

# Course Syllabus

## KNT 3271H DOCTRINES OF RECONCILIATION

Knox College

Toronto School of Theology

Winter 2020

### ***Instructor Information***

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### ***Course Identification***

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Course Number: KNT3271H  
Course Format: *In-class*  
Course Name: Doctrines of Reconciliation  
Course Location: TBA  
Class Times: TBA  
Prerequisites: KNT1101

### ***Course Description***

This course will:

focus on some of the primary texts that deal specifically with the Christian doctrine of atonement and reconciliation.

examine the internal theological coherence and consistency of these "theories" and their value and importance for today.

consider the nature of the doctrines of reconciliation as reformed and ecumenical theologians, and to explore their meaning and relevance in the contemporary world.

### ***Course Resources***

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#### **Required Course Texts/Bibliography**

- Hall, Douglas J. *The Cross in Our Context: Jesus and the Suffering World*. Fortress: Minneapolis, 2003.
- Heim, Mark S. *Saved From Sacrifice: A Theology of the Cross*. Grand Rapids: Eerdmans, 2006.

- Readings provided on quercus as well as through the UofT Library as per course outline.

### **Course Website(s)**

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Personal Website <http://individual.utoronto.ca/name>

### **Course Learning Objectives/Outcomes**

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#### **College**

#### **BD Level**

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

##### **(A) IN RESPECT OF GENERAL ACADEMIC SKILLS**

- able to identify and define the sub-disciplines of Systematic Theology.
- able to describe the theology of five systematic theologians two of whom are Reformed, one of whom represents the early Reformed traditions. At least one of the five should come from a non-Western context.
- able to identify, describe, and analyse the key reformation doctrines and their sources.
- able to identify and describe the mission of the church in relation to Reformed and Systematic Theology.

##### **(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES**

- able to identify and describe the contemporary ecumenical context of Systematic and Reformed Theology.
- able to analyse, reflect critically, and re-formulate Reformed and Systematic Theology in the light of the contemporary Canadian, North American, Western, global, and ecumenical contexts.

##### **(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION**

- able to describe and analyse the relationship between Christian life, ministry, and Reformed Theology.
- able to show an ability and willingness to conduct life in community out of confessed Christian Faith linked with an ability and willingness to communicate that faith in relation to God's call to mission inclusive of personal faith, communal life, social justice, peace, stewardship of resources, and healing.

##### **(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP**

- able to integrate (to make consistent interconnections) and communicate Reformed and Systematic Theology in relation to the practice of ministry and the mission of the church
- able to teach the biblical text theologically in a congregational ministry context.
- able to communicate the traditions and the challenges of Reformed and reforming Theology to members of a congregation in an inspiring way.
- able to interact with sensitivity and care with diverse theological perspectives while encouraging unity in diversity.
- able to reflect on challenges made by one's context to the church and to develop theologically grounded ministry responses to such challenges.

## **Evaluation**

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### **Requirements**

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

Basic Degree Students:

(1) *Participation and weekly report sheet (see appendix 1) (20%)* – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to hand in weekly report sheets. Reading sheets are due as per course outline on the day of class each week.

(2) *Book Review (30%)* – Students will write a review of Heim, Mark S. *Saved from Sacrifice: A Theology of the Cross*. Grand Rapids: Eerdmans, 2006. The book review is worth 30% of the course grade. The book review should be 1500 words double spaced and typed and must follow the format of book reviews printed in the *Toronto Journal of Theology*. See attached rubric. Book review is due on the day of class week 10.

(3) *Final paper (50%)* – A substantial scholarly paper. See rubric attached. Due Wednesday examination week.

### **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

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. [For late policy see: <https://knox.utoronto.ca/wp-content/uploads/policies/Late-Assignmnets.pdf>] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are

kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

***Classroom as a safe space.*** The instructor will strive to respect and show sensitivity to differences in others and the same posture is expected of all in the classroom. All participants in the class are invited to exercise tolerance for others' opinions and openness to their perspectives. To ensure that the classroom is a safe space the instructor will not tolerate racism, sexism, classism or discrimination based on sexual orientation or gender identity and all participants in the classroom are expected to hold a posture of respect towards one another.

***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](http://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.

## ***Policies***

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***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 [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](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](http://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 Schedule**

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### **Week 1**

*Introduction: Doctrines of Reconciliation and Theological Reflection.*

*Read for Next Week: Migliore on Christology (Electronic Collection)*

### **Week 2**

*Introduction: Doctrines of Reconciliation and Theological Reflection.*

*Read for Next Week: "Christus Victor" (Gustaf Aulen) Extract in Electronic Collection*

*Chapters I and VIII (A copy of the whole text is also available for those who wish to do further reading)*

*For historical context do some online research on Gustaf Aulen.*

*Prepare Weekly Preparation Sheet 1 on Christus Victor due week 3.*

### **Week 3**

*Christus Victor: The Aulen Argument*

*Theme 1: The Christus Victor metaphor*

*Read for Next Week: Cur Deus Homo by Anselm Chapters (Anselm-Cur Deus Homo.doc)*

*Book 1 Chapters XII, XIII & XV Book 2 Chapters VI – XI and XIV, XV, XVIII, XIX, XX, XXI,XXII (Electronic Resources)*

*For historical context read "Bartlett on Anselm etc." (Electronic Collection)*

*Prepare Weekly Preparation Sheet 2 on Anselm of Canterbury due week 4*

### **Week 4**

*Anselm of Canterbury*

*Theme 2: The View of Anselm of Canterbury*

*Read for Next Week: The Exposition of the Epistle to the Romans by Pierre Abelard: an extract (Peter Abelard – From his commentary on the Romans.doc, Electronic Collection)*

*Sin, Grace and Redemption in Abelard (By Williams)*

*(Electronic Collection) For historical context do some online research on Peter Abelard and Heloise.*

*Prepare Weekly Preparation Sheet 3 on Abelard and Heloise due week 5*

*Week 5*

*Theme 3: Abelard's Metaphor.*

*Read for Next Week: Extract from Calvin's Institutes (Book 2 Chapters 15-17, Electronic Resources)*

*Living Faith 3.4-3.6.2 (PCC) & Song of Faith (UCC)*

*For historical context do some online research on John Calvin's biography/context.*

*Prepare Weekly Preparation Sheet 4 on Calvin due week 6*

*Week 6*

*The Reformation*

*Theme 4: John Calvin's Reformation Perspective on Reconciliation (or Luther)*

*Read for Next Week: Dolores Williams (Williams Womanist Perspective.pdf) (Electronic Collection) Brown and Bohn – For God so Loved the World? (God so Loved the World Brown and Bohn.pdf, Electronic Collection) Grey – (Unraveling and Reweaving of Atonement Grey.pdf, Electronic Collection)*

*For those with additional interest you could also read: Rita Nakashima Brock (Brock Feminist View.pdf, Electronic Collection), Read Walter Wink – (Wink Domination.pdf, Electronic Collection)*

*For historical context do some online research on any of the above authors.*

*Prepare Weekly Preparation Sheet 5 on Feminist/Womanist perspectives due week 8*

*Week 7*

*Reading Week*

*Read for Next Week: Hall, "The Cross in our Context" Part 1 + 2*

*Week 8*

*Feminist and Womanist Perspectives on Reconciliation*

*Theme 5: Feminist and Womanist Perspectives on Reconciliation*

*Read for Next Week: Douglas Hall's perspective on Reconciliation*

*Read for Next Class: Hall, "The Cross in our Context" Part 3 + 4*

*For historical context do some online research on Douglas John Hall.*

*Prepare Weekly Preparation Sheet 6 on Douglas Hall due week 9*

*Week 9*

*The Theology of the Cross in Our Context*

*Theme 6: Douglas Hall – The Cross in Context*

*Read for next week:*

Jay Johnson-Queer perspective. (*JayJohnsonDivineCommunion.pdf*, Electronic Collection)  
James Cone-Black Perspective: (*ConeReconciliation.pdf*, Electronic Collection)  
Jon Sobrino-Latin American Liberation (*SobrinaChristology.pdf*, Electronic Collection)  
For historical background do some online research on Jon Sobrino  
Prepare Weekly Preparation Sheet 7 on Queer perspective due week 10

Week 10

**Book Review Due**

Theme 7: A Queer & Liberation Perspective

Read for Next Week:

Nonviolent Atonement

- J. Denny Weaver (*Weaver article.pdf*, Electronic Resources)
- Anthony Bartlett (*The Abyss – Anthony Barlett.pdf*, Electronic Resources)

For historical context do some online research on Weaver.

Prepare Weekly Preparation Sheet 8 on non-violent perspectives due week 11

Week 11

Non-violent Metaphors of Atonement

Theme 8: A Non-violent Metaphors of Reconciliation (Weaver/Heim/Bartlett)

Read for Next Week: (Read *HeoLiberativeCross.pdf* p.136-164 & p. 185-190, Electronic Collection)

Prepare Weekly Preparation Sheet 9 on a Korean Immigrant perspective due week 12

Week 12

Theme 9: Heo, Hye Kyung – Canadian Korean Feminist Immigrant Perspective

Read for next week: N.T. Wright – *Surprised by Hope* (*Wright SurprisedbyHope.pdf*, Electronic Collection)

Week 13

*Entering the Story Space – Examining alternative story lines.*

Theme 10: Entering Creative Story Space...

Course Evaluation

Week 14

Examination Week – **Integrative Paper due on Wednesday of Examination week. Any work received without an approved SDF after 5 pm on Friday of examination week will not be eligible for grading.**

### Selected Bibliography

Abelard, Peter. "Exposition of the Epistle to the Romans" in *A Scholastic Miscellany*, The Library of Christian Classics, vol. 10, ed. Eugene R. Fairweather. London: SCM Press, 1956

- Althaus, Paul. *The Theology of Martin Luther*. Translated by Robert C. Schultz. Philadelphia: Fortress Press, 1966.
- Athanasius St. *On the Incarnation*, ed. R.W Thomson, Oxford Univ. Press, 1971
- Anselm, St. *Cur Deus Homo*, Open Court Publishing, 1962
- Augustine. "On the Trinity," Book 4, in Philip Schaff, ed., *Nicene and Post-Nicene Fathers*, Vol. 3, *St. Augustine: On the Holy Trinity, Doctrinal Treatises, Moral Treatises*. Edinburgh and Grand Rapids: T & T Clark and Wm. B. Eerdmans, 1993.
- Augustine. "Of the Grace of Christ," in Philip Schaff, ed., *Nicene and Post-Nicene Fathers*, Vol. 5, *St. Augustine: Anti-Pelagian Writings*. Edinburgh and Grand Rapids: T & T Clark and Wm. B. Eerdmans, 1991.
- Aulen, G. *Christus Victor*, SPCK, 1950
- Baillie, D.M. *God was in Christ*, Faber & Faber, 1948
- Barth, K. *Church Dogmatics, IV. 1, The Doctrine of Reconciliation*, T.&T. Clark, 1956
- Bartlett, A. *Cross Purposes: The Violent Grammar of Christian Atonement*. Harrisburg, Pennsylvania: Trinity Press International. 2001
- Berkouwer, G.C. *The Work of Christ*, Eerdmans, 1965
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- Bonhoeffer, D. *Christology*. Collins, 1966
- Brown, Joanne Carlson and Carole R. Bohn, eds. *Christianity, Patricarchy, and Abuse: A Feminist Critique*. New York: Pilgrim Press, 1989.
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- Busch, Eberhard. *The Great Passion: An Introduction to Karl Barth's Theology*. Translated by Geoffrey W. Bromiley. Grand Rapids, Mich.: Wm. B. Eerdmans, 2004.
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- Bushnell, Horace. *The Vicarious Sacrifice: Grounded in Principles of Universal Obligation*. London: R. D. Dickinson, 1880.
- Calvin, J. *Institutes of the Christian Religion* (Electronic Collection)
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- The Atonement and the Modern Mind*, Hodder & Stoughton, 1903
- The Christian Doctrine of Reconciliation*, Hodder & Stoughton, 1917
- Dillistone, F. *The Christian Understanding of Atonement*, J.N-isbet, 1968;
- Jesus Christ and his Cross*. Westminster Press, 1953
- Douglas, Kelly Brown. *The Black Christ*. Maryknoll, N.Y.: Orbis Books, 1994.
- Fiddes, P. *Past Event and Present Salvation*, Darton, Longman & Todd, 1989, 1991
- Forsyth, P.T. *The Cruciality of the Cross*, Eaton & Mains, 1909
- The Work of Christ*, Independent Press, 1938



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- Grant, Jacquelyn. *White Women's Christ and Black Women's Jesus: Feminist Christology and Womanist Response*. Atlanta: Scholar's Pres, 1989.
- Gregg, Robert C. and Dennis E. Groh. *Early Arianism—A View of Salvation*. Philadelphia: Fortress Press, 1981.
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- Jansen, Frederick. *Calvin's Doctrine of the Work of Christ*. London: James Clarke & Co., 1956.
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Park, Andrew Sung and Susan L. Nelson, eds. *The Other Side of Sin: Woundedness from the Perspective of the Sinned–Against*. Albany: State University of New York Press, 2001.

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Rauschenbusch, Walter. *A Theology for the Social Gospel*. New York: The Macmillan Co., 1917.

Ruether, Rosemary Radford. *Women and Redemption: A Theological History*. Minneapolis: Fortress Press, 1998.

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White, V. *Atonement and Incarnation*, Cambridge Univ. Press, 1991.

Williams, Dolores. *Sisters in the Wilderness*. New York: Orbis Books, 1993.

## Appendix A:

Students will read through and reflect on the material listed as “Read for Next Week” in the syllabus. Not reading this material could seriously impede the student’s progress in the course. During class group discussion students will be expected to be conversant with the reading material for discussion purposes. The weekly report sheet is to be based on information gathered from the designated readings.

Nine Weekly report sheets, 20% of course grade, are to be handed in as per course outline schedule.

### Weekly Preparation Sheet:

1. Name the Theological Perspective on Reconciliation/Redemption with a brief description.
2. Identify the main proponent(s), and his/her/their historical context and how it might have impacted on their perspective.
3. How does this position understand the work of Christ in redemption? (Christology)
4. How does this perspective define sin (hamatology)?
5. Who and/or what is redeemed in this perspective?
6. What is the end of all things according to this perspective? (Eschatology)
7. What question would you like to discuss in class?

### Grading Scheme:

1. Information is accurate and clearly written and all 7 Slots are filled in. (80%-83%)
2. Information is not completely accurate but fair and all 7 slots filled in. (75%-78%)
3. Information is accurate but not all 7 slots are filled. (72%-76%)
4. Information is filled in all 7 slots but quite inaccurate but sufficiently close to pass. (70-72%)
5. The Information is wrong and/or not complete (69% or less)
6. The information is accurate, clearly written, all 7 slots are filled and a very profound question is posed. (85%+)

## Rubrics for Assignments

### Major Book Review

Students will write a review of Heim, Mark S. *Saved From Sacrifice: A Theology of the Cross*. Grand Rapids: Eerdmans, 2006. The book review will be 30% of the course grade. The book review should be 1500 words double spaced and typed. **The book review is due week 10.**

The book review will be evaluated on the following criteria:

1. Did the student follow the general format of a formal academic book review as per the format followed in the Toronto Journal of Theology and study the format of book reviews) Not following this format will seriously impact grade.
2. Does the student give evidence of grasping the author's core argument?
3. Does the student discuss all the important parts of the book?
4. Does the student critically interact with the author's ideas and make use of the course material and other readings to interact with it?
5. Does the student pose critical questions in relation to the author's position?

### Integrative paper:

Each student will write an integrative paper of 2500 words due Wednesday of examination week. In the paper the student will describe their understanding of a doctrine of reconciliation/redemption within the Christian tradition with which they are substantially in agreement. The student will make the argument for this understanding based 1. In the course readings with frequent and clear references to sources encountered during the course, giving evidence of understanding the history of ideas within the broader Christian movement on the doctrine of reconciliation/redemption, 2. Additional research the student might have done. The paper has to contain a thesis, argument and conclusion, and will make use of proper reference technique. The paper will also have an attached bibliography.

Evaluation Criteria:

1. Does the paper make a convincing and coherent case for the student's position?
2. Does the paper give evidence of a wider grasp of the different arguments made through history and in the 20<sup>th</sup> and 21<sup>st</sup> century?
3. Has the student arranged material in a systematic and convincing way giving evidence of making connections (integrating) different perspectives?
4. Does the student give evidence of a critical evaluation of positions discussed including the position the student advances her/him self?
5. Does the student make proper use of reference technique?
6. Is there a correctly constructed bibliography?