. 17</i> (reprinted; Grand Rapids: Baker, 1993), 103-42. Thomas Brodie, <i>The Gospel according to John</i> (Oxford: Oxford University Press, 1993), 189-213.
6	Wednesday October 19	John 4:1-41		Lesslie Newbigin, <i>The Light Has Come: An Exposition of the Fourth Gospel</i> (Grand Rapids: Eerdmans, 1982);49-60. *Sandra M. Schneiders, <i>The Revelatory Text: Interpreting the New Testament as Sacred Scripture</i> (2 nd edition; Collegeville, MN: Liturgical Press, 1999), 228-49 (chapter 7).
7	Reading Week			

8	Wednesday November 2	John 6:26-71		<p>Martin Luther, <i>Sermons on the Gospel of St John Chapters 6-8</i> (Luther's Works Vol 23; St Louis: Concordia, 1959), 125-85.</p> <p>Edwyn C. Hoskyns, <i>The Fourth Gospel</i> (ed. F.N. Davey; London: Faber & Faber, 1947), 291-307.</p>
9	Wednesday November 9	John 8:1-11		<p>*T. Wasserman and J. Knust, <i>To Cast the First Stone: The Transmission of a Gospel Story</i> (Princeton: Princeton University Press, 2018), 15-45, 343-44.</p> <p>*Saint Augustine, <i>Tractates on the Gospel of John 28-54</i> (trans. J.W. Rettig, Fathers of the Church 88; Washinton DC, Catholic University of America, 1993), Tractate 33.</p>
10	Wednesday November 16	John 11:1-46		<p>Andrew T. Lincoln, "The Lazarus Story: A Literary Perspective," Marianne Meye Thompson, "The Raising of Lazarus in John 11: A Theological Reading," Alan J. Torrance, "The Lazarus Narrative, Theological History and Historical Probability," in R. Bauckham and C. Mosser eds. <i>The Gospel of John and Christian Theology</i> (Grand Rapids: Eerdmans, 2008), 211-62.</p>
11	Wednesday November 23	John 15:1-27		<p>John Chrysostom, "Homilies on the Gospel according to St John," in <i>Nicene and Post-Nicene Fathers, Series 1, Volume 41</i> (ed. P. Schaff; Grand Rapids: Eerdmans, 1960), Homilies 76 and 77.</p> <p>Hays, Richard B. <i>Echoes of Scripture in the Gospels</i> (Waco, TX: Baylor, 2016), 281-346 (esp. 336-43).</p>
12	Wednesday November 30	John 19:1-37		<p>John Calvin, <i>The Gospel according to St John Part 2: 11-21</i> (trans. T.H.L. Parker; Grand Rapids: Eerdmans, 1959), 170-90; OR *<i>Calvin Translation Society Vol. 18</i> (reprinted; Grand Rapids: Baker, 1993), 214-47.</p> <p>*John Behr, <i>John the Theologian and his Paschal Gospel: A Prelude to Theology</i> (Oxford: Oxford University Press, 2019), 137-93 (esp. 176-93).</p>

13	Wednesday December 7	John 20:1-31		John Chrysostom, "Homilies on the Gospel according to St John," in <i>Nicene and Post-Nicene Fathers, Series 1, Volume 41</i> (ed. P. Schaff; Grand Rapids: Eerdmans, 1960), Homilies 85 and 86. Francis J. Moloney, <i>The Gospel of John</i> (Sacra Pagina; Collegville, MN: Liturgical Press, 1998), 515-45.
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In the list of assigned reading above, an * next to a title indicates that it is available through the library as an e-book.

Select Bibliography

The literature on John's Gospel is vast. The items listed below do not repeat items listed in the assigned reading, but instead indicate other primary sources available in English and secondary sources that explore figures from the assigned reading as interpreters of John.

Primary Sources

- Brown, Christopher B. ed. *John 13-21* (Reformation Commentary on Scripture, New Testament V; Downer's Grove, IL: IVP, 2021).
- Conti, Marco trans. and Joel C. Elowsky ed. *Theodore of Mopsuestia: Commentary on the Gospel of John* (Ancient Christian Texts; Downer's Grove: IVP, 2010).
- Edwards, Mark ed. *John through the Centuries* (Blackwell Bible Commentaries; Oxford: Blackwell, 2004).
- Farmer, Craig S. ed. *John 1-12* (Reformation Commentary on Scripture, New Testament IV; Downer's Grove, IL: IVP, 2014).
- Stewart, Bryan A. and Michael A. Thomas eds. *John Interpreted by Early and Medieval Commentators* (The Church's Bible; Grand Rapids: Eerdmans, 2018).

Secondary Literature

- Cameron, Michael, "Augustine and John's Gospel for Conversion to *Confessiones*," in *Augustinian Studies* 48.1-2 (2017), 263-78.
- Fergusson, David. *Bultmann* (London: Geoffrey Chapman, 1992).
- Fitzgerald, Allan D. "Engaging the Gospel of John," in *Augustinian Studies* 48.1-2 (2017) 3-22.
- Hermanin de Reichenfeld, Giovanni. *The Spirit, the World, and the Trinity: Origen's and Augustine's Understanding of the Gospel of John* (Turnhout: Brepols, 2021).
- Longenecker, Bruce L. and Mikael C. Parsons eds. *Beyond Bultmann: Reckoning a New Testament Theology* (Waco, TX: Baylor university Press, 2014).
- Pitkin, Barbara. "Salvation in History in Calvin's Commentary on the Gospel of John," in *Calvin, the Bible, and History* (Oxford: Oxford University Press, 2020).
- Lamb, William. "Johannine Commentaries in the Early Church," in J.M. Lieu and M.C. De Boer eds. *The Oxford Handbook of Johannine Studies* (Oxford: OUP, 2018), 416-36.
- Levering, Matthew and Michael Dauphinais eds. *Reading John with St Thomas Aquinas: Theological Exegesis and Speculative Theology* (Washington DC: Catholic University of America Press, 2005)
- Williams, Rowan. "Anglican Approaches to St John's Gospel," in R. Bauckham and C. Mosser eds. *The Gospel of John and Christian Theology* (Grand Rapids: Eerdmans, 2008), 68-81.