"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."

Semester, Year	WINTER, 2027
Course Title	**DIETRICH BONHOEFFER: HIS LIFE, THEOLOGY, AND CONTEMPORARY SIGNIFICANCE**
Course Code	**THEO 0670 1S**
Date **Time** **Delivery Format**	JANUARY 11 – APRIL 5, 2027 **MONDAYS** 6:45 PM – 9:35 PM SYNCHRONOUS ONLINE
Class information	The classes will be online (synchronous) 6:45 PM – 9:35 PM.
Instructor Contact Information	**PATRICK FRANKLIN, PhD** Email: pfranklin@tyndale.ca
Office Hours	Please email the professor to book a Zoom appointment.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course is an introduction to the life and thought of one of the twentieth century's most intriguing theologians. In his life and theology Bonhoeffer demonstrates the crucial interplay between biblical faith in Jesus Christ, theological reflection, Christian community, and decisive action within one's historical context. We will observe how these mutually enriching elements continually shaped Bonhoeffer's identity and existence as a theologian, pastor, and agent of political change. This will lead us to consider the significant contemporary implications of Bonhoeffer's life and theology for Christian spiritual formation, public witness, political engagement, and the identity and mission of the church in contemporary culture.

Prerequisite: THEO 0531 Systematic Theology

II. LEARNING OUTCOMES

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

1. Recall important biographical events in Bonhoeffer's life in relation to key concepts in his writings
2. Recognize the integration of personal narrative, theology, and devotion/piety in the Christian life, as exemplified by Bonhoeffer
3. Relate insights gained from Bonhoeffer's life to their own spiritual formation
4. Analyze key primary theological texts (written by Bonhoeffer), evaluate their theological usefulness, and apply insights to draw conceptual and practical implications
5. Synthesize insights gained and relate them to their ministry and/or vocational settings
6. Summarize and describe the significance of Bonhoeffer's thought for contemporary social and ethical issues and questions facing the church today
7. Explain the way(s) in which Bonhoeffer's ethical and political views and actions are grounded in and flow from his theological commitments
8. Verbally sketch and illustrate their research findings concisely and effectively in class

III. COURSE REQUIREMENTS

A. REQUIRED READING

Schlingensiepen, Ferdinand. *Dietrich Bonhoeffer: 1906-1945: Martyr, Thinker, Man of Resistance*. Translated by Isabel Best. T&T Clark, 2010. [Available as an e-book for free via Tyndale library, unlimited copies.]

The Bonhoeffer Reader. Edited by Clifford J. Green and Michael P. Dejonge. Fortress, 2013. [Available as an e-book for free via Tyndale library.]

Other assigned readings will be available via the course page, as per Section IV below.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends STEPBible – 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. ASSIGNMENTS AND GRADING

NOTE on Assignment Due Dates: All assignments are due by 6:45 p.m. on the day of class listed. Please submit your assignments via the course page in Moodle.

1. **Primary Text Analysis** (30%; Due: Feb. 22)

   This assignment is related to Outcomes #3, 4, 5, 7.

   Write a textual analysis on an excerpt from Bonhoeffer's writings (there are eight options: see below). The text analysis should be approximately 8 pages and include the following:

   a) A brief introduction to the author and the written text (e.g., date written, historical context, authorial purpose, intended audience, key terms, etc.).
   b) A re-statement (in your own words) of the text's thesis or main theme (what's the big idea?).
   c) A description of how the author defends the thesis or expounds the main theme. This includes identifying and explaining key concepts and arguments employed.
   d) Your own theological reflection on the text. (See on the course page in Moodle: "Guidelines for Theological Reflection" document.)

   Note: (a)-(c) above should take up 5–6 pages, while (d) should take up 1–2 pages. Your paper should be no longer than 8 pages and no shorter than 6 pages.

   Options for your text analysis, all included in the *Bonhoeffer Reader*, include (choose one):

   - *Sanctorum Communio* (*Reader* excerpt #3)
   - *Act and Being* (*Reader* excerpt #6)
   - *Creation and Fall* (*Reader* excerpt #13)
   - "Lectures on Christology" (*Reader* excerpt #14)
   - *Discipleship* (*Reader* excerpt #29)
   - *Life Together* (*Reader* excerpt #30)
   - "Christ, Reality, and Good. Christ, Church and World" (*Reader* excerpt #33)
   - "Ultimate and Penultimate Things" (*Reader* excerpt #34)

2. **Personal Response Paper: Bonhoeffer's Life & Thought** (20%; Due: Mar 15)

   This assignment is related to Outcomes #1, 2, 3, 5.

Based on your reading of Schlingensiepen's biography, write a personal response paper on the impact of Bonhoeffer's life and thought on your own Christian faith journey, theological development, and sense of call/vocation to engage the world missionally. The paper should be 5-6 pp. and draw on 2-3 key ideas, concepts, and events from Bonhoeffer's life and thought to stimulate your own theological reflection.

3. **Term Paper** (40%; Due April 5)

   This assignment is related to Outcomes #2, 4, 6.

   Read one of Bonhoeffer's books and write a 12-pp. research paper relating your reading of Bonhoeffer to a contemporary topic.

   Examples might include a contemporary church issue, spiritual formation, social justice, political engagement and/or resistance, poverty and/or marginalization, Bonhoeffer's approach to the Bible, or another topic that interests you (to be approved by the instructor). Engage with Bonhoeffer as your primary source and supplement your reading with your own research (journal articles, etc.). See bibliography for examples of good quality sources.

   Your paper should articulate a clear and compelling thesis (an answer and argument you are making in response to a clear question you are posing about your topic), use appropriate research sources, draw on key concepts and ideas from your chosen Bonhoeffer (primary) text, and synthesize your analysis to form your own theological response to the topic question.

   Your paper will be evaluated according to four categories: (a) Clear thesis and compelling argument (20/40 potential marks); (b) Quantity, quality, and apt usage of research sources (10/40); (c) Clear and effective writing and style, using Chicago Manual / Turabian for proper formatting (5/40); Insight, creativity, and practical wisdom (5/40). For a more detailed description of these evaluation categories, please see the Grading Rubric provided on Moodle for the Term Paper.

4. **Term Paper Abstract & Presentation** (10%; Due April 5)

   This assignment is related to Outcomes #6, 7, 8.

   Write a 200-word abstract summarizing your term paper and present it to the class on the last day of class (6 minutes max.). Include your research question, your thesis statement, and a brief description of how you drew on Bonhoeffer to answer your question. Conclude with 1-2 sentences that articulate how this project has shaped you (theologically and/or spiritually).

Evaluation: 5% for your written submission; 5% for your presentation. Standout presentations will include creative ways of encapsulating and/or illustrating your paper's key contribution.

General Guidelines for the Submission of Written Work

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 6:45 PM (Eastern Time) on the assigned due date. Papers submitted after 6:45 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 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 (April 16, 2027). 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 April 9, 2027.

Formatting:
Assignments must be double-spaced, typed in 12 pt Times New Roman font (10-pt for footnotes), with 1" margins. The standard citation method for theological papers uses footnotes (not parenthetical citations or endnotes) with a complete bibliography in the Chicago style (not APA style). 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".

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	Due	Weight
Primary Text Analysis	Feb 22	30%
Personal Reflection Paper	March 15	20%
Term Paper	April 5	40%
Abstract & Presentation	April 5	10%
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT, AND REQUIRED READINGS

Please complete all readings in preparation for the online class sessions.

Class / DATE	TOPIC	REQUIRED READING
1. Jan. 11	1a: Introduction; Syllabus review 1b: Bonhoeffer's family and upbringing	Schlingensiepen, ch. 1 Rumscheidt, "The formation of Bonhoeffer's Theology"
2. Jan. 18	2a: What is theology? A theologian? 2b: Sociality	Schlingensiepen, ch. 2-3 *Reader*: #9, 15, 24
3. Jan. 25	3a: Revelation 3b: Christology	Schlingensiepen, ch. 4 Ziegler, "Christ For Us Today"
4. Feb. 1	4a: SIN / fallenness 4b: Evil	Schlingensiepen, ch. 5 *Reader*: #20 Bock, "Bonhoeffer, Kierkegaard, and Conditional Pacifism" (Optional: Franklin, "Bonhoeffer's Anti-Logos")
5. Feb. 8	5a: Discipleship 5b: Spiritual formation	Schlingensiepen, ch. 6-7 *Reader*: #29 **or** #30 Godsey, "Bonhoeffer and Christian Spirituality" (Optional: Oppel, "Undivided Heart")
Feb. 16	**FAMILY DAY: NO CLASS**	
6. Feb. 22	6a/b: Anthropology & Ecclesiology **Due before class**: Text Analysis	Schlingensiepen, ch. 8 *Reader*: #12, 18, 22, 28 (Optional: Franklin, "Destruction and Restoration," 236-51; and "Bonhoeffer's Missional Ecclesiology")
7. Mar. 1	7a: Ethics 1: The nature of Christian Ethics 7b: Ethics 2: The context of Christian Ethics	Schlingensiepen, ch. 9-10 *Reader*: #35, 37, 41 (Optional: Franklin, "Bonhoeffer's Incarnational Ethics")
8. Mar. 8	8a: Ethics 3: Responsible life & spirituality 8b: Ethics 4: Friendship; encountering others	Schlingensiepen, ch. 11 *Reader*: #19, 25, 26, 44 Kotze & Noeth, "Friendship as a Theological Model" Green, "Bonhoeffer's Letter to Mahatma Gandhi"

Bonhoeffer in Relation to Contemporary Issues & Questions		
DATE	**TOPIC**	**REQUIRED READING**
9. Mar. 15	9a: Engaging science 9b: Creation care **DUE before class**: Reflection Paper	*Reader*: #42 Eşmeli, "Can Algorithms Show Grace?" (Optional: Franklin, "Theodicy and the Historical Adam")
10. Mar. 22	10a: Hermeneutics; theological interpretation 10b: Is Bonhoeffer a Trinitarian?	*Reader*: #1, 27, 31 Franklin, "Destruction and Restoration," 228-36. Bezzant, "Whenever the Psalter is Abandoned . . ." (Optional: Dean, "The Heresy of Relevance")
11. Mar. 29	11a: Ideology and identity 11b: Engaging a pluralistic, inter-religious world	*Reader*: #8, 17, 20, 44 Patel, "Dietrich Bonhoeffer" Choose one of: Patel, "On Building a Diverse Democracy"; or Patel, "A Nation Under Two Flags" Chung, "Bonhoeffer and Public Theology"
12. Apr. 5	12a: Student abstracts 12b: Sharing key takeaways from the course **DUE before class**: Term Paper **DUE during class**: Abstract & Presentation	Schlingensiepen, ch. 12 Ko, "Eschatological Hope" Chung, "Public Theology and Diakonia of Reconciliation"

V. SELECTED BIBLIOGRAPHY

See course pages on Moodle.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- 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*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

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

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing.

Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a

LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus,

grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For general grading guidelines, refer to Seminary Grading System & Scale.