

DRAFT SYLLABUS

Bonhoeffer on Scripture, Christ, and Church: New Perspectives
Wycliffe College
Toronto School of Theology
Fall 2020

This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.

Class attendance and participation in remote or synchronous online learning classes. The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Please see information at <https://wycliffecollege.ca/remotelarning>

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone).

Notice of video recording and sharing (Download and re-use prohibited)

Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Instructor Information

Instructor: David A. R. Clark [[LINK](#)]
Email: dar.clark@mail.utoronto.ca
Office Hours (virtual): TBD

Course Identification

Course Number: WYT2521H
Course Format: Online: Remote/Synchronous
Course Name: Bonhoeffer on Scripture, Christ, and Church: New Perspectives
Course Location: Online
Class Dates/Times: Mondays, 11:00 a.m. to 1:00 p.m.
Prerequisites: None

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Course Description

This course introduces students to the theology of Dietrich Bonhoeffer by exploring his approaches to biblical interpretation, Christology, and ecclesiology. Students unfamiliar with Bonhoeffer will benefit from this accessible introduction to his writings; students familiar with his more popular works will benefit from exploring selections of his lesser-known writings. Throughout this course, Bonhoeffer's theology will be examined with attention to its historical context, enabling students to gauge the impact of events in Nazi Germany on Bonhoeffer's thought. Bonhoeffer's later reception will be addressed, inviting students to reflect critically on how Bonhoeffer continues to be represented and reinterpreted today. This course will allow students to engage with a special topic in Bonhoeffer studies: Bonhoeffer on peace and war, Bonhoeffer and the Jewish people, or Bonhoeffer and racism. Students will gain confidence analyzing and discussing Bonhoeffer's theological outlook while also developing the academic skills needed for theological studies.

Course Resources

Required Course Texts

- Clifford J. Green and Michael P. DeJonge, eds., *The Bonhoeffer Reader* (Minneapolis: Fortress Press, 2013).
- Christiane Tietz, *Theologian of Resistance: The Life and Thought of Dietrich Bonhoeffer*, trans. Victoria J. Barnett (Minneapolis: Fortress Press, 2016).
- Other assigned readings are available online through the University of Toronto library system. Students are responsible for obtaining readings well in advance of class. Students unsure how to access articles via the library system should consult with a librarian.

Course Website

- Quercus (Canvas): <http://toolboxrenewal.utoronto.ca/>

This course uses Quercus (Canvas) for its course website. For information on access and support, consult the TST Quercus page (tst.edu/academic/quercus-information). Students having trouble accessing Quercus can contact Dr. Thomas Power (thomas.power@utoronto.ca) or Jeff Hocking (jhocking@wycliffe.utoronto.ca).

Course Learning Objectives/Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MDiv, MTS)
will be able to analyze and articulate Bonhoeffer's approaches to key theological topics (including the interpretation of Scripture, Christology, and ecclesiology)	Reading Points, Peer Response Points, Presentation, Class Discussions	MDiv 1.2 & 1.3 MTS/MTS-D 1.2
will be able to assess the impact of Bonhoeffer's historical context on this key figure in church history	Reading Points, Peer Response Points, Presentation, Class Discussions	MDiv 1.4 MTS/MTS-D 1.3

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COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
will be able to describe and evaluate a special topic in Bonhoeffer studies	Final Paper	MDiv 1.4 MTS/MTS-D 1.3
will display competent theological analysis of primary and secondary texts	Reading Points, Peer Response Points, Presentation, Class Discussions, Final Paper	MDiv 2.1 MTS 2.1
will demonstrate effective oral and written academic skills by articulating theological content with precision and attention to detail	Reading Points, Peer Response Points, Presentation, Class Discussions, Final Paper	MDiv 2.2 MTS/MTS-D 2.2

Evaluation

Requirements

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

(1) Participation (15%)

In order to cultivate an effective online learning environment, students are expected to participate in ways that demonstrate discipline and respect. Discipline requires attending consistently, logging on punctually, and preparing adequately to take part in discussions. Respect involves gracious and charitable interactions with students and instructor, including an openness to listen and learn from others.

In order to facilitate meaningful participation in online class discussions, it is essential that students begin class having read all the required readings carefully and attentively. Since students are not obliged to read the supplementary (optional) readings, students should prioritize the required readings.

(2) Presentation (15%)

By September 16, each student must register for one class presentation: the classes available for presentations are 3-5 and 7-12. Presentations should focus on the secondary reading(s) (i.e., not Bonhoeffer's own writings) assigned for that class. Presentations should not summarize the reading(s), but rather should present thoughtful analysis of one or two important points. Presentations should additionally demonstrate the importance of the reading(s) for interpreting the text(s) by Bonhoeffer.

Supplementary (optional) readings may be mentioned, as appropriate; however, the required reading(s) should remain the focus. Presentations should last 6-8 minutes; students are to ensure that their presentations are delivered within that timeframe. If two or more students are scheduled to present on the same class, they are responsible to coordinate their separate presentations to avoid redundancy.

(3) Reading Points & Peer Response Points (30%)

Students are required to post Reading Points on Quercus at least 48 hours before class (i.e., Reading Points are due **no later than 11:00 a.m.** on the Saturday before class). Reading Points comprise **two** brief responses to the required readings **for the upcoming class**:

- Questioning Point:
 - Describe one analytic question left unresolved by the required readings.

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- Discovery Point:

- Describe one substantive discovery or insight resulting from the required readings.

Each point should be approximately 80-100 words. Students should be prepared to discuss, explain, and illustrate their points in class. Effective points will demonstrate that the student has read the assigned texts carefully, critically, and with attention to detail.

Additionally, students are required to post one Peer Response Point within 24 hours of the end of class (i.e., Peer Response Points are due **no later than** 1:00 p.m. on the Tuesday following class).

Peer Response Points should offer a constructive and charitable response to a fellow student's Reading Point. Peer Response Points should also be informed by the content of the previous class (i.e., a Peer Response Point should demonstrate the respondent's engagement with the themes and discussions of that specific class). Each Peer Response Point should be approximately 80-100 words.

Students must prepare Reading Points and Peer Response Points for Classes 2 to 12. (Note: students do not need to prepare these points for Class 1.)

(4) Final Paper: Special Topics in Bonhoeffer Studies (40%)

By means of Reading Points, Peer Response Points, class discussions, and presentations, students will develop the analytic and comparative skills needed to discuss a text by Bonhoeffer in connection with related scholarly articles. The final paper will provide students an opportunity to demonstrate and confirm these skills.

Students will select one (1) of the Special Topics, informing the instructor of their selection **no later than** October 19. The three Special Topics for the final paper are "Bonhoeffer on Peace and War" (*recommended for MTS-D students*), "Bonhoeffer and the Jewish People," and "Bonhoeffer and Racism." The paper should be 1,800-2,000 words, including footnotes. The paper is **due** by 5:00 p.m. on December 21. More information, including assigned readings for each topic, will be provided to students during the term.

Course Schedule

UNIT 1:

BONHOEFFER'S LIFE & CONTEXT

Class 1: September 14, 2020

Topics:

- Course Introduction:
 - policies, expectations, and assignments
- Bonhoeffer's Life and Context, 1 of 2

Required Readings:

- Matthew Hockenos, "The Church Struggle and the Confessing Church: An Introduction to Bonhoeffer's Context," *Studies in Christian-Jewish Relations* 2, no. 1 (2007): 1-20. [\[LINK\]](#)
- Christiane Tietz, *Theologian of Resistance*, 1-24.

Supplementary Reading (optional):

- Jutta Koslowski, "Details from the Life of the Bonhoeffer Family: New Insights about the Biography and Theology of Dietrich Bonhoeffer in the Memoirs of His Youngest Sister Susanne," *Theology Today* 77, no. 1 (April 2020): 9-32. [\[LINK\]](#)

Class 2: September 21, 2020

Topic:

- Bonhoeffer's Life and Context, 2 of 2

Required Reading:

- Christiane Tietz, *Theologian of Resistance*, 25-110 and 123-130.

Supplementary Reading (optional):

- Nancy J. Duff, "'Stages on the Road to Freedom': A Brief Introduction to Dietrich Bonhoeffer," *Theology Today* 71 (2014), no. 1: 7-11. [\[LINK\]](#)

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UNIT 2:

EARLY YEARS (1925-1933)

Class 3: September 28, 2020

Topic:

- Bible: Theological Interpretation

Required Readings:

- Dietrich Bonhoeffer, "Paper on Historical and Pneumatological Interpretation of Scripture" (*Reader*, 3-14).
- Dietrich Bonhoeffer, *Creation and Fall: A Theological Exposition of Genesis 1-3* (*Reader*, 210-260).
- Nadine Hamilton, "Dietrich Bonhoeffer and the Necessity of Kenosis for Scriptural Hermeneutics," *Scottish Journal of Theology* 71, no. 4 (November 2018): 441-459. [\[LINK\]](#)

Supplementary Reading (optional):

- Jordan J. Ballor, "Christ in Creation: Bonhoeffer's Orders of Preservation and Natural Theology," *The Journal of Religion* 86, no. 1 (January 2006): 1-22. [\[LINK\]](#)

Class 4: October 5, 2020

Topic:

- Christ: Christ the Centre

Required Readings:

- Dietrich Bonhoeffer, "Lectures on Christology," (*Reader*, 261-313).
- Lisa E. Dahill, "Jesus for You: A Feminist Reading of Bonhoeffer's Christology," *Currents in Theology and Mission* 34, no. 4 (August 2007): 250-259. [\[LINK\]](#)

Supplementary Reading (optional):

- Matt Jenson, "Real Presence: Contemporaneity in Bonhoeffer's *Christology*," *Scottish Journal of Theology* 58, no. 2 (May 2005): 143-160. [\[LINK\]](#)

No class on October 12, 2020 (Thanksgiving Day)

Class 5: October 19, 2020

Topic:

- Church: Christ in Community

Required Readings:

- Dietrich Bonhoeffer, *Sanctorum Communio: A Theological Study of the Sociology of the Church* (*Reader*, 18-56).
- Brendan Leahy, "'Christ Existing as Community': Dietrich Bonhoeffer's Notion of Church," *Irish Theological Quarterly* 73, no. 1-2 (February 2008): 32-59. [\[LINK\]](#)

Supplementary Reading (optional):

- Tom Greggs, "Ecclesiology," in *The Oxford Handbook of Dietrich Bonhoeffer*, ed. Michael Mawson and Philip G. Ziegler (Oxford: Oxford University Press, 2019), 225-240. [\[LINK\]](#)

No class on October 26, 2020 (Reading Week)

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UNIT 3

MIDDLE PERIOD (1934-1938)

Class 6: November 2, 2020

Topic:

- Bible: Christological Interpretation

Required Readings:

- Dietrich Bonhoeffer, “Contemporizing New Testament Texts” (*Reader*, 415-431).
- David A. R. Clark, “Psalm 74:8 and November 1938: Rereading Dietrich Bonhoeffer’s *Kristallnacht* Annotation in Its Interpretive Context,” *Scottish Journal of Theology* 71, no. 3 (August 2018): 253-266. [[LINK](#)]

Supplementary Reading (optional):

- John Webster, “‘In the Shadow of Biblical Work’: Barth and Bonhoeffer on Reading the Bible,” *Toronto Journal of Theology* 17, no. 1 (Summer 2001): 75-91.

Class 7: November 9, 2020

Topic:

- Christ: The Call to Discipleship

Required Readings:

- Dietrich Bonhoeffer, *Discipleship* (*Reader*, 455-513).
- Jennifer M. McBride, “Christ Existing as Concrete Community Today,” *Theology Today* 71, no. 1 (April 2014): 92-105. [[LINK](#)]

Supplementary Reading (optional):

- A. I. McFadyen, “The Call to Discipleship: Reflections on Bonhoeffer’s Theme 50 Years On,” *Scottish Journal of Theology* 43, no. 4 (1990): 461-484. [[LINK](#)]

Class 8: November 16, 2020

Topics:

- Church: Christ Mediating Community

Required Readings:

- Dietrich Bonhoeffer, *Life Together* (*Reader*, 514-561).
- Donald Fergus, “Finkenwalde—An Experiment to Restore a Failing Ecclesiology?” *Scottish Journal of Theology* 69, no. 2 (May 2016): 204-220. [[LINK](#)]

Supplementary Readings (optional):

- Susan Rakoczy, “The Witness of Community Life: Bonhoeffer’s *Life Together* and the Taizé Community,” *Journal of Theology for Southern Africa* 127 (March 2007): 43-62. [[LINK](#)]

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UNIT 4

FINAL YEARS (1939-1945)

Class 9: November 23, 2020

Topic:

- Bible: Turning to the Old Testament

Required Readings:

- Dietrich Bonhoeffer, *Prayerbook of the Bible* (Reader, 562-567).
- Dietrich Bonhoeffer, "December 5, 1943," in *Letters and Papers from Prison*. [\[LINK\]](#)
- Jens Zimmermann, "Reading the Book of the Church: Bonhoeffer's Christological Hermeneutics," *Modern Theology* 28, no. 4 (October 2012): 763-780. [\[LINK\]](#)

Supplementary Reading (optional):

- Michael Mawson, "Scripture," in *The Oxford Handbook of Dietrich Bonhoeffer*, 123-136. [\[LINK\]](#)

Class 10: November 30, 2020

Topic:

- Christ: "who is Christ actually for us today?"

Required Readings:

- Dietrich Bonhoeffer, *Letters and Papers from Prison* (Reader, 761-817).
- Natalie Knödel, "Theology for a World Come of Age: The Meaning of Dietrich Bonhoeffer for Doing Systematic Theology Today," *New Blackfriars* 76 (November 1995): 491-500. [\[LINK\]](#)

Supplementary Reading (optional):

- Martin Marty, "The Birth of a Book," in *Dietrich Bonhoeffer's Letters and Papers from Prison: A Biography*, 1-30 (Princeton: Princeton University Press, 2011). [\[LINK\]](#)

Class 11: December 7, 2020

Topic:

- Church: Ethics in Community

Required Readings:

- Dietrich Bonhoeffer, selections from *Ethics*
 - "Christ, Reality, and Good. Christ, Church, and World" (Reader, 594-612).
 - "The 'Ethical' and the 'Christian' as a Topic" (Reader, 667-684).
- Karen V. Guth, "To See from Below: Dietrich Bonhoeffer's Mandates and Feminist Ethics," *Journal of the Society of Christian Ethics* 33, no. 2 (Fall/Winter 2013): 131-150. [\[LINK\]](#)

Supplementary Reading (optional):

- Brian Brock, "Bonhoeffer and the Bible in Christian Ethics: Psalm 119, The Mandates, and Ethics as a 'Way,'" *Studies in Christian Ethics* 18, no. 3 (December 2005): 7-29. [\[LINK\]](#)

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UNIT 5

LATER RECEPTION

Class 12: December 14, 2020

Topic:

- Bonhoeffer's Later Reception

Required Readings:

- Stephen R. Hayes, "Readings and Receptions," in *The Oxford Handbook of Dietrich Bonhoeffer*, 472-485. [\[LINK\]](#)
- Karen V. Guth, "Claims on Bonhoeffer: The Misuse of a Theologian," *The Christian Century* 132, no. 11 (May 2015). [\[LINK\]](#)
- Christiane Tietz, *Theologian of Resistance*, 111-121.
- Anthony Walton, "Bonhoeffer in Harlem" (poem), *Black Renaissance/Renaissance Noire* 15, no. 1 (Spring/Summer 2015): 66. [\[LINK\]](#)

Supplementary Readings (optional):

- Victoria J. Barnett, "Bonhoeffer is widely beloved. But to fully understand him we should first dial back the hero worship." *The Washington Post*, April 9, 2015.
- P. G. J. Meiring, "Bonhoeffer in South Africa: Role Model and Prophet," *Verbum et Ecclesia* 28, no. 1 (2007): 150-165. [\[LINK\]](#)

Policies

Grading System This course follows the parameters of the TST grading system. For detailed information, see the *Basic Conjoint Degree Handbook*, sections 11.1 to 11.3.9.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Late submissions will be penalized 2% per day. 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.

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 (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

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

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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.

In addition, students must regularly monitor communications via Quercus, including Announcements and Inbox.

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.

Writing: Style and Conventions Written work should conform to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition (Chicago: University of Chicago Press, 2018). A useful “Quick Guide” can be accessed at: press.uchicago.edu/books/turabian/turabian_citationguide.html