

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>THEOLOGICAL METHOD AND PRACTICE</b> THEO 0552
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 12 – DECEMBER 5, 2022 MONDAYS, 8:15 – 11:05 AM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>PATRICK FRANKLIN, PhD</b> Email: <a href="mailto:pfranklin@tyndale.ca">pfranklin@tyndale.ca</a>
<b>Class Information</b>	The classes will start on Mondays at 8:15 AM with a gathering Zoom meeting, followed by pre-recorded lectures and then livestream discussions.  Students may participate in virtual office hours on Mondays between 11:10 AM and 12:30 PM. Please email Dr. Franklin to schedule an appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

This course guides and equips students to reflect critically and constructively on the practice of theology as an academic, pastoral, and missional discipline. Specifically, it explores and addresses the fundamental ideas, social/cultural influences, and personal commitments that necessarily motivate and shape theological reflection and communication. The overarching goal is to help students become more theologically formed and informed interpreters of Scripture, for the sake of the church and its mission in the world.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Recall important concepts, developments, paradigm shifts, and ongoing debates in the history of hermeneutics
2. Identify and articulate their own hermeneutical and theological presuppositions and commitments (and how these shape interpretive practices) and recognize those of others in their views, claims, arguments, and engagements with Scripture
3. List various theological sources, analyze their strengths and limitations, and assess how to rank and synthesize them in theological formulation
4. Embrace a responsibility for personal theological and ethical formation, appreciating the importance of such formation for good theological practice
5. Display a willingness to engage the views of others charitably (classmates, other theological voices from the past and present), while putting forth their own views humbly yet convincingly
6. Recognize the contextual nature of all theological approaches (and the missional significance of this) and evaluate prevalent models of engaging context theologically

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Bevans, Stephen B. [\*Models of Contextual Theology\*](#). Maryknoll: Orbis, 2002. [140 pp.] ISBN: 1-570754381.

Green, Joel B. [\*Practicing Theological Interpretation\*](#). Baker Academic, 2012. [160 pp.] ISBN: 978-0801039638.

Veeneman, Mary M. *Introducing Theological Method: A Survey of Contemporary Theologians and Approaches*. Grand Rapids: Baker Academic, 2017. [190 pp.] ISBN: 978-0801049491.

Zimmerman, Jens. *Hermeneutics: A Very Short Introduction*. Oxford: Oxford University Press, 2015. [132 pp.] ISBN: 978-0199685356.

**Other required readings**, in the form of articles and primary text excerpts, will be either linked (to a website address) or posted (in PDF format) on the course page on **Moodle**. See the table in **Section IV** below for a listing of these readings and their corresponding dates.

### **Additional Text for ThM Students:**

Zimmerman, Jens. [Recovering Theological Hermeneutics](#). Eugene: Wipf and Stock, 2012. [322 pp.] ISBN: 978-1610976442.

### **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### **C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS**

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

### **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

### **E. ASSIGNMENTS AND GRADING**

#### **1. Online Class Participation (10%; n/a for ThM students)**

This assignment is related to Outcomes #1, #2, and #5

Your participation in class discussions should demonstrate understanding and critical engagement with course materials (lectures, readings) and skill in interpersonal communication (clarity, logic, persuasion, charity, active listening and fitting or apt response to the comments of others).

To do well in participation, students should aim to contribute something to the class discussion in every Zoom session. It is best to contribute vocally to the discussion, however students can also participate by asking questions and/or making comments via the chat feature in Zoom.

**2. Weekly Submission of Questions and/or Comments** (Due weekly; worth 14%)

This assignment is related to Outcomes #1, #3, and #5.

Beginning with Week 2, students are required to submit in advance of class three (3) questions or comments related to the course readings for the week. Questions and comments should be clear, concise, and relevant to the topics addressed in the readings. Questions should provide enough background (or contextual) information to be clear and should seek after deeper understanding of the issues (rather than just provoking discussion). Comments should engage one aspect of the readings critically or constructively; alternatively, comments might offer reflection on practical application.

Questions and comments should not be longer than 125 words. Comments should not be shorter than 75 words and questions should not be shorter than 40 words.

Submissions for this assignment are required for the following weeks: Weeks 2-6 and Weeks 8-10 but you can skip one week without penalty. So, out of 8 opportunities, I will mark 7 of them for a total of 14 marks (each submission is worth 2%).

**3. Critical Book Review of Green** (Due Nov. 4; worth 20%; 15% for ThM students)

This assignment is related to Outcomes #1 and #4.

Provide a careful and thorough examination of the basic issues(s) at stake in Joel B. Green's *Practicing Theological Interpretation*. Identify, in your own words, the major thesis (or primary argument) of the book. Evaluate critically the relative strengths and weaknesses of the author's case. Do not merely summarize, but rather seek to express the dominant issues and argument of the work and engage them critically. Conclude your paper with a one-page reflection on how the issues you have wrestled with in the book will impact your own theological practice. The review should be 6 pages in length, double-spaced. A good breakdown would be 2.5 pp. summary and description of the book's argument, 2.5 pp. of your own critical engagement with the latter (**choose one issue or theme** to engage in depth), and 1 p. personal reflection and application.

[ThM students: Your critical engagement section should be 4 pp. and your personal reflection 1.5 pp., so for you the assignment is 8 pages in length.]

The work will display your awareness of the historical and theological/philosophical developments leading up to the “theological interpretation” movement, as well as your understanding and application of the importance of personal and ethical formation to theological method and practice.

**4. Response Paper: Contextual Theology** (Due Dec. 2; worth 20%; 15% for ThM).

This assignment is related to Outcomes #1, #2, and #6.

Write a paper in response to the following questions, in light of your reading of the Bevans’ text *Models of Contextual Theology*. Which model of contextual theology resonates most with you and why? Which model resonates least with you and why? How might the main weaknesses or limitations of your own preferred approach be supplemented by the insights and strengths of one or more of the other approaches? The paper should be 6 pp. (8 pp. for ThM students) in length, double-spaced.

The work will display your recognition of the contextual nature of your own theology, including awareness of the strengths and limitations of your approach to integrating theology with context, relative to other approaches historically and presently. It will push you to be forthright about your presuppositions and commitments, and to articulate clearly how context is impacting your theology.

**5. Theological Method/Research Paper** (for all except ThM students):

Part One due on October 7; worth 6%.

Part Two due on December 9; worth 30%.

This assignment is related to Outcomes #1, #2, #3, and #6.

**Part One:** Write a brief (4-paged) position paper on a topic within dogmatic theology (i.e., concerning doctrines) or practical theology (e.g., ethics, political theology, church practice). For best results, choose a topic of immediate importance or concern to you, with which you are presently wrestling or that you are seeking to understand more deeply. In the allotted space (you will have to be concise), articulate as clearly as you can your own position on this topic, as it currently stands, followed by a carefully argued explanation of your position that gives what you consider to be the most important reasons for your thinking. No research is necessary for this part of the assignment. *You will not be evaluated according to which position you take, but rather for the clarity and coherence of your argument.*

**Part Two:** This part of the assignment will include, in one document divided into two major sections: (a) a re-submission of what you wrote in Part One, which you will mark up with your own comments on that initial work (using footnotes and/or the “track

changes” feature in Word, under the “Review” menu tab); and (b) an in-depth theological and hermeneutical assessment of what you wrote in Part One, based on what you have learned through course lectures and readings and in light of new research conducted since having submitted Part One. This new section (b) should be 10 pages in length and make use of additional research sources (books and journal articles), as is appropriate for graduate level theological work. See the *Research Paper Grading Grid*, uploaded to the course page in Moodle, for more details on research source expectations.

Further instructions for section (a): Mark up your original Part One paper in order to identify *briefly* things you now realize require reconsideration (or even retraction), refinement, rethinking, reframing, and/or further nuancing, enriching, critical thinking, and/or expanding of your ‘horizons’ (or conversation partners). Also, identify any relevant lines of research (or research questions) that you had not considered previously. Use insights learned from course lectures, textbooks, and readings to help you with this task.

Further instructions for section (b): In light of your critical interaction in section (a), and in light of additional research conducted on your topic, write a detailed, in-depth explanation of how you would now approach your topic. The point of this assignment is not to come to a final conclusion on the topic (you may come to a conclusion if you wish), but to explore the hermeneutical and theological assumptions, commitments/decisions, issues, questions, and methods/procedures involved in approaching and articulating a theological position on your topic (however tentative or provisional). Think of this less as a typical *research paper* and more as a *detailed research proposal* for a broader research project (kind of like writing “chapter one” of a Master’s thesis).

Be sure to engage and cite thoroughly your primary and secondary research sources.

The work will display your competencies in identifying, analyzing, ranking/prioritizing, and synthesizing various sources for doing theology. It will demonstrate your awareness of and response to key hermeneutical and philosophical assumptions, commitments, and questions that impact theological method and practice. And it will show your ability to apply these insights concretely to theological thinking and practice.

## **ADDITIONAL (and ALTERNATE) WORK FOR TH.M STUDENTS**

### **6. Critical Reflection on Zimmermann’s *Recovering Theological Hermeneutics***

(Due on September 30; worth 16%)

This assignment is related to Outcomes #1, #4, and #6.

Engaging the text (*RTH*), write a paper that provides an in-depth response to the questions: Why is an Incarnational and Trinitarian approach to hermeneutics important? What are the key hermeneutical and philosophical problems that such an approach addresses and/or attempts to resolve? Does it succeed? (Why or why not, and to what extent?) How have you been personally encouraged, informed, challenged, or otherwise impacted by Zimmerman's discussion (i.e., regarding the relevance and importance of the subject matter for your own theological method and practice)? The paper should be 8-10 pp. in length, double-spaced.

This work will display your grasp of, and ability to analyze and evaluate, key concepts, issues, developments, and disagreements in the history of theology and hermeneutics. It will also display your recognition of the impact of your own historical situatedness and theological formation on your own theological thinking, method, and practice.

#### **7. Research Paper** (Due Dec. 9; worth 40%)

This assignment is related to Outcomes #1-6

In lieu of Assignment #5 above, write a research paper (20-25 pages) on a topic of your choice (to be approved by the Professor) related to theological method and practice. Your research should include both primary and secondary research, drawing on historical/classical and contemporary sources. It is best to centre your research on one major theologian and their writing(s) and then use secondary sources to better understand that thinker as well as the chosen topic. In Chicago/Turabian style, the essay should be rigorously documented, with a minimum of 35 footnotes from 20 sources (10 books and 10 journal articles). It should not simply report or summarize, but demonstrate thorough reflection, analysis, and embody a conceptual argument in which various angles of the question are explored in fairness and at length. For more detail, please consult the supplementary *Grading Grid* document (posted in Moodle).

#### **F. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

#### **G. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

ASSIGNMENT	DUE	REGULAR	ThM
Participation		10%	n/a
Weekly Questions and/or Comments	Weekly	14%	14%
Critical Book Review of Green	Friday Nov. 4	20 %	15%
Response Paper on Contextual Theology	Friday Dec. 2	20 %	15%
Research Essay - Part One - Part Two	Friday Oct. 7 Friday Dec. 9	36 %	n/a
<b>Extra Requirements for ThM Students</b>			
Critical Reflection on <i>RTH</i>	Friday Sept. 30	n/a	16%
Research Paper	Friday Dec. 9	n/a	40%
Total Grade		<b>100 %</b>	<b>100%</b>

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

- With the exception of online forums, all written work should be double-spaced, written in 12-pt Times New Roman font, include a properly formatted title page, and use Turabian/Chicago formatting (not APA formatting) throughout.
- Research papers should include properly formatted footnotes (not endnotes) and a bibliography of all works cited (i.e., quoted or paraphrased), not all works consulted.
- Assignments that engage a single book (critical book reviews, theological engagements/reflections on a single book) do not require the use of footnotes. Please just refer to page numbers for citations in parentheses and provide a bibliography for your source.
- For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

### Due dates & times (and late penalties):

Assignments are to be uploaded to the assignment submission section of the course page in pdf or Microsoft Word format by 11:59 PM (Eastern Time) on the assigned due date. Papers submitted after 11:59 PM on the due date will receive a 1/3 grade deduction (i.e., B+ to B) per day (or part thereof) following the due date (to a maximum of 1.5 GP deduction per week). This late policy will apply to all assignments for which no extension has been granted. Extensions will be granted only for serious personal, family, or health situations.



**Last Possible Date to Submit Assignments** (no extensions possible beyond this date):

From the Registrar's Office: Professors may NOT grant an extension to a student past the last day of exams (December 16, 2022). Requests for extensions past this date may be granted only by the Registrar. Students should submit an [Extension Request Form](#) to the Registrar's Office latest by December 16, 2022.

**Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students who are not familiar with Tyndale's policies on academic integrity and plagiarism should review [this brief online document](#).

For tips on how to conduct proper research, how to do proper citations, and how to quote and paraphrase the work of others legitimately and effectively, please see the following videos provided by Tyndale's Centre for Academic Excellence:

- Video on proper [citations and referencing](#)
- Video on [use of proper quotations](#)
- Video on [effective paraphrasing](#)

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

**Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

**I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	TOPIC	REQUIRED READING	ADDITIONAL (ThM)
<b>The Nature, Purpose, Need, and Contexts for Theology</b>			
1. Sept. 12	Course Introduction Why Theology? Why Method? Guiding Goal of the course	Veeneman, Intro, ch. 1; Bevans, Intro, chs. 1-2;	All of ← plus Hauerwas
2. Sept. 19	Premodern Theologizing	Zimmermann, ch. 1; Bevans, ch. 3 <u>Choose 1</u> : Origen; Chrysostom; Augustine; Aquinas	All of ← plus *RTH, ch. 1
3. Sept. 26	Reformation & Pietist Theologizing <b>Due Friday</b> (ThM students only): Critical Review of Zimmermann’s <i>RTH</i>	Zimmermann, chs. 2-3; <u>Choose 1</u> : Luther; Calvin; Spener	All of ← plus <i>RTH</i> , chs. 2-3 <b>DUE</b> (Sept. 30): Review of Zimmermann ( <i>RTH</i> )
4. Oct. 3	Wesleyan Theological Method <b>Due Friday</b> : Research Essay, Part One	Wesley (intro by Bratcher optional); Langford; Danker <i>et al.</i>	All of ← plus Wesley (“Scripture Way of Salvation”)
<b>Oct. 10</b>	<b>THANKSGIVING: NO CLASS</b>		
5. Oct. 17	Modernity and its Dualisms	Zimmermann, chs. 4-5 <u>Choose 1</u> : Kant or Schleiermacher	All of ← plus Dulles; <i>RTH</i> , chs. 4-5

6. Oct. 24	Postmodernity: nihilism, critical realism, fiduciary reason & tradition	Zimmermann, ch. 7 Jenson	All of ← plus Zimm., Appendix <i>RTH</i> , chs. 6-7
7. Oct. 31	Theological Interpretation <b>DUE Friday:</b> Review of Green	Green (whole book);	All of ← plus <i>RTH</i> , chs. 8-9; Franklin (Bonhoeffer)
<b>A Survey of Theological Methods</b>			
8. Nov. 7	1. Ressourcement & Neo-orthodox 2. Theologies of Correlation	Veeneman, chs. 2-3; <u>Choose 1:</u> Barth or Cone	
9. Nov. 14	3. Postliberal theologies 4. Evangelical theologies	Veeneman, chs. 4-5; Chung	All of ← plus Lindbeck
10. Nov. 21	5. Political theologies 6. Feminist theologies 7. Inter-religious dialogue	Veeneman, chs. 6-8; Metz	All of ← plus Johnson
<b>Doing Theology in Context</b>			
11. Nov. 28	Models of CT (1) <b>Due Friday:</b> Theology & Context Paper	Bevans, chs. 4-6	All of ← plus Tillich
12. Dec. 5	Models of CT (2) Conclusion to course <b>DUE Friday:</b> Research Paper, Part Two  <b>DUE Friday</b> (ThM): Research Paper	Bevans, chs. 7-9	All of ← plus McFague

\* *RTH* = Zimmermann's *Recovering Theological Hermeneutics* (additional text for ThM students). This table lays out a suggested guideline to keep your reading of *RTH* on track (you are free set your own pace).

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

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