

TSJ 5021HF - LO10X  
**Research and Scholarship / DRAFT (final copies will be distributed in class)**  
**Doctoral Cohort Course / Fall 2016**  
 Tuesdays 1- 4  
 Emmanuel College, Rm 119

Faculty:

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**1. COURSE DESCRIPTION**

This required course for doctoral students deals with fundamental aspects of research and scholarship, research methods and other aspects of professional scholarship, with special attention to the study of theology in a university context. The course explores the development of research and scholarship over time, highlighting key themes and problems in theological studies from historical and contemporary perspectives. Select topics are discussed weekly as they bear upon questions about the relationship between faith, reason/knowledge, critical inquiry/research, history, tradition, etc., with a culminating examination of research in sub-disciplinary areas of theological studies.

**2. LEARNING OUTCOMES AND COMPETENCIES**

COURSE OUTCOMES	COURSE ELEMENT	PHD OUTCOMES
By the end of this course students will have acquired the following levels of knowledge:	This outcome will be achieved through these course elements:	This outcome corresponds to this section of the TST outcomes statement:
Be able to compare the methodological approaches and theological styles of a number of different interlocutors in the area of research and scholarship; and locate these in a trajectory of scholarly discourse.	By detailed consideration of primary textual material alongside secondary commentary.	Ph.D.: 1.1.
Identify the problematic surrounding certain key areas in theological research and scholarship: faith and reason, the importance of hermeneutics, the integration of spirituality and theology, the foundational importance of biblical studies and historical perspectives.	By reviewing various contextual factors & engagement with a wide variety of interlocutors in theological studies (e.g. biblical, historical, systematic, pastoral).	Ph.D.: 1.1
Apply the key dynamics of different interpretations of research and scholarship, and communicate these to fellow students in other areas of study.	Participation in class discussion, seminar presentation and completion of papers.	Ph.D.: 2.3, 2.4, 2.5.
Evaluate & defend an issue central to research & scholarship or a critical theological question pertinent to their area of study, & able to express the limitations of one's own work & discipline.	Final research paper; and secondarily in group discussions.	Ph.D.: 2.3, 2.4, 2.5.

### 3. COURSE EVALUATION

- 15% Participation (Section 7): Seminars cannot work without attendance, advance preparation of the participants, and engagement during the class. All required readings must be completed to pass the course.
- 15% Observations & Questions papers (Section 8)
- 20% Reflection paper: Due Oct. 18 (Section 9)
- 50% Research paper: Due Dec. 6, 4:00 pm (see Section 10)

### GRADING

- This is a pass/fail course. Since this is a graduate course, the overall grade must be a B and all assignments must be completed with at least a B- grade.
- Unsatisfactory assignments will be returned to the student so they may be redone and resubmitted.

### 4. LOGGING ONTO YOUR BLACKBOARD COURSE

1. Go to [portal.utoronto.ca](http://portal.utoronto.ca) and click on the *Log-in to the Portal* button.
2. Enter your *UTORid* and password<sup>1</sup>
3. After logging in, you will see a panel on the right side of the screen labeled *My Courses*. If you have properly registered, this course should appear in the list.

### 5. REQUIRED TEXTS

- Edward Farley, *Theologia: The Fragmentation and Unity of Theological Education* (Eugene, OR: Wipf & Stock, 2001)
- Other readings will be available online on Blackboard or distributed in class.

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<sup>1</sup> If you encounter any problems, contact [portal.help@utoronto.ca](mailto:portal.help@utoronto.ca)

## 6. SCHEDULE OF TOPICS COVERED AND ASSIGNED READINGS

Readings may be adjusted from week to week during the term. The following is a provisional schedule.

Week 1 / September 13 – Introductions

Week 2 / September 20 – Theological Education/Research: Historical Precedents

- Edward Farley, *Theologia*, chs. 1-3
- Richard J. Mouw, “What’s Theological about Theological Education?,” in *Theological Education*, 49/1 (2014): pp. 1-8

Week 3 / September 27 – Theological Education/Research: Modern Problems

- Farley, chs. 4-6
- John E. Burkhardt, “Schleiermacher’s Vision for Theology,” in *Practical Theology: The Emerging Field in Theology, Church, and World*, ed. Don S. Browning (San Francisco: Harper and Row, 1983), pp. 42-57
- Friedrich Schleiermacher, *Brief Outline of Theology as Field of Study*, 3<sup>rd</sup> ed., Trans. Terrance Tice (Louisville: Westminster John Knox Press, 2011), Introduction

Week 4 / October 4 – Theological Education/Research: Prospects and Possibilities

- Farley, chs. 7-8
- John (Jay) Phelan, “Seminary and University: Challenges and Opportunities,” *Theological Education*, 48/2 (2014), pp. 1-14
- Sarah Coakley, “Theological Scholarship as Religious Vocation,” *Christian Higher Education*, 5 (2006), pp. 55-68

Week 5 / October 11 – Theological and/or Religious Studies: Constructing the Category of “Religion”

- Ursula King, “‘A Coat of Many Colours’: Interweaving Strands in Theology and Religious Studies,” from *Theology and Religious Studies in Higher Education : Global Perspectives*, eds., Darlene L. Bird and Simon G. Smith (London: Continuum, 2009), pp. 139-50
- Loren D. Lybarger, “How Far is too Far? Defining Self and Other in Religious Studies and Christian Missiology,” *JAAR*, Vol. 84, No. 1 (March 2016), pp. 127-56
- Jonathan Z. Smith, ‘Religion’ and ‘Religious Studies’: No Difference at All,” *Soundings: An Interdisciplinary Journal*, Vol. 71, No. 2/3, The Santa Barbara Colloquy: Religion within the Limits of Reason Alone (Summer/Fall 1988), pp. 231-244

Week 6 / October 18 – Theological Studies and Critique/Suspicion

- Paul Ricoeur, “Hermeneutics and the Critique of Ideology,” from *Hermeneutics and the Human Sciences: Essays on Language, Action and Interpretation*, ed. and trans. by John B. Thompson (Cambridge: Cambridge University Press, 1981), pp. 63-100.
- Michael Warner, “Uncritical Reading,” in *Polemic: Critical or Uncritical*, ed. Jane Gallop (New York: Routledge, 2004), pp. 13-38
- Amy Hollingwood, “Reading as Self-Annihilation,” in *Polemic*, pp. 39-64

October 24-28: Reading Week

Week 7 / November 1 – Theological Studies and Social Transformation

- Paulo Freire, *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*, trans. Patrick Clarke (Lanham, Maryland: Rowman and Littlefield, 1998), ch. 2
- Gustavo Gutierrez, "The Task and Content of Liberation Theology," in *Cambridge Companion to Liberation Theology* (Cambridge: Cambridge University Press, 1999)
- Delores S. Williams, "A Womanist Notion of Sin" and James H. Cone, "The Content and Method of Black Theology," in *Sources of Christian Theology in America*, ed. James O. Duke and Mark G. Toulouse (Nashville: Abingdon, 1999), pp. 556-568
- George E. Tinker, "American Indian Liberation: Paddling a Canoe Upstream," in *The Reemergence of Liberation Theologies*, ed. Thia Cooper (New York: Palgrave MacMillan, 2013)

Week 8 / November 8 – Practical Theology / Pastoral Studies as an Area of Theological Research

Guest speakers: TBA

- Robert Mager, Pamela Couture, Pamela McCarroll, Natalie Wigg-Stevenson, "Introduction," in *Complex Identities in a Shifting World*, edited by Mager et al (Zurich: Lit Verlag, 2015), 1-3.
- Pamela R. McCarroll, "Qualitative Research and Practical Theology: Clarifications and Possibilities," *IJPT*, DRAFT, publication pending.
- Bonnie Miller-McLemore, "Introduction," in *Wiley-Blackwell Companion to Practical Theology*, edited by Bonnie Miller-McLemore (West Sussex UK: Blackwell Pub., 2012), 1-20.

Week 9 / November 15 – Bible as an Area of Theological Research

Guest speakers: TBA

- Mary Ann Tolbert, "Defining the Problem: The Bible and Feminist Hermeneutics," *Semeia*, Vol. 28 (1983): 113-126
- Segovia, Fernando F. "Biblical Criticism and Postcolonial Studies: Toward a Postcolonial Optic." in *The Post-Colonial Bible*. Ed. R. S Sugirtharajah. Sheffield: Sheffield Academic Press, 1998, 49-65
- Feminist Biblical Hermeneutics: Elizabeth Schüssler Fiorenza, *But She Said: Feminist Practices of Biblical Interpretation* (Boston: Beacon Press, 1992), 52-68

Week 10 / November 22 – No class

Week 11 / November 29 – History as an Area of Theological Research

Guest speakers: Stuart MacDonal and TBA

- James E. Bradley, Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids, MI: Wm. B. Eerdmans, 1995), Ch. 1
- Stuart Macdonald, "The Changed (and Changing) Face of Church History." *TJT* 31 Supplement (2015): 29-42

Week 12 / December 6 – Beginnings and Endings: Research and Faith

- No readings

## 7. GRADING GUIDELINES FOR CLASS PARTICIPATION

You should read the assigned material before classes, carefully, with reflection. Come to class with questions and comments already prepared. Be ready to explain your ideas, and listen and respond to the ideas of others. Active participation requires that each student be ready to articulate and support his or her own ideas, and to listen to and work with the ideas of others.

A student who receives **85-100** for participation typically comes to each meeting of the class with questions about the readings already in mind. The student raises these issues for other members to discuss, and listens to contrary opinions. Students in this grade range engage other students in discussion of their ideas, and responds to the comments of others with ideas that take the discussion to a higher level.

A student who receives **70-84** for participation has completed all the readings before class, but does not always arrive prepared with questions and reflections, and instead waits passively for others to raise interesting issues. Students in this grade range are courteous and articulate in expressing their own views, but do not respond to the general direction of the discussion.

A student who attends, prepares, and listens attentively, but rarely enters into the discussion will receive **60-69** points.

Students with inconsistent preparations or attendance should not expect more than **59**. Students who are prepared but who do not respect the contribution of others, will receive **50-59**.

Students who are consistently unprepared, make no effort to enter into discussions, or are rude and/or disruptive should expect less than **50**.

*Adapted with permission from Joan Steigerwald, Division of Humanities,  
York University, Canada.*

## 8. OBSERVATIONS & QUESTIONS PAPERS

To facilitate critical reflection on the readings, it is recommended that you take notes on the reading, making observations and asking questions. On two occasions, however, you will be expected to present to the class (in 3-5 minutes) your observations and questions based upon one of the weekly readings, submitting a one-page paper (single spaced) that reflects these observations and questions to the instructors. The purpose of these O&Q papers is to:

1. Share your insights and questions with the class to generate further conversation
2. Clarify a key idea and or term
3. Relate new knowledge to previously studied ideas and concepts
4. Compare and contrast concepts or hermeneutic theories
5. Speculate about implications of a particular theory for textual interpretation.

Each O & Q paper should include the following:

1. At least one significant observation that you have about a particular assigned reading;
2. At least one significant question you have about a particular assigned reading

There will be an opportunity during the first class to select the days/topics for completing this assignment. You will likely be sharing days to present with other students from the class, and so coordinating with others on the designated readings for that day will be necessary. Sharing your findings with the class should not exceed 5 minutes.

The O & Q assignments will be assessed with reference to the following criteria:

1. Demonstrates clarity of expression
2. Shows nuance in understanding key ideas and concepts
3. Demonstrates substance in critical analysis
4. Displays creative insight in engaging materials

## 9. REFLECTION PAPER (Due Oct. 20)

Reflection paper (1200-1500 words including footnotes):

Discuss your research project vis-à-vis “The Craft of Research” (by Wayne Booth), particularly sections II and III.

<http://is.cuni.cz/studium/predmety/index.php?do=download&did=53831&kod=JMM003>

This is *not* a project oriented toward analysis of Booth’s material, but rather primarily an opportunity for you to focus and develop your research project, querying its ‘research’ value and scope, character of its questions, identification of key problems and their significance, appropriate connection with and use of various sources, and the nature of its claims, arguments and warrants.

An additional item to consider, going beyond material addressed in Booth’s book, is how your project is ‘theological’, that is, located in a graduate program in theological studies. To address this, you may wish to interact with Edward Farley’s book or other readings from the course (and beyond).

The paper will be assessed with reference to the following criteria:

- Written clearly: grammatically correct and organized well.
- Focused identification of your research project and its nature/scope (e.g., key themes, claims, argument, and significance).
- Appropriate interaction with Booth’s text and use of sources germane to your research project.
- Critical reflection and analysis (e.g., shows an understanding of the connections between themes/issues and their implications, an awareness of possible problems/limitations, and engages texts thoughtfully).

## 10. RESEARCH PAPER (50%, final version due Dec. 11, 4:00 pm)

The paper should be approximately 5000 words (including bibliography).

This is a traditional academic paper. The paper will be graded on your ability to identify an interesting question relating to fundamental aspects of research and scholarship, research methods and/or other aspects of professional scholarship. All topics must be approved in advance.

Excellent papers:

1. State and defend a thesis. The thesis statement (or “claim”) is what you will seek to prove in your research paper. It should consist of 1-3 sentences that are specific, clear, concise and unambiguous. Please email the instructors a copy of your thesis statement/argument on or before this date.

[https://www.wlu.ca/forms/1849/Thesis\\_Statement.pdf](https://www.wlu.ca/forms/1849/Thesis_Statement.pdf)

<http://www.cws.illinois.edu/workshop/writers/tips/thesis/>

<http://www.wikihow.com/Write-a-Thesis-Statement>

<https://owl.english.purdue.edu/owl/resource/545/01/>

2. Your paper should clearly state what disciplinary approach(es) and/or interdisciplinary methods you will used.
3. Well-presented argument, without digression from the main theme. Focus your argument and make it clear, with good supporting evidence, with no extraneous material.
4. Use scholarly sources, and work with interdisciplinary sources, theories, and analytic or critical approaches. Any sentences or distinctive phrases taken from any source must be placed in quotation marks and the source must be cited. The source of any ideas that are not your own must also be cited in a footnote, even if you rephrase the concept in your own words. In all work, you are expected to respect intellectual property, and behave with utmost honesty and integrity. Plagiarism will not be tolerated in any form and will result in a failing grade on the assignment.
5. Conform to Turabian style guide (Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition). Make sure every footnote and bibliographic entry is correct. Do not list sources in your bibliography not are not cited in your footnotes. The paper must be linked to your annotated bibliography (that is, on the same topic).
6. Polish the paper with several revisions. Your writing must be free of spelling and punctuation errors and adhere to the basic rules of English grammar. Write in a clear, straight-forward style appropriate to academic prose. Writing should be well organized and present a clear and coherent argument.
7. Physical Format: The title page for all written work should include the title of the paper, the name of the course, the name of the professor, the date of submission, your name and your campus mailbox number. Times New Roman 12 point typeface should be used.
8. Extensions will be considered only in extreme cases, such as a death in the family, the hospitalization of yourself or a member of your immediate family, or a prolonged serious illness for which you require treatment by a physician.

9. **Late Assignments:** The grade for late papers will be reduced 5% per day late. Late reading logs will be reduced 50% and will not be accepted more than one week late. Extensions will not be granted due to the demands of ministry, work or other course.

## 11. COURSE POLICIES

1. **Accessibility:** Students with diverse learning styles are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach the instructors and/or the U of T Accessibility Office as soon as possible. It takes time to put disability related accommodations in place. The sooner you meet with a Disability Counselor at Accessibility Services, the quicker they can assist you to achieving your learning goals in this course. See the U of T web site: <http://www.sa.utoronto.ca/details.php?wscid=4>.
2. **Cell Phones:** Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.
3. **Use of Technology:** Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.
4. **Completion of AD Course work:** Extensions for outstanding advanced degreework are given at the discretion of the professor. However, extensions have an absolute deadline of the next trimester. Individual extensions cannot be granted beyond the end of the academic year (i.e., beyond the end of August).
5. **Beware of plagiarism:** Students who are unfamiliar with university standards may inadvertently plagiarize in their assignments and essays. It is important that all students familiarize themselves with the definition of plagiarism. Plagiarism, by definition, is the use of the work of another person without proper acknowledgement. It is very easy to commit plagiarism if you are careless in taking notes from your readings, and especially if you cut and paste excerpts from internet articles. Plagiarism could involve copying a single sentence, or even part of a sentence, from a book or article, without correctly citing the source. It could even involve rephrasing someone



else's words or idea, without giving credit to the author. In my experience, plagiarism is usually easily detected by the marker. Do not present someone else's idea as if it were your own.

Plagiarism is a serious crime. The penalties for plagiarism are severe and can include *expulsion from the university*. I am *required* by university law to expose *all* cases of plagiarism. Moreover, any assignment which shows evidence of plagiarism will be given a grade of zero (0). Do take every effort to avoid this academic crime. Students should read carefully the academic discipline policy on, and severe penalties for, plagiarism and cheating. These are set out in the University of Toronto's *Code of Behaviour on Academic Matters* available through the Office of the TST Director (cf. *TST Basic Degree Handbook*, p. 18).

6. All students must set up and activate a UTOR email address. It is every student's responsibility to check his or her UTOR email regularly. The college takes no responsibility for breaches of security because a student forwards their UTOR email to another account. Delivery failure for email forwarded to another account is not the responsibility of the college.

## 12. GRADING SCHEME

The grading scheme for this course, as with all TST and U of T courses, is as follows:

A+	90-100	profound and creative
A	85-89	outstanding
A-	80-84	excellent
B+	77-79	very good
B	73-76	good
B-	70-72	satisfactory at a post-baccalaureate level
FZ	0-69	failure

Please note that a grade of 73-76% is defined as "good." Therefore, if you do "good" work, you will receive a mark of 73-76%. If you expect a grade of 80% or higher, then you should aim at doing "excellent" or "outstanding" work.