



Course Syllabus
WYT3606H; WYT6606H
The Spatiality of God: Space, Place, and Architecture
in Christian Theology
Wycliffe College, Toronto School of Theology
Winter 2025

Instructor Information

Instructor: Prof. Joseph Mangina
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Course Identification

Course Number: 3000/6000 level
Course Format: In-class.
Course Name: *The Spatiality of God: Space, Place, and Architecture in Christian Theology*
Course Location: Wycliffe College, University of Toronto, St. George Campus
Class Times: TBD
Prerequisites: Systematic Theology I and II, or equivalent

Course Description

The course is an inquiry into a range of questions concerning spatiality that arise in Christian dogmatics. Is the triune God spatial? What is meant by divine “omnipresence”? How do divine space and created spaces differ, and how might they be said to interact? What are the spatial dimensions of the incarnation? Students will be introduced to methodological issues concerning the use of spatial theory in theology, as well as how to think about land and sacred places. Readings will include relevant

parts of Scripture as well as theologians who have addressed the topic, including Aquinas, Barth, Jenson, Sonderegger, Gorringer, Rae, and Cavanaugh. Other resources may include authors in such ancillary fields as architecture, anthropology, human geography, and other disciplines.

Course Resources

Required Text

§ Richard Kieckhefer, *Theology in Stone: Church Architecture from Byzantium to Berkeley*. Oxford: Oxford University Press, 2004. Available electronically through University of Toronto libraries or Internet Archive.

Course Website

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>.

Course Schedule

Note: an asterisk* indicates that we will read a selection from the text named.

Week 1

Course introduction. What are we talking about when we talk about "spatial theology"?

Come to class having read: Robert Jenson, "God, Space, and Architecture," available on Quercus.

Reading a space: Wycliffe College chapel

Week 2

The Spatiality of God and of Creatures (1)

Thomas Aquinas, *Summa Theologiae* Part I, Question 8, "The Existence of God in Things"

Katherine Sonderegger, *Systematic Theology* I, 66-85

John Webster, "The Immensity and Ubiquity of God," from *Confessing God*

Murray Rae, "The Spatiality of God," in *Trinitarian Theology After Barth*

§ Begin reading Richard Kieckhefer, *Theology in Stone: Church Architecture from Byzantium to Berkeley*, for discussion beginning in week 7

Week 3

The Spatiality of God and of Creatures (2)

Robert Jenson, “The Character of Creation” and “Time, Created Being, and Space,” *Systematic Theology II*, 17-49

Jeremy Begbie, “Room of One’s Own? Music, Space, and Freedom,” in Begbie, *Music, Modernity, and God*

Week 4

The Places of Creation: Scripture

John Inge, *A Christian Theology of Place**

Mari Joerstad, *The Hebrew Bible and Environmental Ethics**

Week 5

The Places of Creation: Theological Issues

Willie Jennings, *The Christian Imagination: Theology and the Origins of Race**

Mark Kinzer, *Jerusalem Crucified, Jerusalem Risen: the Resurrected Messiah, the Jewish People, and the Land of Promise**

Week 6

Understanding Church Spaces: A Recent Proposal

Part I: Methodological issues and criteria

Richard Kieckhefer, *Theology in Stone*, chapters 1-4

Week 7

Understanding Church Spaces: A Recent Proposal

Part II: Types of ecclesial space

Richard Kieckhefer, *Theology in Stone*, chapters 5-8

Week 8

Christ as Space: Incarnation

Selections from the Book of Exodus and the Fourth Gospel

Judith Lieu, "Temple and Synagogue in John"

Yves Congar, *The Mystery of the Temple** [Congar?][Torrance?][My section on Christological space & 5 forms of 'meno/dwelling?'][Rumsey chapter on Bonhoeffer/Christology]

Week 9

The Spaces of the Sacraments

Douglas Farrow, *Ascension and Ecclesia** - section summarizing spatial debates regarding the Eucharist
William T. Cavanaugh, *Theopolitical Imagination: Discovering the Liturgy as a Political Act in an Age of Consumerism**

Lecture by Christian architect and academic David Wang:

<https://m.youtube.com/watch?v=yV-4ba4K-c8>

Week 10

The Spatiality of the Church

Paul's Letter to the Ephesians, chapters 1-2; the Book of Revelation

Douglas Farrow, *Ascension and Ecclesia**

Susannah Ticciati, "Reconceiving the Boundaries of Home: The 'Oikology' of Ephesians." *IJST* 21, no. 4 (2019): 408–30.

Tiffany Robinson, "The Spatial Ontology of the Church"

Murray Rae, "Knowing & Dwelling," in *Architecture and Theology*

Week 11

Student presentations

Week 12

Student presentations

Course Learning Objectives, Basic Degree Level (Wycliffe College)

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

AREA OF OUTCOME	COURSE OUTCOMES By the end of this course, students will	COURSE ELEMENTS This outcome will be achieved through the following course elements
IN RESPECT OF GENERAL ACADEMIC SKILLS	... demonstrate the ability to read charitably and attentively texts concerning theology and space, form cogent arguments about their interpretation, and to engage in respectful dialogue with their peers.	Class discussion, book review, final paper
IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES	... demonstrate the ability to articulate classical dogmatic questions about the triune God, creation, and the church, as these intersect with issues of space and spatiality, and be able to discuss issues of method that arise in this area of theological inquiry.	Class discussion, final paper
IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION	... be able to reflect on the spatial assumptions that mark their own church tradition and/or ecclesial context, and reflect charitably on churches and church spaces different from their own.	Class discussion, presentation, final paper
IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP	... reflect articulately on the difference space makes for life in Christian community, and formulate an understanding of the implications of space as it affects their own ministry.	Class discussion, presentation, final paper

Course Learning Objectives, Graduate Level (TST)

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>EXPECTATIONS:</p> <p><i>In this course students are expected to demonstrate the following:</i></p>		
<p>1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and interdisciplinarity.</p>	<p>Students in this course will engage a range of key scriptural and texts in the area of spatial theology, such that they can make informed and sensitive judgments regarding this topic.</p>	<p>Class discussion, final paper</p>
<p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	<p>Students will analyze a particular ecclesial or other space, and identify theological questions arising from it, in dialogue with Scripture and relevant voices in the field.</p>	<p>Final paper</p>

<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>Students will demonstrate their grasp of key concepts in the area of spatial theology, both in themselves and as they relate to classical dogmatic loci (creation, doctrine of God, reconciliation, ecclesiology, etc.).</p>	<p>Class discussion, final paper</p>
<p>4. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<p>Students will interpret, articulate, and evaluate a range of texts and proposals related to spatial theology, and defend their interpretations in respectful dialogue with their peers.</p>	<p>Class discussion, presentation</p>
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</p>	<p>Students will recognize and evaluate the impact of culture, aesthetics, social context, and ecclesial tradition on theological proposals involving space and spatiality. They will also be able to identify persistent questions and tensions that arise in this area of theological inquiry.</p>	<p>Book review, final paper</p>

Evaluation

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

- 20% Participation, including reading log
- 30% Book Review
- 20% Class Presentation
- 30% Final Paper

- Participation: Students are expected to attend classes, participate in class discussion, and complete the required reading. A record of attendance will be kept, and a reading log will be provided in which to record required reading and class preparation. The reading log is due on

- Book Review: Students will write a review of one of the following three volumes:

§ Julio Bermudez, ed., *Transcending Architecture: Contemporary Views on Sacred Space* (Washington, D.C.: Catholic University of America Press, 2015)

§ John Inge, *A Christian Theology of Place* (London: Routledge, 2016)

§ David Wang, *Architecture and Sacrament: A Critical Theory* (New York: Routledge, 2020)

Basic degree students will write a review of 1200 - 1500 words. Advanced degree students will write a review of 2200-2500 words. Instructions on how to write a book review will be made available on Quercus. The review is due on

- Class Presentation: Each student will offer a brief (no more than 15 minute) interim report on the ecclesial space/place they have chosen to analyze in their final assignment. The report should use presentation software to help others visualize the space in question. These presentations will occur in weeks 11 and 12.
- Final Paper

Basic degree students will write a research paper of 3000 - 3500 words. Advanced degree students will write a research paper of 4000-4500 words. Whether BD or AD, the paper should offer a detailed study and analysis of a particular ecclesial or religious space. This could be the building where you yourself attend services, a church of particular historical or theological importance, or a created space marked by some

sacral dimension. Students should situate their chosen space in history, geography, and culture; discuss how the space is used in practice, and how well it serves the purposes for which it's intended; and relate it to Scripture and Christian doctrine in appropriate ways. Further details on the paper will be provided on Quercus.

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & 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

Grades without numerical equivalent:

CR Designates credit; has no numerical equivalent or grade point value

NCR Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF Standing deferred (a temporary extension)

INC Permanent incomplete; has no numerical equivalent or grade point value

WDR Withdrawal without academic penalty

AEG May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

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, policies found in the TST conjoint program handbooks, or college grading policy.

Additional Policies

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.

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 all papers 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. 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 Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Bibliography

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