

Bonhoeffer on Scripture, Christ, and Church: New Perspectives
Wycliffe College
Toronto School of Theology
Summer 2019

Instructor Information

Instructor: David A. R. Clark [\[LINK\]](#)
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Office Hours: 30 minutes following each class; Monday afternoons (by appointment only)

Course Identification

Course Number: WYT2521H
Course Format: In-class
Course Name: Bonhoeffer on Scripture, Christ, and Church: New Perspectives
Course Location: West Lecture Room
Class Dates/Times: 9:00 a.m.-4:30 p.m. on May 4, May 11, May 25, June 1
Prerequisites: None

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 [*Available for purchase at the Faculty of Law Bookstore: 78 Queen's Park, Room P125*]

- Clifford J. Green and Michael P. DeJonge, eds., *The Bonhoeffer Reader* (Minneapolis: Fortress Press, 2013). [[RESERVE: KNOX](#)]
- Christiane Tietz, *Theologian of Resistance: The Life and Thought of Dietrich Bonhoeffer*, trans. Victoria J. Barnett (Minneapolis: Fortress Press, 2016). [[RESERVE: GRAHAM](#)]
- Assigned articles are available online, on reserve, or through the University of Toronto library system. Students are responsible for obtaining articles well in advance of class. Students unsure how to access articles via the library system should consult with a librarian prior to starting the course.

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, 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, Presentation, Class Discussions	MDiv 1.4 MTS/MTS-D 1.3
will be able to describe and evaluate a special topic in Bonhoeffer studies	Final Paper Workshop, Final Paper	MDiv 1.4 MTS/MTS-D 1.3
will display competent theological analysis of primary and secondary texts	Reading Points, Presentation, Class Discussions, Final Paper Workshop, 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, Presentation, Class Discussions, Final Paper Workshop, 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 (10%)

In order to cultivate an effective learning environment, all students are expected to participate in a way that demonstrates discipline and respect. Discipline requires attending faithfully, arriving 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 class discussions.

In order to facilitate meaningful participation in class discussions, it is essential that students come to 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.

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(2) Reading Points (20%)

Students are required to submit this assignment at least 24 hours before class (i.e., assignments are **due** by 9:00 a.m. on the Friday before each class). This assignment consists of two brief responses to the required readings for each unit:

- Questioning Point:

- Describe one question left unresolved by the required readings for each unit.

- Discovery Point:

- Describe one discovery or insight resulting from the required readings for each unit.

Each point should be approximately 70-80 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.

Students must prepare reading points for Units 3 to 12. Students do not need to prepare reading points for Class 1. In addition, each student is excused from this requirement for the unit of her/his class presentation.

(3) Presentation (30%)

During class on May 4, each student must sign-up to present on one unit: the units available for presentations are 3-5 and 7-12. Presentations should focus on the secondary article(s) (i.e., not Bonhoeffer's own writings) assigned for that unit. Presentations should not summarize the article(s), but rather should present thoughtful analysis of one or two important points. Presentations should additionally demonstrate the importance of the article(s) for interpreting the text(s) by Bonhoeffer.

Supplementary (optional) readings may be mentioned, as appropriate; however, the required article(s) should remain the focus. Presentations should last 10-12 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 unit, they are responsible to coordinate their separate presentations to avoid redundancy.

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

Final Paper Instructions:

By means of reading 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.

Student will select one (1) of the Special Topics, informing the instructor of their selection by email **no later than** May 8. Students will carefully read, analyze, and compare the assigned readings on their selected topic. Since this is not a research paper, no further research is expected.

Students will construct a carefully-argued response to the assigned question, consistently substantiating claims with reference to the assigned readings. Other readings assigned in the course can also be mentioned; however, the focus should remain on the readings assigned for the final paper. The paper should be 1,800-2,000 words, including footnotes. The paper is **due** by 5:00 p.m. on June 21.

MTS-D students are invited (though not obliged) to select Topic 1, which focuses on peace issues. This topic is designed to be relevant to the educational aims of students in the Development Stream (see MTS-D program outcome 1.3).

Final Paper Writing Workshop:

During Class 3 (May 25), there will be an in-class, peer-led Writing Workshop. Students will be divided into small groups for this workshop. In preparation for the workshop, students are to prepare a one-page outline of the Final Paper (including a thesis statement), **due** by 9:00 a.m. on May 23. Participation in the Writing Workshop, which includes submitting the outline and thesis on time, will be factored into the participation grade.

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Final Paper Grading:

The final paper will be assessed according to the following rubric:

<u>Paper Objectives (aim for this)</u>	<u>% of Grade</u>
Rigorous content: <ul style="list-style-type: none">o theological claims clearly articulated and thoughtfully substantiatedo attentive to interrelations between theological claims	40%
Careful reading: <ul style="list-style-type: none">o critical yet constructive treatment of assigned readings (i.e., treatment of texts that is neither obsequious nor uncharitable)o evidence of meticulous examination of texts	40%
Proficient writing: <ul style="list-style-type: none">o organization of paper facilitates expression of content (i.e., a clear, coherent structure that illuminates the thesis and argument)o spelling, grammar, punctuation, and citations are all at the highest academic standard (see “Writing: Style and Conventions,” p. 10).o word count within prescribed range (1,800-2,000)	20%

Final Paper Topics and Assigned Readings:

Topic 1: Bonhoeffer on Peace and War (*recommended for MTS-D students*)

- o Assigned Readings:
 - o Dietrich Bonhoeffer, “Fano Theses Paper and Address: The Church and the Peoples of the World” (*Reader*, 393-397).
 - o Michael P. DeJonge, “Bonhoeffer’s Non-Commitment to Nonviolence: A Response to Stanley Hauerwas,” *Journal of Religious Ethics* 44, no. 2 (June 2016): 378-394. [\[LINK\]](#)
 - o Clifford Green, “Pacifism and Tyrannicide: Bonhoeffer’s Christian Peace Ethic,” *Studies in Christian Ethics* 18, no. 3 (December 2005): 31-47. [\[LINK\]](#)
 - o Myles Werntz, “War in Christ’s World: Bonhoeffer and Just Peacemaking on War and Christology,” *Dialog* 50, no. 1 (March 2011): 90-96. [\[LINK\]](#)
- o Assigned Question:
 - o What is the nature of Bonhoeffer’s commitment to peace? Give attention to (1) how Bonhoeffer understands ‘peace,’ (2) what are the limitations or qualifications of his commitment to peace, and (3) how this concept of peace is shaped by his broader theological outlook (such as Christology, biblical interpretation, and the Lutheran tradition).

Topic 2: Bonhoeffer and the Jewish People

- o Assigned Readings:
 - o Dietrich Bonhoeffer, “The Church and the Jewish Question” (*Reader*, 370-378).
 - o Kenneth C. Barnes, “Dietrich Bonhoeffer and Hitler’s Persecution of the Jews,” in *Betrayal: German Churches and the Holocaust*, ed. Robert P. Ericksen and Susannah Heschel (Minneapolis: Fortress Press, 1999), 90-109. [\[RESERVE: GRAHAM\]](#)
 - o Victoria J. Barnett, “Dietrich Bonhoeffer’s Relevance for Post-Holocaust Christian Theology,” *Studies in Christian-Jewish Relations* 2, no. 1 (2007): 53-67. [\[LINK\]](#)
 - o Stephen R. Haynes, “Bonhoeffer, the Jewish People and Post-Holocaust Theology: Eight Perspectives; Eight Theses,” *Studies in Christian-Jewish Relations* 2, no. 1 (2007): 36-52. [\[LINK\]](#)
- o Assigned Question:
 - o In what way is Bonhoeffer’s legacy for Jewish-Christian relations at once promising and problematic? Give attention to (1) the implications of “The Church and the Jewish Question,” (2) his activities and writings during the Nazi period, and (3) his reception by Jewish scholars in the post-Holocaust context.

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Topic 3: Bonhoeffer and Racism

- Assigned Readings:
 - Dietrich Bonhoeffer, “After Ten Years” (*Reader*, 761-775).
 - Mark Ellingsen, “Bonhoeffer, Racism, and a Communal Model for Healing,” *Journal of Church and State* 43, no. 2 (January 2001): 235-249. [[LINK](#)]
 - Martin Rumscheidt, “The View from Below: Dietrich Bonhoeffer’s Reflections and Actions on Racism,” *Toronto Journal of Theology* 24, Supplement 1 (2008): 63-72.
 - Reggie L. Williams, “Developing a *theologia crucis*: Dietrich Bonhoeffer in the Harlem Renaissance,” *Theology Today* 71, no. 1 (April 2014): 43-57. [[LINK](#)]
- Assigned Question:
 - What was the impact on Bonhoeffer of his encounter with the African-American experience during his time in New York? Give attention to (1) the implications for interpreting “After Ten Years” (especially the section entitled “The View from Below”), (2) developments in his understanding of racism, marginalization, and oppression, and (3) the possible effect on his later construal of the context in Nazi Germany.

Course Schedule

CLASS 1: MAY 4, 2019

BONHOEFFER’S LIFE & CONTEXT

UNIT 1:

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: The Life and Thought of Dietrich Bonhoeffer*, trans. Victoria J. Barnett (Minneapolis: Fortress Press, 2016), 1-24.

Supplementary Reading (optional):

- John A. Moses, “Bonhoeffer’s Germany: The Political Context,” in *The Cambridge Companion to Dietrich Bonhoeffer*, ed. John W. de Gruchy (Cambridge: Cambridge University Press, 1999), 3-21. [[RESERVE: KNOX](#)]

UNIT 2:

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, no. 1: 7-11. [[LINK](#)]

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CLASS 2: MAY 11, 2019

EARLY YEARS (1925-1933)

UNIT 3:

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. [\[LINK\]](#)

UNIT 4:

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. [\[LINK\]](#)

UNIT 5:

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):

- Clifford Green, "Human Sociality and Christian Community," in *The Cambridge Companion to Dietrich Bonhoeffer*, 113-133. [\[RESERVE: KNOX\]](#)

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CLASS 3: MAY 25, 2019

MIDDLE PERIOD (1934-1938)

UNIT 6:

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.

UNIT 7:

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](#)]

UNIT 8:

Topics:

- Final Paper Workshop
- 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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CLASS 4: JUNE 1, 2019

FINAL YEARS (1939-1945) & LATER RECEPTION

UNIT 9:

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*. [\[LINK & RESERVE: ROBERTS\]](#)
- 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):

- Keith Clements, "How I Love Your Law: Bonhoeffer and the Old Testament," in *What Freedom?: The Persistent Challenge of Dietrich Bonhoeffer*, 137-52. Bristol: Bristol Baptist College Press, 1990. [\[RESERVE: ROBERTS—TBC\]](#)

UNIT 10:

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). [\[LINK\]](#)

UNIT 11:

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. [\[LINK\]](#)

UNIT 12: (see next page)

UNIT 12:

Topic:

- Bonhoeffer's Later Reception

Required Readings:

- 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. [\[LINK\]](#)
- 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):

- Stephen R. Hayes, "Introduction: Beyond the Historical Bonhoeffer," in *The Bonhoeffer Phenomenon: Portraits of a Protestant Saint* (London: SCM Press, 2004), 1-10. [\[RESERVE: GRAHAM\]](#)
- 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.

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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 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.

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