



TYNDALE
• SEMINARY •

Course Syllabus

WINTER 2019
DOING THEOLOGY IN CONTEXT
THEO 0537

JANUARY 16 – APRIL 10
WEDNESDAYS, 2:15 AM – 5:05 PM

INSTRUCTOR: PATRICK S. FRANKLIN, PhD
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Office Hours (Rm. C405):
Wednesdays, 11:00am – noon; 1:00-2:00pm
Other times as arranged via email; phone and video appointments available.

Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

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.

I. COURSE DESCRIPTION

This course exposes students to important shifts and trends in contemporary Christian thought and provides an enriching context for discussion and theological reflection. The central theme of the course is *doing theology contextually*. We will be examining the relationship between context and theology, both observing how context inevitably (and rightly) shapes the practice of theology and probing the limitations of context for faithful theological reflection. Four themes will serve as test cases for analyzing the relationship between context and theology: missional ecclesiology, science and Christian faith, liberation theology, and sex and gender.

Prerequisite: THEO 0531 Systematic Theology I

II. LEARNING OUTCOMES

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

- Name important contemporary developments in theology
- Recognize the contextual nature of all theology
- Evaluate both the legitimate contributions and the inherent limitations of contextual knowledge for doing theology
- Identify and analyze the contextual features that shape the construction of doctrines, as well as the narrative and conceptual frameworks that shape our contextual experience
- Formulate theological viewpoints that integrate the various sources for theology (Scripture, tradition, reason, religious experience)
- Express their theological insights and positions both faithfully and contextually
- Compose theological analyses that properly weigh and consider contextual and non-contextual features in issues related to church and mission, religion and science, gospel and social justice, and Christian identity in relation to sex and gender

III. COURSE REQUIREMENTS

A. REQUIRED READING

1. Fitch, David. *Faithful Presence: Seven Disciplines that Shape the Church for Mission*. Downers Grove: IVP, 2016.
2. Gingerich, Owen. *God's Planet*. Cambridge, MA: Harvard University Press, 2014.
3. Polkinghorne, John. *Science and the Trinity: The Christian Encounter with Reality*. New Haven: Yale University Press, 2004.
4. Ware, Frederick. *African American Theology: An Introduction*. Louisville: Westminster John Knox, 2016.
5. *Hemorrhaging Faith: Why & When Canadian Young Adults Are Leaving, Staying & Returning to the Church*. Evangelical Fellowship of Canada, 2012. (Available for \$3 in class)

NOTE: Additional readings are required for ThM students (see page 4 below)

Online Readings (available on the course page in Moodle; see table in section IV):

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends 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. ASSIGNMENTS AND GRADING

1. **Response to Hemorrhaging Faith study** (5%; **Due Jan 30**): Write a reflection paper (4-5 pages; keep it concise and to the point) on how the church should respond to the challenges of ministering to young people in Canada today. Integrate contextual and theological analysis in your reflection on the study.
2. **Response to Film** (5%; **Due Mar 6**): Write a 4-5 paged response to the film *From the Dust: Conversations in Creation*. What did you find interesting, helpful, or challenging? With what did you agree/disagree and why? Are there good examples of contextual theology in the film? Be concise and focus on 1-2 issues.
3. **Questions and Response to Lamoureux video and Q&A** (10%; **Due Mar 13**): In preparation for class 7 (March 6) view online Denis Lamoureux's lecture "["Beyond the 'Evolution' vs. 'Creation' Debate."](#)" As you view the lecture, write 3-4 thoughtful questions that you would like to ask Dr. Lamoureux concerning the lecture content (1 or 2 of your questions could also inquire about evolution & Christian theology more generally). During the Q&A time with Dr. Lamoureux, take the opportunity to ask at least one of your questions (more is better, if time allows). Submit to the professor a 4-paged reflection paper, including: (a) your 3-4 questions (1 page, all together on the first page); and (b) a thoughtful theological response to video and Q&A time (3 pages).
4. **Interactive Theological Reflection Papers** (75% total): Write three theological reflection papers (10 pages each) on the relationship between context and theology, exploring both (a) how context *should* shape theology and (b) the *limitations* of context for doing theoly. Each paper will interact with one of the course texts to answer a corresponding question:
 - a) Church & Mission (20%): Having read Fitch and articles in Part 1 of the course outline: How might context shape and inform a theology of church and mission (or of church and cultural engagement)? What implications follow for particular expressions of church in your own ecclesial context? **Due Feb 6.**
 - b) Science & Chrisitan Faith (25%): Having read Polkinghorne and Gingerich: Should scientific observations, theories, and models shape and inform theology? What have you learned from Polkinghorne and Gingerich about relating science and theology? How do these insights affirm or challenge you and/or your theological tradition? **Due Mar 20.**
 - c) Context & Ethics (30%): Having read Ware (and supplementing with other relevant sources, including assigned supplemental readings): How might context shape and inform a theology of justice or theological ethics with respect to race, class or socioeconomics, or sex and gender? What implications follow for local churches? **Due Apr 10.**

Extra Requirements for ThM Students: For two of the above papers, you are required to read additional sources, including one book (see below) and 4-5 academic articles. These two papers are to be at least 15 pages in length (max. 18 pp.), instead of 10 (the third paper can follow the normal course requirements listed above). The two larger papers are worth 30% of the course grade each, while the third paper is worth 15%.

- a) Church & Mission: Christopher Wright, *The Mission of God's People: A Biblical Theology of the Church's Mission* (Grand Rapids, Mich.: Zondervan, 2010).
- b) Science & Christian Faith: Gary B. Ferngren, ed., *Science and Religion: A Historical Introduction* (Baltimore: Johns Hopkins University Press, 2017).
- c) Context & Ethics: either (i) Gustavo Gutiérrez, *Theology of Liberation* (Maryknoll: Orbis, 2013) if you choose to focus on a theology of justice; or (ii) Anthony Giddens, *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies*. (Hoboken: Wiley, 2013).

D. 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.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

	Weighting	Due Date
Response to Hemorrhaging Faith study	5%	Jan. 30
Theological reflection on Fitch (church & mission)	20%	Feb. 6
Response to film <i>From the Dust</i>	5%	Mar. 6
Questions & Response to Lamoureux Q&A	10%	Mar. 13
Theological reflection on Polkinghorne and Gingerich	25%	Mar. 20
Theological reflection on Ware (context & ethics)	30%	Apr. 10
TOTAL	100%	

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Assignments are to be uploaded to the assignment submission section of the course page in pdf or Microsoft Word format by 11:55 PM (Eastern Time) on the assigned due date. Papers submitted after 11:55 PM on the due date will receive a 1/3 grade deduction (i.e., B+ to B) for each day (or part thereof) following the due date. 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.

Assignments should be double-spaced, in 12 pt Times New Roman font, with 1" margins. The standard citation method for theological papers is **footnotes with a complete bibliography** in the [Chicago style](#), as explained in the [popular guidebook written by Kate L. Turabian](#). For proper citation format, consult the "[Turabian Citation Quick Guide](#)" (follow style for notes

("N") and bibliography ("B")), or see the complete [Chicago Manual of Style online](#) (Tyndale e-resource), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

The bibliographic software **Zotero** is recommended as a helpful citation tool which will save time and help to ensure that proper formatting is followed (available free at www.zotero.org).

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. 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

PART ONE: DOING THEOLOGY IN CONTEXT

1. Jan. 16 Introduction to the course: Doing Theology in Context
Read: Begin reading Fitch
2. Jan. 23 The Postmodern Context
Read: Kant; Peters, Jenson, and Franke articles (on Moodle);
continue reading Fitch

PART TWO: MISSIONAL ECCLESIOLOGY

3. Jan. 30 Missional Ecclesiology 1
Read: Stuebaker and Beach, Nussbaum articles (on Moodle); Hemorrhaging
Faith study; continue reading Fitch

Due in Class: Reflection on the Hemorrhaging Faith study

4. Feb. 6 Missional Ecclesiology 2
Read: Franklin and Hauerwas articles (on Moodle); complete Fitch

Due in Class: Theological Reflection on Fitch (and articles)

PART THREE: SCIENCE & CHRISTIAN FAITH

5. Feb. 13 Science & Christian Faith 1: Models Relating Science & Religion/Faith
Read: Polkinghorne (Intro & ch. 1)

FEB 20: NO CLASS (READING WEEK)

6. Feb. 27 Science & Christian Faith 2: Science & Scripture; Human Origins
View in Class: Film: *From the Dust*
Read: Polkinghorne (ch. 2-4); Gingerich (Intro & ch. 1)

7. Mar. 6 Science & Christian Faith 3: Human Origins (cont.)
Q&A session with Dr. Denis Lamoureux via Skype
Read: Polkinghorne (ch. 5-6); Gingerich (ch. 2)
View (in advance of class): [Lamoureux Lecture online](#) ("Beyond . . .")

Due in Class: Response to film From the Dust

8. Mar. 13 Science & Christian Faith 4: Science & Christian Ethics:
Q&A session with Dr. James C. Peterson via Skype
Read: Polkinghorne (ch. 7); Gingerich (ch. 3); Ware (ch. 12)
View (in advance of class): [Francis Collins Lecture online](#)

Due in Class: Questions & Response to Lamoureux

PART FOUR: LIBERATION THEOLOGY

9. Mar. 20 Liberation Theology 1: Latin Liberation Theology
Read: Gutiérrez chapter (on Moodle); Ware (intro & ch. 1)

Due in Class: Reflection paper on Gingerich and Polkinghorne

10. Mar. 27 Liberation Theology 2: Black Liberation Theology
Read: Ware (ch. 2-4)

PART FIVE: SEX & GENDER

11. Apr. 3 Sex & Gender 1: Liberationist Movements re. Sex, Gender, Identity
Read: Ware (ch. 5-8); assigned articles (posted in Moodle)

12. Apr. 10 Sex & Gender 1: Queer Theory & the Critique of Identity Politics
Read: Ware (ch. 5-8); assigned articles (posted in Moodle)

Due in Class: Reflection paper on Ware (and supplemental readings)

V. SELECTED BIBLIOGRAPHY (posted in Moodle)

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

NB: Tyndale Library has an excellent collection of eBooks (including many of the items listed below), which can be accessed remotely from your home computer (with login). Tyndale's eBooks can be found through the [library catalogue](#).

OTHER ONLINE RESOURCES

Tyndale's MTS Modular program has an excellent online [Christian Theology Reading Room](#), which has extensive links to material available as full text eBooks, as well as partial-text books available on Google Books. Reading rooms have also been established on the [Doctrine of the Trinity](#), as well as theologians [Dietrich Bonhoeffer](#), [Eberhard Jüngel](#), [John Howard Yoder](#), [Jürgen Moltmann](#), and [Karl Barth](#).

To search topically for relevant journal articles, book reviews or collected essays, use the comprehensive *ATLA Religion Database*, or the *Proquest Religious Database*, *Religious and Theological Abstracts* and *JSTOR*. [Full-text versions of many theological journals](#) and book reviews can be downloaded from these databases.

For **detailed bibliographies** to support *Christian Theology: An Introduction*, a **glossary** of theological terms, and **details of theologians** from *The Christian Theology Reader*, cf. www.wiley.com/mcgrath