



Institute for Christian Studies
Institutional Repository

Institute for Christian Studies. Academic Calendar. 2003-2004.

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The Institute for Christian Studies

2003 – 2004 Academic Calendar



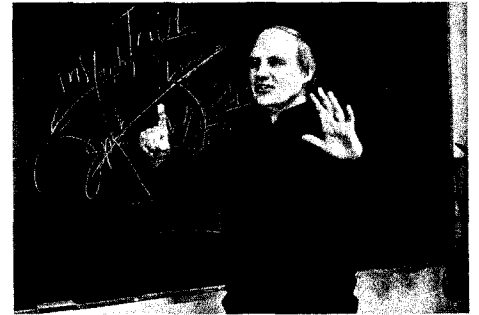
*ICS provides Christian graduates
the spiritual foundations of leadership
around the world to be effective in the
academic arena and in other areas of society.*



Our Mission

The Institute for Christian Studies provides graduate-level education inspired by the Gospel's claim that "All things were created in and through Jesus Christ, who is the source of wisdom and knowledge" (Colossians 1 and 2).

ICS addresses the spiritual foundations of learning and equips Christians around the world to be effective leaders in the academic arena and in other areas of society.



Who We Are

ICS is a member-supported Christian graduate school with a biblically-based mandate to advance Christian scholarship. ICS seeks to honour and proclaim Jesus Christ as the Redeemer of life and the Renewer of thought and learning through teaching, research and community service.

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rning and equips Christians
ve leaders in the academic
ociety.*



An Academic Community at Work

ICS equips students for academic and other vocations through unique programs of graduate-level education. Offering two master's degree programs and a doctoral program, ICS combines the advantages of a small graduate school with the expertise of a widely-published and established faculty. We have a formal link with the Free University in the Netherlands. ICS is also an Affiliated Member of the Toronto School of Theology at the University of Toronto and an Affiliate of the Council for Christian Colleges and Universities.



Community Life

ICS is an academic community. Students are referred to as 'Junior Members' and faculty as 'Senior Members.' Members of ICS participate in shared learning through seminar-style classes and a mentoring system. The community aspect of ICS is expressed not only in academic work, but also in worship and social activities.

Setting

The Institute for Christian Studies is located in the heart of Toronto, Ontario. Situated across the street from the University of Toronto, Canada's largest university, ICS has access to many of Canada's best research facilities. Toronto itself offers many opportunities: art galleries, theatres, concerts and more.

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Calendar

Summer Courses 2003

May 1-16

Fall Semester 2003

September	2	Orientation
	4	New Junior Member Registration
	5	Returning Junior Member Registration
	8	Classes Begin
	TBA	Fall Retreat
	25 - 26	Research Methods Course
October	20 - 24	Reading Week
November	TBA	Convocation
December	12	Classes End

Winter Semester 2004

January	5	Classes Begin
February	16 - 20	Reading Week
April	9	Classes End
	TBA	Spring Retreat

Summer Courses 2004

May TBA

Message from the President

Dear friend,

The Institute for Christian Studies offers you something unique.

The Institute has a special *mission*. We seek to honour Jesus Christ as the Redeemer of life and the Renewer of thought and learning. If you come to ICS, you will be part of a school that holds this conviction as integral to all teaching and research.

ICS has unique *programs*. Our Senior Members and Junior Members explore not only philosophy but a whole range of disciplines. Our research and teaching concentrate on 'hinge' issues in various fields — issues upon which the doors of understanding turn.

ICS is an academic *community*. We refer to our faculty as 'Senior Members' and our students as 'Junior Members.' Together they explore all "the treasures of wisdom and knowledge," which, according to Colossians 2:3, are hidden in Jesus Christ.

ICS has a special *setting*. We are located in the heart of Toronto, across the street from the University of Toronto, Canada's largest university. ICS Junior Members have ready access to the University's immense learning resources. And Toronto is a truly global city, offering unparalleled cultural diversity within an exciting urban environment.

ICS is a wonderful place for Junior Members who feel called to an academic career to hone their gifts. We offer master's and Ph.D. degrees, essential credentials for college and



university professors. ICS also welcomes Junior Members with other aspirations or commitments who want to explore a biblical world-view and its implications in a variety of vocational or cultural settings.

In today's fast-paced world, ours is a dynamic mission. As a school rooted in the Reformed tradition, we accept the call to be continually reforming; we strive to remain open to God's leading in relation to the cultural and intellectual issues of the day.

The Institute welcomes Junior Members who want to reflect deeply on the role of Christian faith in learning. I invite you to read on, and to consider joining in our important and exciting mission.

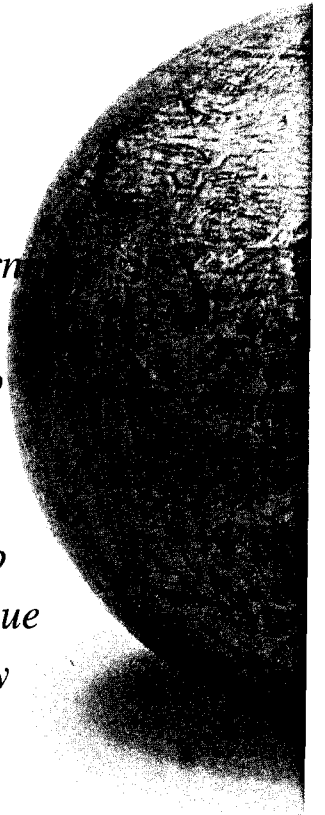
Harry Fernhout, President

We believe...

*...that everything was created
and redeemed by God through
Jesus Christ, and that he is the
key to wisdom and knowledge
(Colossians 1 & 2).*

Our values...

*Christ-centered learning
Biblical faithfulness
Integral scholarship
Excellent teaching
Cultural relevance
Spirit of partnership
Integrity and dialogue
Respect for diversity*



Our mission...

...is to provide Christian graduate education that addresses the spiritual foundations of learning and equips Christians around the world to be effective leaders in the academic arena and in other areas of society.



Our vision...

...is to witness to Christ in the academic arena by letting the gospel's message of healing, renewal and restoration shape our pursuit of knowledge and wisdom.

Who We Are

ICS Programs and Accreditation

The Institute for Christian Studies confers two degrees, the Master of Philosophical Foundations (M.Phil.F.) and the Master of Worldview Studies (M.W.S.), and offers, in cooperation with the Free University (Vrije Universiteit) in Amsterdam, the Netherlands, a program of studies leading to the degree of Doctor of Philosophy (Ph.D.). In addition, we offer a Certificate in Christian Studies.

Ph.D.

M.Phil.F.

M.W.S.

In Canada, provincial governments have jurisdiction over higher education and the granting of academic degrees. The Institute for Christian Studies operates under a charter granted by the Ontario Legislature in the *Institute for Christian Studies Act*, 1983 (amended in 1992).

The M.Phil.F. degree is awarded upon the successful completion of a minimum of two years of full-time study. The program requirements include the writing and oral defense of a thesis. The M.W.S. is awarded upon the successful completion of a one-year program consisting of eight courses.

In the Ph.D. program all the course work is offered by ICS and the pre-dissertation exam is

done under ICS supervision. The doctoral dissertation is jointly supervised by ICS and the Free University, and the Free University grants the degree after successful completion of the dissertation. While this cooperative program operates under a Ministerial Consent granted by the Ontario Ministry of Training, Colleges and Universities, the Ministry itself does not certify the joint program. However, the program offered at ICS is equivalent to the Free University's doctoral program.

In 2001 the Ontario Ministry of Training, Colleges and Universities created the Postsecondary Education Quality Assessment Board to evaluate applications for degree-granting authority, including programs currently operating under Ministerial Consent policy. The ICS-Free University doctoral program will be reviewed by the Board in 2003.

ICS Affiliations

Besides its formal link with the Free University, the Institute for Christian Studies is also an Affiliated Member of the Toronto School of Theology (TST) at the University of Toronto. The TST is a consortium of seven theological colleges, representing various Christian traditions. The seven Member Institutions are:

- Emmanuel College (United Church)
- Knox College (Presbyterian Church)
- Regis College (Roman Catholic: Jesuit)
- St. Augustine's Seminary (Roman Catholic: Diocesan)
- University of St. Michael's College (Roman Catholic: Basilian)
- Trinity College (Anglican)
- Wycliffe College (Anglican)



Vrije University



Emmanuel College



Regis College



St. Michael's College



Wycliffe College



McMaster Divinity College



Toronto School of Theology



Knox College



St. Augustine's Seminary



Trinity College



Conrad Grebel College



Council for Christian Colleges & Universities

The TST Member Institutions have over 90 senior faculty members and a combined enrollment of over 1000 graduate students in a wide variety of programs.

The other Affiliated Members of the TST are:

- Conrad Grebel College, Waterloo, Ontario (Mennonite)
- McMaster Divinity College, Hamilton, Ontario (Baptist)

The Institute's affiliation with TST is designed to foster extensive academic interaction. ICS Senior Members are cross-appointed as adjunct faculty of TST, and ICS courses are listed in the TST course calendar. TST students can take ICS courses for credit in the TST/University of Toronto degree programs, and ICS Junior Members can take TST courses for credit in their ICS programs.

ICS is also an Affiliate of the Council for Christian Colleges and Universities (CCCU) based in Washington, D.C. The CCCU consists of 104 colleges and universities (primarily in the USA) that share a commitment to an integral Christian undergraduate education. The CCCU has 55 affiliates in 20 nations.

Who We Are

ICS is a Christian institute of higher learning in the Reformed tradition. Its founders were profoundly aware of the pivotal role universities, and their graduate schools in particular, play in setting directions for culture and society. ICS opened its doors in 1967 with the conviction that a Christian graduate school could be a vital participant in the university's direction-setting work, and that by generating ideas and developing leaders could also contribute to the well being and cultural discernment of the body of believers as a whole.

It is our belief at ICS that all scholarship is subject to the spiritual struggle spoken of in the Christian scriptures. Whether scholars are busy elaborating effective analytic tools or deploying those tools to extend or correct our descriptions of the world, to endorse or warn against the concrete patterns that communities are asked to live by, they are contributing to the human community's movement towards or away from its Maker-Redeemer-Consummator.

The complexity of scholarship in the modern university is such that the discipline of theology can no longer function as the arbiter of what it means to work in a Christ-following and God-directed way across the disciplines. Spiritually, but also technically, trained eyes are needed to spot the traces of spiritual struggle within one's own disciplinary expertise.

For more than three and a half decades, ICS has strived to pursue this academic calling and to train Christian scholars to its radical sense of the scholarly task in and across the disciplines of philosophy and its history, theology, aesthetics, political theory, philosophical theology, biblical studies, education and worldview studies.

We address the several disciplines we study with a peculiar intent. In order to attend to the

trace of spiritual struggle, we work to identify what might be called the hinge issues or ideas in and across our disciplines. These hinge issues and ideas can be thought of as the pivotal questions from which the doors of our understanding hang and which allow them to move to and fro. We do this because it is our collective conviction and experience that these issues and ideas, when explored in conversation with the leading contemporary and historical figures and movements, expose most clearly what ideas shape life in conformity with the Christ revealed in the scriptures and what ideas do the opposite.

We trust that this approach to scholarship opens up alternatives to the habits of heart and mind that presently dominate the university and indeed our very lives. In this task, we seek to engage with critical fairness current schools of thought and cultural movements such as post-modernism, liberalism, pragmatism and feminism. In so doing we also subject our own assumptions to critical evaluation, thus characterizing ourselves as "reformational." In other words, we work within the Reformed intellectual tradition but always with an eye for self-critique and further reformation.

Those who come to study here (with whatever tradition they bring) can expect to be challenged, but can also expect to find support within a community of scholars united in their desire to honour the God of the scriptures as the Lord of learning. ICS continues its commitment to preparing new generations of Christians who will birth ideas that move the Christian community toward rather than away from God, that breathe the air of the Christian scriptures and of the Christ there revealed.

Integration of faith and learning

Janet Wesselius (Ph.D., 2001)

Instructor in Philosophy and Women's Studies, University of Alberta, Edmonton, Alberta

"ICS is unique in so many ways, but there are two ways in which it had the biggest impact on me. At ICS, Junior Members are not only steeped in a Christian philosophical tradition that espouses the integration of faith and learning, but are exposed to the daily examples of this integration in the research and teaching of the Senior Members. Perhaps more powerful yet, Junior Members are invited to participate in the experience of the community of ICS that every aspect of life — not only the intellectual — is lived in faith. I have deep gratitude and affection for ICS."

An invaluable foundation

David Koyzis, (M.Phil.F, 1982)

Professor of Political Science, Redeemer College, Ancaster, Ontario

"My studies in political theory under the late Dr. Bernard Zylstra helped to lay an invaluable foundation for further doctoral studies at Notre Dame and an eventual teaching career in political science at Redeemer University College."

An Academic Community at Work



Message from the Dean

St. Paul speaks of being all things to all people. That is too tall an order for ICS. What we do attempt to be is a scholarly community in which graduate level study of philosophy, its history, theology, political theory, biblical studies, aesthetics and the arts, and education is channeled through the prism of faith. It is something we do together and, when our doing is blessed, space is created for wonder to exist. There is, first of all, the wonder of the worlds we explore, the wonder of forging ever new concepts that bring order and insight into our explorations. Most importantly, there is the wonder of faith as it works its gracious magic upon those worlds, our explorations and, deepest of all, upon us intrepid explorers.

I've heard it said that we at ICS have been given the gift of doing full time what most Christian scholars can only do in the cracks, so to speak, of their busy lives. And what might that be? Making explicit the integrality and fruitfulness of faith-filled scholarly work. It is a rewarding adventure. I invite you to consider whether it is an adventure that is right for you.

A handwritten signature in black ink, appearing to read 'Bob Sweetman', with a long horizontal line extending to the right.

Bob Sweetman,
Academic Dean

Douglas Blomberg, Ph.D. (Sydney), M.Ed.St. (Monash) is professor of education. Blomberg served as principal and academic dean of the National Institute for Christian Education in Australia from 1996 – 2000. In North America, Blomberg participated in the Calvin Center for Christian Scholarship (1991 – 1992) and served as part-time professor of education at ICS from 1998 – 2000. Blomberg has edited numerous volumes, including *Reminding: Renewing the Mind in Learning*; *Humans Being: Essays Dedicated to Stuart Fowler*; and *A Vision with a Task: Christian Schooling for Responsive Discipleship*. He has also published many scholarly articles, including “Ways of Wisdom” in *Ways of Knowing: In Concert*. Blomberg’s research centers on the biblical perspective on wisdom, and he is currently working on a book exploring the implications of the biblical wisdom perspective for schooling. Blomberg was instrumental in setting up Australia’s first parent-controlled Christian senior high school and inaugurated Christian teacher education there in 1979. Blomberg’s thoughts on Christian scholarship and education:

“For most of the time in my professional life, I have been able to have ‘a foot in both camps’ — of educational theory and practice — and this in part explains my ongoing exploring of the relationship between the two.

“One philosopher of education told me that he was not concerned whether teachers read what he wrote, whereas I would see little point in what I do unless I were able to have at least some impact on what actually goes on in



schools. And for me, that means not only talking to teachers in ways that they will understand, but, first and foremost, listening to them.

“Life is a piece before the face of God, and our special task as scholars is to try and discern how it hangs together, not purely for its own sake, but in the service of others with different callings — for they also serve us.”

David Smith, Professor of German at Calvin College and ICS alumnus, writes about Doug’s teaching: “Studying with Doug means letting yourself in for close reading and careful examination of ideas. He has thought deeply about the connections between Christian faith and how we understand human knowing in the classroom, and he is a searching and insightful discussion partner. He brings a much-needed philosophical depth to the study of educational issues.”



Jonathan Chaplin, Ph.D. (London School of Economics and Political Science), M.Phil. (Institute for Christian Studies) is professor of political theory. Chaplin is completing a book entitled *Pluralism, Society and the State: Herman Dooyeweerd's Political Thought* and is co-editor of *Political Theory and Christian Vision: Essays in Memory of Bernard Zylstra*. He has published scholarly articles on a range of topics in Christian political theory including pluralism; democracy; state and society; Reformed and Catholic political thought; as well as numerous popular articles. He is currently chair of the Board of the Public Justice Resource Centre and a member of the Advisory Council of the Dooyeweerd Centre for Christian Philosophy and the Distinguished Advisory Panel of the "Civitas Program" based at the Center for Public Justice in Washington, D.C. He has served on the theology committee of the Canadian Ecumenical Jubilee Initiative and on the Social Action Commission of the Evangelical Fellowship of Canada. Jonathan writes:

"Encountering reformational philosophy was a deeply satisfying, stretching and enriching experience. I regard my time [as a Junior Member at ICS] as the most intellectually formative part of my life.

"Any credible Christian political theory and practice today must be ecumenically founded — one which drinks deeply, as well as critically, of the rich, centuries-long traditions of Christian political thought and appeals to the broadest possible range of Christian communities and contexts today.

"It has always seemed to me to be part of the genius of reformational political thought to offer the prospect of a Christian political perspective which is not simply a baptized version of some secular political ideology or other (or anti-ideology).

"The larger goal to which I hope my own work will make some modest contribution is to assist a new generation of Christian students of politics to engage wholeheartedly and with confidence in reflection and action that advances the common human struggle for a more just political community."

Junior Member Martijn Vroom on Jonathan:
"I came to ICS to learn more about the background of Christian political theory. What I found there was Jonathan Chaplin — in him I found a very caring, patient mentor, who not only led me to a whole new meadow of knowledge, but also showed me how to rephrase certain questions and ideas I had brought with me, in order to enable me to find my own way within the framework of the Christian tradition."

Adrienne Dengerink Chaplin, Ph.D.

(Free University) joined the ICS faculty as professor of philosophical aesthetics in January, 1999. She studied philosophy, art history and violin at the Free University and the Sweelinck Conservatory in Amsterdam and lived and worked in Britain before moving to Toronto. Her Ph.D. thesis is entitled "Mind, Body and Art: The Problem of Meaning in the Cognitive Aesthetics of Susanne K. Langer." She recently co-authored a book with Hillary Brand called *Art and Soul: Signposts for Christians in the Arts*. Adrienne comments on her interests:

"At ICS I find an environment which offers the ideal academic basis for the further development of thinking biblically about philosophical issues related to art and aesthetics.

"My main interest in aesthetics has always been systematic as well as historic, but, apart from [Calvin] Seerveld and [Nicholas] Wolterstorff's considerable contributions, there is, as yet, no substantial body of systematic reformational aesthetics on which to draw.

"The insights of Susanne K. Langer and Maurice Merleau-Ponty are helping me to develop an aesthetics which does not only speak to the academic debates of our time but also to the lives of practicing artists. Such an aesthetics, I suggest, pays attention to the unique nature of art as a way of capturing the suggestive nuances of our affective pre-reflective experience, our lived encounter with the world. Rather than lifting us upwards and away from our creational reality art brings us into more intimate contact with it. As such it can nurture a deepening spirit of neighbourly sensitivity."



Junior Member Chris Cuthill writes about Adrienne: "Adrienne balances careful theoretical analysis with the intuitive wonder of an artist. With genuine sensitivity and lively wit, she engages both the abstract concerns of the philosophical tradition and concrete concerns of Christian painters, musicians and writers. She's a dedicated and faith-full Christian thinker who acknowledges her reformational heritage; she adds her unique and important voice to the inheritance."

Sylvia Keesmaat, D. Phil. (Oxford), M.A. (McMaster University), has been professor of biblical studies and hermeneutics since 1994. Specialising in the apostle Paul and New Testament interpretations of Israel's scriptures, she also publishes in the area of contemporary biblical hermeneutics and social justice. She is the author of *Paul and His Story: (Re) Interpreting the Exodus Tradition*, and the contributing editor of *The Advent of Justice: A Book of Meditations*. She has also published articles on the Sabbath, jubilee, the parables and various social justice issues. Keesmaat speaks widely on interpreting the Bible in our contemporary culture. She is currently working on a book about reading Colossians in a post-modern context. Quotes from story-teller Sylvia:

"My teaching of the Bible in Biblical Foundations has been one where we seek to immerse ourselves in the story while at the same time asking questions about how the story speaks to both our academic endeavours and our cultural situation. Similarly my courses on Paul and on postmodern challenges to the biblical text ask how the story remains alive given changing cultural circumstances and challenges."

"At the heart of this work is the deeper question about tradition and how we maintain a living Christian tradition. What aspects of the story are negotiable? What aspects are non-negotiable? How is the biblical story central in our teaching and education, in our living and social justice, in our preaching and comforting and suffering?"



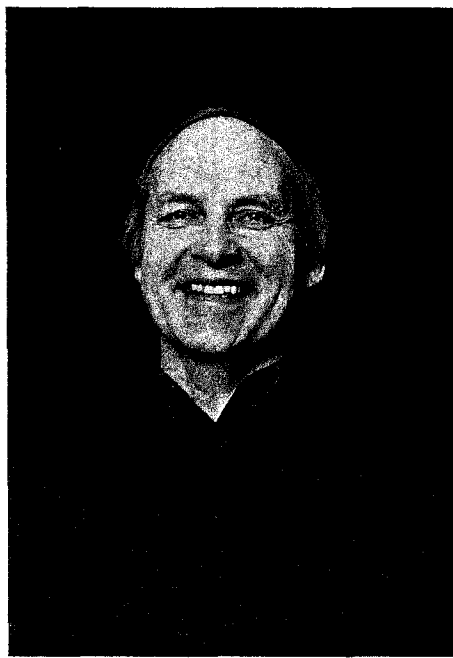
"All of these themes are central in the work that I do outside of the classroom in speaking to teachers, social justice advocates and pastors. All of these groups (and indeed most Christians) are trying to discern how this story of ours proclaims a word of hope, as story, and as our story, in a turbulent cultural climate. Proclaiming that word of hope, helping others to tell the story so that hope dawns, that is what my scholarly task is all about."

Junior Member Charleen Jongejan about Sylvia: *"Sylvia Keesmaat approaches biblical studies like the chips and salsa she consumes. Jeremiah's laments flavour Bruce Cockburn's musical cries, each commenting on contemporary culture prophetically. Sylvia's expansive grasp of the biblical narrative, current biblical scholarship and her own embodiment of Christian living spice her Junior Members' imaginations about Scripture and society."*

James Olthuis, Ph.D. (Free University), B.D., (Calvin College), is professor of philosophical theology. Olthuis joined the ICS faculty in 1968. He concentrates on philosophical anthropology, hermeneutics, ethics and psychotherapy. He has published *Facts, Values and Ethics: A Confrontation with Twentieth Century British Moral Philosophy*; *I Pledge You My Troth: A Christian View of Marriage, Family and Friendship*; *Keeping Our Troth: A Hermeneutics of Ultimacy: Peril or Promise*; and *The Beautiful Risk: A New Psychology of Loving and Being Loved*. He is the editor of *Knowing Other-wise, Towards an Ethics of Community and Religion With/out Religion*. Olthuis has a long list of scholarly articles, popular articles and book chapters on a variety of subjects, especially philosophical anthropology, postmodern philosophy, hermeneutics and psychotherapy. Jim's thoughts:

"I have found that the postmodern ethos, and in particular, Derrida's deconstruction, have opened up new spaces for philosophers and theologians of faith to be seen and heard as contributing players both in the academic world and the public realm at large.

"Personally, I have begun to frame the central question, not in terms of 'to be or not to be,' but in terms of 'to love or not to love.' Love is the difference that matters. Love is the Word of God by which the world was created, sustained and redeemed. As image-bearers of God who is love, we are gifted with and called to love. Despite the brokenness of sin and evil, in the redemption given us in Christ, we are re-gifted and re-called to a posture of being-with and suffering-with even as Emmanuel is



God-with-us. We sojourn together in the creation, i.e. in the wild spaces of love."

Junior Member Jamie VanderBerg comments: "There is something about Jim's demeanour, his posture, that draws you in. His excitement, his sympathetic ear, his understanding of philosophical currents are open invitations — invitations to learn from him, to read with him, to sojourn. There is something about Jim that convinces you to stay awhile."



Robert Sweetman, Ph.D. (University of Toronto), M.S.L. (Pontifical Institute for Mediaeval Studies) is professor of the history of philosophy. Sweetman joined the ICS faculty in 1991 after teaching several years at Calvin College in Michigan. Sweetman's published articles include "Thomas of Cantimpré, Performative Reading and Pastoral Care," "Plotting the Margins: The Management of Social Plurality in the Later Middle Ages," "Of Tall Tales and Small Stories: Postmodern 'Fragmatics' and the Christian Historian" and "Love, Understanding, and the Mystical Knowledge of God." He is currently working on two book-length manuscripts: *Exemplary Care: Dominican Friars, Women Religious and the Invention of Lay Christianity* and *In the Phrygian Mode: Neo-Calvinism, Antiquity and the Lamentations of Reformational Philosophy*. Robert comments on his emphasis:

"I combine in my biographical being three banes of Protestant family life. I am a missionary's child, a preacher's child and a (theology) professor's child. I have lived to tell the tale.

"I combine in my academic being post-Reformation faith and a heart for the pre-Reformation Latin tradition of faith. This fragment of information is significant. I have put it to myself this way: Give me a fence to sit on, and I will mistake it for a Lazy-Boy.

"I am committed to exploring the whole Latin tradition, especially those parts that appear offensive on a first reading because I am convinced that there is nothing unedifying in the tradition, that its survival into our present is intended for the flourishing of the faithful, that

especially in the face of the tradition's failures it is important to face the tradition head on, to work (to steal a line from Ralph McInerny) 'by ligature rather than rupture.' I do not view such a strategy as a denial of the suffering of those victimised by the tradition's failures, but rather precisely as a necessary attempt to give those sufferings meaning."

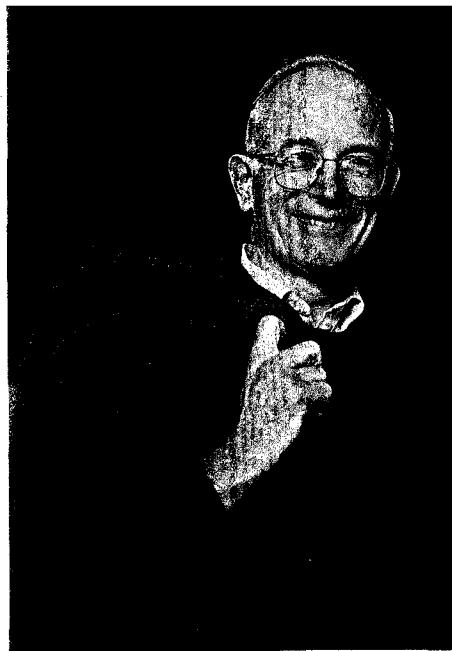
Junior Member Eric Kamphof: "Bob is a compassionate reader, teacher and mentor. His classes are something of a treasure hunt — archaeology for ideas that bear relevance to both Christian thought and our present concerns. Bob's encyclopaedic knowledge of the pre-modern offers both a frame, and often surprising suggestions to our postmodern questions — all within a critical, self-critical, reformational framework. I can't imagine that there are many medievalists in the continental tradition of reformed philosophy. Bob's classes, consequently, are both engaging and refreshingly anomalous."

George Vandervelde, Th.D. (Free University), B.D. (Calvin Seminary) joined the ICS faculty in 1977. Vandervelde teaches systematic theology at ICS as well as at Wycliffe College. Vandervelde is the co-chair of the World Evangelical Alliance — Roman Catholic International Consultation. He specialises in soteriology, pneumatology and ecclesiology. He is the author of *Original Sin: Two Major Trends in Contemporary Roman Catholic Reinterpretation* and has published articles on Karl Rahner, Edward Schillebeeckx, native spirituality, Evangelical-Roman Catholic issues, and on the nature, mission and unity of the church. He is also engaged in research and writing in the area of “the openness of God” theology. George’s focus:

“My doctoral work made very clear to me, not only the importance of philosophical underpinnings, but more specifically the importance of the basic philosophical/worldview frameworks and issues that had been singled out by reformational philosophy: the issue of the relationship between grace and nature, faith and theory, form and matter, freedom and necessity.

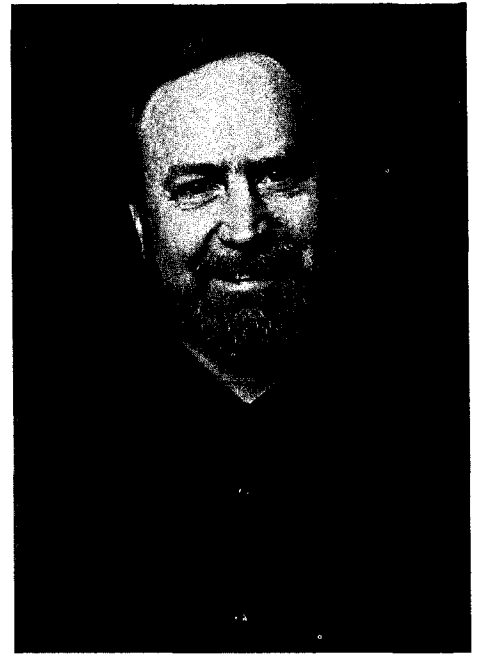
“In my own, somewhat rough and ready view, philosophy and theology are both general disciplines, intricately related, since both deal with the relation of structure and direction, with philosophy focusing thematically on structure, always keeping direction in view (rear-view mirror, perhaps), while theology focuses on direction, always keeping structure in view.

“I have gradually moved into issues of ecclesiology, gospel and culture, and ecumenism, as my areas of concentration. I think this is related to never having quite left behind the fork in



the road between academic theology and engagement in the mission of the church”

Junior Member Danny Swick’s thoughts:
“George Vandervelde’s insight into ecumenism, formed largely through his own ecumenical activity, may be his most valuable attribute as a teacher. Certainly, the breadth of his scholarship, which spans a wide variety of theological themes, thinkers and traditions, commends him to his Junior Members. But it is the way his passion for the unity of the church shapes his erudition that makes him a great teacher. Aside from this, he is deeply interested in his Junior Members and demonstrates this by his attentive listening to their comments in class, his interactions with them out of class and his close readings of their work.”



Lambert Zuidervaat, Ph.D. (Free University, Amsterdam), M.Phil. (Institute for Christian Studies) is professor of systematic philosophy. His primary interests are philosophy of discourse, social philosophy and continental philosophy. Zuidervaat is the author of *Adorno's Aesthetic Theory: The Redemption of Illusion*, co-author of *Dancing in the Dark: Youth, Popular Culture, and the Electronic Media*, and senior co-editor of three books: *Pledges of Jubilee; Essays on the Arts and Culture; The Semblance of Subjectivity: Essays in Adorno's Aesthetic Theory*; and *Arts, Community and Cultural Democracy*. Before joining the ICS faculty, Zuidervaat taught philosophy at The King's University College in Edmonton, Alberta (1981 – 1985) and at Calvin College in Grand Rapids, Michigan (1985 – 2002), where he was Philosophy Department chair and vice chair of the Faculty Senate. He has also served as board president and Capital Campaign co-chair at the Urban Institute for Contemporary Arts in Grand Rapids, the largest multidisciplinary contemporary arts center in Michigan. Lambert writes:

"ICS has been my spiritual and intellectual community for more than thirty years. Joining the faculty in 2002 was like returning home. I am eager to work with committed and gifted graduate students and to address central issues of contemporary philosophy."

"My research and teaching draw extensively from two European schools of thought: the 'Frankfurt School' of critical theory and the 'Amsterdam School' of reformational thought. Both schools view philosophy as an interdisciplinary enterprise, and both offer insightful cri-

tiques of western society. I also pay attention to other strands of contemporary philosophy, both continental and analytic, including work in 'Reformed epistemology.' My scholarship draws upon extensive historical research; it is culturally engaged; and it has a systematic focus.

"ICS is an excellent place for me to help rearticulate the reformational tradition, in conversation with other traditions."

Former Junior Member Shannon Hoff:
"Lambert Zuidervaat combines the rigorous study of philosophy with an energetic dedication to the communities in which it takes place. His approach to the task of reflective thought expresses this dual commitment—it is theoretical and situated, whether political, social, or aesthetic. His dedication to students is similar; he engages with them not as mere companions in thinking, but as fellow citizens of a world that needs our attention and commitment. The challenge of this type of scope is immense, and for it to be undertaken by students requires passion and abilities that teachers like Lambert inspire."

Faculty Emeritus



Cavin Seerveld, Ph.D. (Free University),
Taught aesthetics from 1972 – 1995.



Hendrik Hart, Ph.D. (Free University),
Taught Systematic Philosophy from 1967 – 2001.
In Summer 2003 Hart will be teaching *Realism
and Objective Truth in Science and Religion:
Entering a Modernist-Postmodernist Discussion*.

Adjunct Faculty

M. Elaine Botha, Ph.D., Redeemer College,
Ontario
D. Vaden House, Ph.D., ICS, Ontario
William V. Rowe, Ph.D., University of
Scranton, Pennsylvania
Danie F.M. Strauss, Ph.D., University of the
Orange Free State, Republic of South Africa
Gideon Strauss, Ph.D., Christian Labour
Association of Canada

Distinguished Associates

Bob Goudzwaard, Ph.D., Free University,
Netherlands
Sander Griffioen, Ph.D., Free University,
Netherlands
Peter Schouls, Ph.D., University of New
Zealand, New Zealand
M.D. Stafleu, Ph.D., University of Utrecht,
Netherlands
Johan van der Hoeven, Ph.D., Free University,
Netherlands
N.T. Wright, D. Phil., Canon Theologian at
Westminster Abbey, UK



Senate Members of ICS

Bradley Breems, Trinity Christian College
Deborah Bowen, Redeemer University College
Barbara Carvill, Calvin College (*Chancellor*)
Paul Gooch, University of Toronto
Clarence Joldersma, Calvin College
Alyce Oosterhuis, The King's University
College
Nicholas Wolterstorff, Yale University
Divinity School (emeritus)

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Rika VanderLaan, Ontario (*Vice Chair*)

Admissions



Message from the Director of Student Services

What kind of person finds a home at ICS? Put simply, someone who wants to explore the role of faith in learning. Some come from a reformational tradition, and want to unearth more from that background. Others explore from rootedness in another tradition, with the hope of supplementing their worldview, or they come to take a look at some of the foundational issues around particular disciplines.

One must note that the exploration time has influence far beyond the academy. It is amazing how widespread the learning of ICS reaches, in the form of books, articles and, of course, people. Our graduates go on to become Christian leaders in their specific disciplines, whether they are advocates, professors, teachers, or influence their culture in areas of politics, art, education, or philosophy. All with the centrality of Jesus Christ, the Redeemer of life and Renewer of thought and learning.

A handwritten signature in black ink that reads "Pam Trondson".

Pam Trondson,
Director of Student Services

Admissions

Admission Requirements

The admission criteria for any ICS program include competence and readiness to undertake the kind of advanced study we offer. The official prerequisite for admission at the master's level is a four-year baccalaureate degree or its equivalent, preferably with an undergraduate concentration directly related to the applicant's intended field of study at ICS, and with an overall average of B+. For doctoral studies, a master's degree, including a thesis, in the area of intended study is required.

An applicant whose native language is not English must show evidence of competence to study and write in English at an advanced level. Such an applicant must achieve a minimum score of 250 on the TOEFL test. This test may be acquired from Educational Testing Services, Princeton, New Jersey, USA (www.toefl.org). Applicants must write the code number 9541 directly on their TOEFL exam for the test score to be mailed to ICS.

International Students

Persons from a country other than Canada must meet Canadian Immigration and Customs regulations for entrance into Canada. To obtain a student visa, a person must have a letter of acceptance as a full-time student at ICS and have proof of financial independence, such as a letter from a bank or a letter from a person or institution who will assume financial responsibility. With such credentials, student visas may be obtained from any Canadian consulate.

It is very difficult for non-Canadian Junior Members to obtain permission to work in Canada. Spouses of Junior Members, however, are generally allowed to work.

Full Time

For full-time study, the application should be submitted before March 31st in order to allow time for the processing of the application, for obtaining student visas and in order to be eligible for a financial award. The admission package must include all of the following:

- A completed application form (in the back of this calendar).
- A non-refundable application fee of \$40 (\$60 after March 31st).
- Official copies of all post-secondary school transcripts.
- Letters of academic reference commenting on the academic merits of the applicant's previous study and on her or his preparation and prospects for successful graduate study. For those applying to a master's program, two such letters are required. Three letters of academic reference are required for the doctoral program.
- One personal recommendation from someone who knows the applicant well and can comment on his or her purposefulness, maturity and personal readiness for graduate study.
- A substantial sample of the applicant's academic work showing an ability to research, write and critique, such as an essay or research paper.
- A statement of purpose indicating how study at ICS may help in the pursuit of academic and personal goals.

Part Time

Part-time students must complete the full application process if they are working towards a degree. The normal prerequisite for part-time study is a four-year baccalaureate degree in the appropriate field or its equivalent. Individuals may take a few courses for credit before committing to the full program. In this case, applicants must complete a course registration form and supply all post-secondary transcripts. Persons wishing to take courses for credit without working towards a degree can do so. Those who wish to audit a course must obtain the permission of the instructor before enrolling in a course.

Other opportunities

In addition to its semester-long graduate courses, ICS provides a number of other course opportunities. Summer and Interim courses occur to serve the needs of those who are interested in ICS, but are unable to take a semester-long course. There are distance education courses offered primarily for teachers. These can also be taken for credit toward the Worldview program. Many distance education courses are also approved for the OCSTA Christian School Teachers Certificate. Continuing education (non-credit) possibilities include auditing courses, correspondence courses, or attending open-to-the-public lectures. Individuals can also purchase books or our quarterly newsletter, *Perspective*. For more details, contact ICS.

Questions? Call 1-888-326-5347 or
email studentservices@icscanada.edu

Distance Education courses
are flagged by this symbol



*Our calling is to witness to
by letting the gospel's mess
restoration shape our pursu*



*Christ in the academic arena
of healing, renewal and
of knowledge and wisdom.*



An invitation to participate

Jeffrey Dudiak (Ph.D., 1998)

Assistant Professor of Philosophy, The King's University College, Edmonton, Alberta

"The opportunity for depth and breadth of reflection at ICS is enhanced by inviting Junior Members to participate in the ongoing and often cutting-edge research projects of their seasoned teacher mentors. These two dynamics define the spiritual and intellectual milieu of the Institute, and its special calling within the broader world of Christian scholarship. I am profoundly grateful to both the academic and supporting members of the ICS community for the irreplaceable contribution that ICS has made to my development as a scholar, and as a Christian."

Faith and scholarship all of one piece

Bernice Moreau (M.W.S., 1993)

Assistant Professor of Social Work, Carleton University, Ottawa, Ontario

"When I came to Canada twenty-five years ago to pursue my studies I experienced both overt and covert discrimination on the basis of my race and gender. I was so crushed and disheartened that I was determined to end my academic career at the M.A. level. Then someone encouraged me to enroll at the Institute for Christian Studies. There I was nurtured back by Christian scholars who reassured me that I had the ability to pursue academic work at the Ph.D. level. Much more importantly, they convinced me that my scholarship, my race, gender and Christian faith are all one piece. I thank God that ICS was there at a very important crossroads in my life."

Programs

M.W.S.

Master of Worldview Studies (M.W.S.)

This program is designed to explore a Christian worldview and its possible implications for important areas of cultural concern, including (but not limited to) specific disciplines. The Worldview Studies program is designed to serve those who are studying a specific discipline but do not wish to pursue the M.Phil.F. program and those who work specifically in the field of education.

General requirements for all Worldview Studies programs are:

- One semester course in biblical foundations
- One semester course in worldview foundations
- Six other courses



**Design your own program by looking
at the course listings on pages 42 to 49.**

The following specific requirements apply to people in various streams:

- Junior Members in a specific discipline are encouraged to take the core course in their discipline (see course listings), as well as any other courses in their discipline that are appropriate.
- Junior Members in the Education stream are encouraged to take all six of their other courses in Education.

The education stream is available, in part, on a distance education basis. The Institute has entered into a formal agreement with the National Institute for Christian Education (NICE) in Australia, to offer courses in North America that are part of NICE's Master of Educational Studies program. This program was accredited in 1997 by the state of New South Wales.

A number of ICS Worldview Studies program courses have been approved for credit towards the Christian School Teachers Certificate (CSTC) sponsored by the Ontario Christian School Teachers Association (OCSTA) in Ontario. Several courses offered at ICS have also been approved for credit towards the Administrator Certificate offered by Christian Schools International in Grand Rapids, Michigan.

M.Phil.F.

Master of Philosophical Foundations (M.Phil.F.)

The Master of Philosophical Foundations is a two to three year program consisting of 12 courses and a thesis, designed for those who want a thorough, academic approach to the core issues of their fields of study as a means of developing their Christian understanding, and those who may eventually pursue doctoral studies.

The M.Phil.F. program begins with study in two fields that have an interrelating, interdisciplinary character: biblical studies and philosophy. The work culminates in a written thesis, which is defended orally.

At present, the available areas of concentration for a M.Phil.F. are:

- biblical studies
- education
- history of philosophy
- interdisciplinary studies
- philosophical aesthetics
- philosophical theology
- political theory
- systematic philosophy
- systematic theology

Admission Requirements: An undergraduate degree with a major in the planned area of study as well as a background in philosophy. A reading knowledge of one foreign language appropriate to the area of study is required and a text in that language will be assigned in a course, as part of guided readings, or in another appropriate way.

ICS awards the Master of Philosophical Foundations degree to Junior Members who successfully complete a program consisting of 16 units configured as follows:

- One semester course in biblical foundations
- One semester course in philosophical foundations
- Two semester core courses in the Junior Member's field of emphasis
- Two semester research courses (one each year) in the field of emphasis
- One semester-length interdisciplinary seminar (the IDS) to be taken in the second year of the program
- Four semester courses (up to two may be guided readings in the field of emphasis) of electives
- One guided reading in the first term of the second year in the area of one's thesis
- Thesis and exam (counts as four semester courses)

The thesis is a major paper, 60 to 100 pages in length, related to the Junior Member's major emphasis. It entails researched study of a topic, theme, or figure and should demonstrate that the Junior Member can work competently in his or her area of emphasis.

The M.Phil.F. oral examination comes at the completion of the thesis and is up to two hours in length. The exam focuses upon the thesis and includes an exploration of surrounding and supporting knowledge. The exam is conducted by the Junior Member's thesis committee.

Programs

Doctoral Studies Program (Ph.D.)

The doctoral studies program is offered in conjunction with the Free University in the Netherlands. A Junior Member may do all the coursework at ICS. The dissertation is supervised by both schools. The Ph.D. is awarded by the Free University. Doctoral studies are intended for those whose vocational goal is a life of scholarship and teaching in or related to philosophy or the philosophy of a particular field of study. At present, the available areas of concentration for a Ph.D. are:

- education
- history of philosophy
- interdisciplinary studies
- philosophical aesthetics
- philosophical theology
- political theory
- systematic philosophy
- systematic theology

Admission requirements: A master's degree with a major in the planned area of study as well as a background in philosophy. A Junior Member in the doctoral program is required to demonstrate reading proficiency in at least two languages, in addition to English, appropriate to his or her doctoral work. Additional courses may be required if the course content of the candidates' previous work does not provide sufficient preparation for aspects of doctoral study at the Institute. Normally candidates are informed of such additional requirements during the admission process.

At least two years of full-time study, comprising 12 semester courses and a pre-thesis examination, are required for the doctoral studies program.

The doctoral program requirements are divided into the following categories:

- I Four courses in general philosophy (i.e., not in the philosophy of a discipline). In the case of systematic philosophy candidates these courses will be in the history of philosophy and vice versa in the case of candidates in the history of philosophy.
- II Four seminars in one's area of concentration and an independent study in the proposed thesis area, normally, to be taken in the last semester of one's residency. The independent study in the thesis area is normally to cover 1,500 pages of literature and to result in a research paper of 20 pages and a thesis proposal of at least 15 pages, containing a brief explanation of the importance and relevance of the thesis topic, a précis, a detailed outline and a core bibliography.
- III Two electives (whether seminars or guided readings) that support either the candidate's philosophical base or the area of concentration; and one Interdisciplinary Seminar.
- IV A Thesis Examination on a list of works that are representative of the candidates work at ICS and that is developed by the candidate in conjunction with his or her mentor, an internal and an external examiner (a process coordinated by the candidate's mentor)
- V The completion and oral defense of a dissertation (at the Vrije Universiteit in Amsterdam and under the dual direction of an ICS and a VU supervisor).

Certificate in Christian Studies

The general program leading to the Certificate in Christian studies aims to introduce junior members, within the space of a year, to a systematic understanding of a Christian perspective in learning.

The program is designed for people whose main interest is academic and who want to work on a Christian perspective in a particular field. This program can be accepted as part of the first year in the M.Phil.F program. This year is usually looked upon as a supplement to further graduate study or professional training related to a field of interest.

ICS awards the certificate upon successful completion of six courses. The courses are selected from the regular course offerings of ICS. Normally, the following areas are required:

- One semester course in biblical foundations
- One semester course in philosophical foundations
- Two semester courses in a major emphasis
- Two semester courses in electives

Special Studies

ICS welcomes those who wish to enroll in courses and seminars without having to meet degree or certificate requirements. Qualified people may come to ICS for a year or longer to share in the community of scholars, and follow their own particular academic interests. We call this arrangement Special Studies. It is designed for people who have diverse interests to pursue, as well as for those who wish to work on a well-defined project. At any time after beginning Special Studies work, the Junior Member may apply to the Admissions Committee to enter a certificate or degree program. The Junior Member must then meet the requirements of the program she or he is seeking to enter and may apply for accreditation of work in Special Studies toward the chosen degree program.

**Design your own program by looking
at the course listings on pages 42 to 49.**

Interdisciplinary advantage

Stephen William Martin, (M.Phil. F., 1992)

Campus Minister, Dalhousie University

“ICS gave me the freedom to pursue knowledge in obedience to Christ. But, more than this, it taught me to pursue knowledge as obedience with my whole self — thinking, feeling and trusting — and in community with others. Following from this, I would say that the great gift of ICS to the academy and me is the interdisciplinary seminar (IDS). Thanks to IDS, I could tell my colleagues of the power of a shared worldview and philosophical framework — something even people within the same department at most universities can only look at with envy.”

Rich and unparalleled experience

Bruce Clemenger, Ph.D. candidate

Director, Centre for Faith and Public Life Evangelical Fellowship of Canada

“The opportunity to study at the ICS and explore the dynamics of a Christian approach to political theory has played a significant role in equipping me in my public policy work in Ottawa. Learning from and working with senior faculty of the calibre of Bernie Zylstra, Paul Marshall and now Jonathan Chaplin has been and continues to be a rich experience, unparalleled in any other grad school.”

Courses

Courses are selected in the fall of each year by the student and his/her mentor. This occurs during the registration process when all students meet individually with the Senior Member in their area of study. This mentoring relationship is designed not only to guide a Junior Member effectively through the requirements of the academic program, but also to enable him/her to develop their abilities as fully as possible.

The Toronto School of Theology at the University of Toronto also offers courses available to ICS students.

Courses are subject to change. Please see our website at www.icscanada.edu for updates.

Summer 2003

Realism and Objective Truth in Science and Religion: Entering a Modernist/Postmodernist Discussion

May 1-16, Henk Hart

No contemporary university faculty can escape being affected by the current realism/relativism or modernist/postmodernist discussions. This course explores the possibility that our more or less unitary ideas of truth and reality were once different in both science and religion, but have grown into one (especially in the Western world). Hence the question: which is better qualified to deal with truth and reality, science or religion, can be answered as a question with one denominator. But what if this common denominator has made science unnecessarily reductionist and religion unfaithful to its proper criteria? And if so, is there contemporary scholarly work that

could redirect both science and religion to negotiate truth and reality differently, though still cooperatively and, above all, fruitfully? Our exploration will center around answering these questions.

Worldview

Worldview Foundations

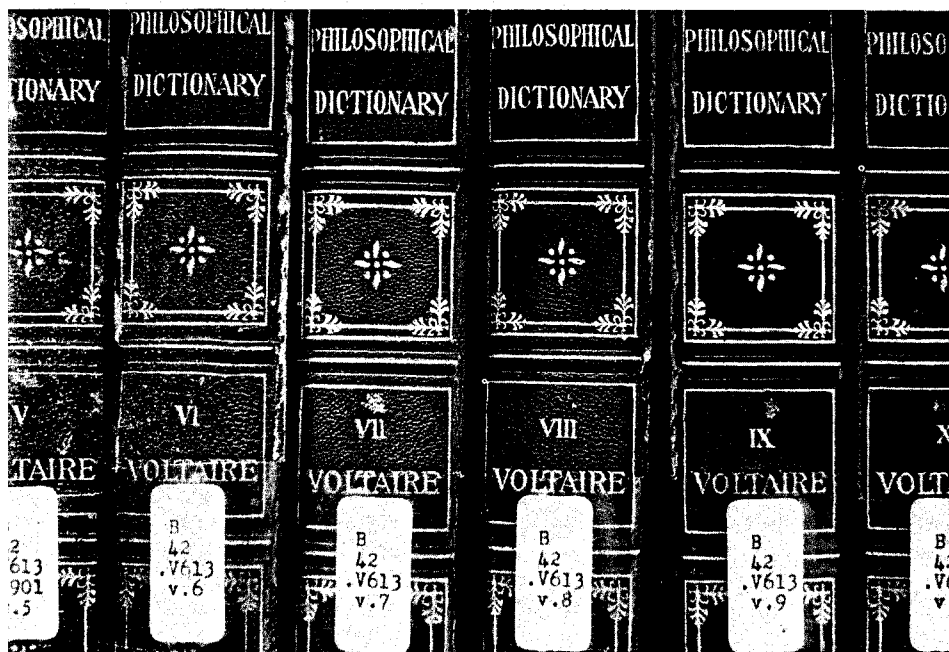
Fall 2003 Staff

In this course we will begin to locate the reformational tradition as part of the larger reformed tradition, in its continuities and distinctiveness. We will also examine some characteristic features of this tradition, particularly those that inform our view of God's world and our attempts to live out all aspects of our calling in all aspects of God's world. We will examine the role of philosophy within a reformational worldview and also look at some of its larger contours in a variety of Christian organisations.

Faith in Art

Fall 2003 Adrienne Dengerink Chaplin

How does our faith bear upon our understanding of art? What is the significance of art in our postmodern culture? How can the church become more in tune with the aesthetic dimension of life? What are the challenges facing Christian artists today? These and other questions will be explored in a weekly seminar around the books *Art and Soul: Signposts for Christians in the Arts* by Hillary Brand and Adrienne Chaplin and *Bearing Fresh Olive Leaves* by Calvin Seerveld.



From Ideology to Identity—the End of Politics as We Know It?

Fall 2003 Jonathan Chaplin

Today many experience a deep dissatisfaction with conventional politics, now increasingly seen as alienating, corrupt, remote, oppressive, or even just impotent or irrelevant. There is a perception that western societies have moved beyond the age of modern political ideologies which so typified the 19th and 20th centuries. Some propose that we have entered a post-historical age characterised by the triumph of consumerist liberal democracy. Others believe we have now entered a postmodern, post-ideological era in which political 'grand narratives' like conservatism,

socialism and liberalism have been superseded by local, particularist, or tribal manifestations of political allegiance such as feminism, ecologism, and politics of racial, ethnic, national, cultural, sexual and religious identity. Coupled with this is a disillusionment with traditional party politics and a move towards single-issue and 'social movement' politics. The course opens with an interpretive overview of the dominant ideologies of the modern age, and then moves on to explore various contemporary competitors for people's political loyalties. Throughout the course, there will be a focus on concrete political implications, and an eye on potential Christian insights into our current 'post-ideological' condition.

Courses

Relational Psychotherapy and Faith

Winter 2004 James Olthuis

Relational psychotherapy is an approach to counseling which envisions being-with as the heart of the psychotherapeutic process. The core features of a relational approach (empathy, re-stor(y)ing and transforming) and a four-stage “spiraling” model of therapy (attending to, journeying-with, birthing-with and transforming) will be introduced.

Naming the Revealed Mystery

Winter 2004 George Vandervelde

This course is an examination of the preponderance of masculine language for God both in the Scriptures and the Christian tradition. Key issues: significance of metaphor and analogy, the role of human experience and language for one’s image and experience of God, and being created as male-and-female image of God.

Biblical Foundations of Educational Decision Making (1500)

(By Distance Education) Fall 2003

Douglas Blomberg (Approved for Area II and IV of the OCSTA Christian School Teachers Certificate)



The practical decisions made in school communities require complex judgements that are rooted in responses to basic worldview questions. This course will examine significant issues in decisions about teaching, learning, curriculum, organisational structures and policy development. The intention is to enable participants to apply critical insight and spiritual discernment in decision-making, so that these decisions

reflect greater consistency with biblical revelation and a Christian worldview. The emphasis will be on current educational practice and the opportunity will be provided for participants to examine issues that are of particular relevance to their own context.

Teachers as Curriculum Developers (1530)

(By Distance Education) Winter 2004 Douglas Blomberg (Approved for Area III of the OCSTAD Christian School Teachers Certificate)

Various conceptions of curriculum and a wide range of strategies for curriculum development are explored in this course. Participants are engaged in a systematic examination of the practice of curriculum development in general and of school-based curriculum development in particular. While relevant theoretical issues are considered, the emphasis is on the practice of school-based curriculum development. The course aims to help teachers make choices in the design of curriculum units consistent with the aims and strategies of the school; develop a dynamically-structured approach to the development of curriculum; identify the basic religious issues in curriculum designs; and work with colleagues in developing educational programs that will reflect the vision of the school community in which they work.

**Course updates are
available online at
www.icscanada.edu**

Core

Philosophical Foundations

Fall 2003 Lambert Zuidervaart

An exploration of the central issues in philosophy, as addressed by Herman Dooyeweerd and the "Amsterdam School" of neoCalvinian thought. The course tests the relevance of the Reformational tradition for recent developments in Western philosophy. Special attention is given to critiques of foundationalism, metaphysics and modernity.

Biblical Foundations

Fall 2003 Sylvia Keesmaat

A grounding in the biblical story and a sense of how the various parts of that story relate to the whole are integral for scholarship and other cultural endeavours which seek to be faithful to the Christian walk. This course will explore the biblical story from start to finish in an attempt to discern its underlying worldview. Attention will be paid to the story of God and the way in which God's story is intertwined with that of humanity and the world. In addition, we will attempt to discern appropriate hermeneutical methods for reading this story in a way which has significance for present-day life and for the academic enterprise.

Social Structures and Normative Critique: Hegel, Marx and Dooyeweerd

Fall 2003 Lambert Zuidervaart

Two questions are central to social theory: (1) Which patterns and problems prevail in contemporary society? (2) How should the pat-

terns be explained and the problems be addressed? Philosophers after Kant have responded by identifying overarching structures of society and by articulating normative principles that support or challenge such structures. This seminar examines three distinct diagnoses that remain relevant for a wide range of social movements and academic disciplines: G.W.F. Hegel's philosophy of law and morality (*Philosophie des Rechts*), Karl Marx's critique of capitalism, and Herman Dooyeweerd's philosophy. This seminar aims to develop a critical theory of contemporary society.

Problemgeschichte and the History of Philosophy

Fall 2003 Bob Sweetman

This seminar examines the problem-historical approach to the history of philosophy developed within the reformational tradition underlying the work done at ICS, and does so against the background of its neo-Kantian precursors. A problem-historical approach will then be examined with a view to its role in philosophical construction and in identifying core and recurring issues in the history of philosophy so studied.

Hermeneutics, Deconstruction and Religion

Fall 2003 James Olthuis

This seminar will explore two of the leading movements in contemporary Continental philosophy, Hans-George Gadamer's "hermeneutics" and Jacques Derrida's "deconstruction" in terms of their influence on the interpretation of sacred texts.

Courses

God—Abiding Mystery

Fall 2003 George Vandervelde

God graciously reveals God's inmost being. Yet, God remains a mystery. What is the nature of this revealed and therefore knowable mystery? How does the reality of God as mystery affect our speaking of God, our theologizing "about" God? Theologians of different traditions have pointed to profound dimensions of the reality of God as mystery. Yet, to abide in the abiding mystery proves extremely difficult. This seminar will explore thematic expositions on the notion of mystery, mainly Christian theologians, but also Jewish writers. Secondly, the seminar will explore the degree to which theologians are able to abide in the mystery they profess. We will examine some traditional approaches to God's sovereignty and predestination, as well as theological critiques of predestination and foreknowledge, and ask whether both sides perhaps fail to heed mystery. We will pose the same question regarding various approaches to the issue of gendered language for God. Finally, some sample of postmodern reflections of the reality of God will be examined to explore whether it opens new perspectives on mystery.

Rawls, Reason and Religion

Fall 2003 Jonathan Chaplin

Many contemporary liberal political theorists remain preoccupied with the search for universally accessible, rational principles of justice which can legitimate a liberal democratic state and command widespread allegiance among its citizens irrespective of their comprehensive worldviews. This course will focus on John Rawl's reformulation of this search in *Political Liberalism* (1993, 1996) and its critical recep-

tion among those wishing to defend space for religiously inspired political activity and debate. Its aims are to acquire an understanding of how a set of interlocking themes central to political theory—especially justice, freedom, equality, neutrality, reason and consensus—cohere in the thought of the leading liberal philosopher of our age, and to explore important Christian responses to those themes. The first part of the course will consist of a detailed critical examination of *Political Liberalism*. In the second part, selected responses by theorists critical of Rawl's view of the religion will be examined.

Prelude to Aesthetics

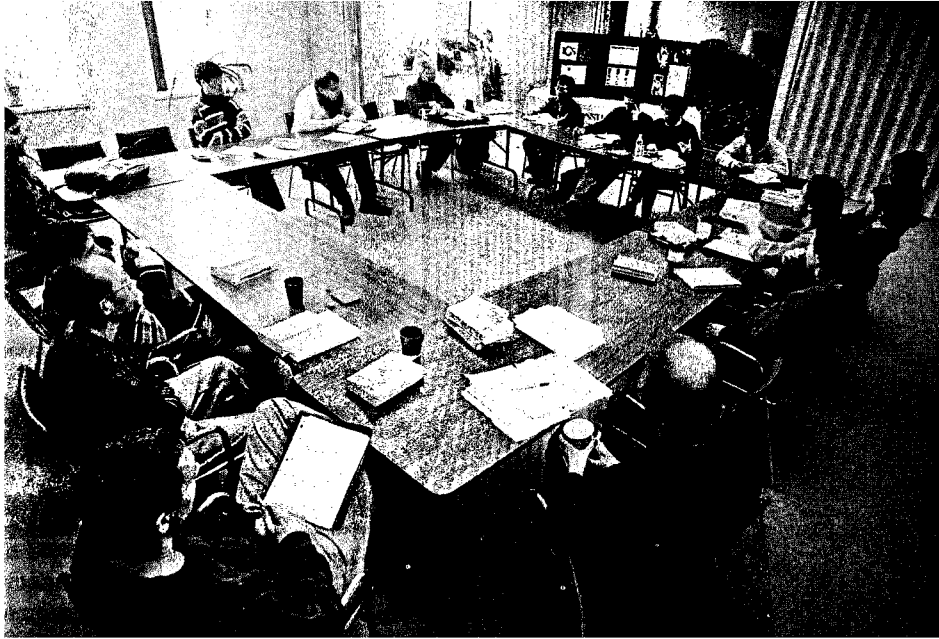
Fall 2003 Adrienne Dengerink Chaplin

Although the discipline of aesthetics under its current name cannot be traced back any further than Baumgarten's *Aesthetics* of 1750, its problems were taken care of by other disciplines long before that. Questions about the artist, his or her special gift and function in society, questions about poems, plays and other art works, their status and distinctive character, and questions about how spectators and audiences experience them, were first asked by Plato and Aristotle. In this course we will read and study some of the seminal texts of these thinkers with view to their relevance for the modern/post-modern debate.

Interdisciplinary Seminar

Winter 2004 ICS Senior Members

In keeping with ICS's tradition of multidisciplinary integration of scholarship, an all-senior member taught interdisciplinary seminar is offered each spring. The focus will be on how



our Christian orientation and the variety of disciplines provide an integrally coherent community of interpretation. The topic will be announced in the fall of 2003. Contact ICS for further details.

Research

Paradoxes of Progress: Habermas's Theory of Communicative Action

Winter 2004 Lambert Zuidervaat

Contemporary struggles over "globalization" echo debates about modernization in the previ-

ous two centuries. Kant, Hegel and Marx projected various paths to human progress paved by modern social forces: science and technology, capitalism, moral and cultural improvement, legal and political reform, social revolution. By 1900 Nietzsche, Weber and others had raised doubts about these paths, and in 1944 Horkheimer and Adorno's *Dialectic of Enlightenment* pointed out the regress in all modern progress. How should we understand philosophical theories of modernization and the sociocultural changes these theories address? By what criteria should supposed improvements in society be judged? To discuss such questions, this seminar will examine Jürgen



Habermas's *The Theory of Communicative Action*, a central work by Germany's leading social philosopher. It will also compare Habermas's complex diagnosis of modernization with alternative accounts given by liberation theology and reformational philosophy.

Paul, Story and Empire

Winter 2004 Sylvia Keesmaat

This course will focus on Paul's interpretation of his own tradition and the way in which it challenges his social context. We will explore the various ways in which the Bible was interpreted in second-temple Judaism, the symbolic universe and narrative substructure of

first-century Judaism and early Christianity, and the social context in which Paul was writing, particularly that of the Roman empire.

In the Beginning was Confession: Augustine, Rousseau and Derrida

Winter 2004 James Olthuis and Robert Sweetman

In this seminar we will explore the place of confession in the history of philosophy and in hermeneutical theory by attending to the "confessions" of Augustine, Rousseau and Derrida. In the western philosophical tradition "confession" has been considered a secondary, lower, or degraded form of knowing. This seminar

explores what might be called a counter-thesis, namely that confession is not only good for the soul, but in its turn toward otherness is constitutive of the soul itself. Moreover, it explores the thesis that written confession is not to be seen as something outside of philosophy but as the characteristic beginning of one of its perduring traditions.

Church, Kingdom, World

Winter 2004 George Vandervelde

Study of the nature and mission of the church against the background of classic, Catholic and Reformation approaches. Various ecclesiological models, images, and metaphors will be explored against the background of biblical material and as developed by Augustine, Luther, Calvin, and in Catholic theology. Basic issues such as the relation between nature and grace, among church, kingdom, and world, and between people of God and ordained ministry will be considered.

State and Civil Society in Christian Perspective

Winter 2004 Jonathan Chaplin

Over the last two decades the concept of "civil society" has occupied center stage in social and political theory in North America, Europe and elsewhere. The term is now used in very different senses across the political and intellectual spectrum, but in all its uses it captures a widespread retreat from both statist and liberal individualist models of society. Many thinkers look to the institutions and resources of "civil society" to overcome perceived deficiencies of states, markets and isolated individuals. The course will dig into the varied historical origins

of the currently competing definitions of "civil society" and explore their contrasting theoretical strengths and weaknesses, in the light of parallel Christian theoretical traditions.

The Aesthetics Of Merleau-Ponty

Winter 2004 Adrienne Dengerink Chaplin

This course will explore aesthetics as a study of sensation, perception and feeling as non-discursive modes of cognition. We will study Merleau-Ponty's philosophy of art and perception as it is rooted in his desire to recapture and describe this pre-reflective reciprocal interplay between the involved body and the environment. Particular attention will be paid to his notions of the visible and the invisible, eye and mind, depth and space, expression and gesture, colour and flesh. We will explore Merleau-Ponty's ideas against the backdrop of a Reformed Christian understanding of art and the aesthetic.

Summer 2004

Current Issues in Hermeneutics

May 2004 Sylvia Keesmaat

The plethora of interpretations of the biblical text itself is now matched by the variety of interpretive strategies employed by those wishing to interpret these texts. This course will broadly survey recent theories of interpretation and the ways in which they have contributed to the field of Biblical scholarship. Emphasis will shift from year to year between postmodern methods of interpretation (narratology, post-structuralism, ideological criticism), liberation theologies, and feminist and womanist writings.

A key to enter the world's thinkers

Joshua Lie (M.Phil.F, 2000)

"ICS gives me a key to enter the world's thinkers so I can develop my self-study for my ministry. I am interested in philosophical theology because it helps me to make theology relevant in our society. ICS is like a bridge between Bible (seminary) and 'newspapers' (world)."

Intellectual substance and nurture

Janet Read

Artist, Writer, Teacher

"I came to ICS to pursue one course in the master's level aesthetics program. As a practicing artist and teacher, I found intellectual substance and nurture that makes me impatient to sign up next fall. The warm caring atmosphere and sense of inclusion permeates every contact at ICS."

A beautiful atmosphere

Juma Ogeke, M.Phil.F Junior Member

"I have enjoyed the academic challenges of Christian scholarship. I have enjoyed what I perceive to be a beautiful atmosphere of Christian openness; accessibility to persons; friendship; free expression of academic and or doctrinal viewpoints without any intimidations despite differences; and communal care for the individual (which make ICS a family and a community)."

Financial Information

Tuition

Ph.D Program, Year 1 & 2: \$5,750/year
Ph.D. Program, Post Course Work: \$2,875/year

M.Phil.F Program Full Time
Year 1 & 2: \$5,750/year
M.Phil.F Program Part Time:
(thesis equivalent of 2 courses) \$750/course
M.Phil.F Program
Post Course Work \$2,875/year

M.W.S Program Full-time: \$3,150/year
M.W.S Program Part-time: \$395/course

Audit Fee for all courses: \$350/course

Above fees reflect the 2002/2003 academic year. For 2003/2004 fees please refer to the ICS website, www.icscanada.edu. Junior Members are expected to pay half of the year's tuition at registration in the fall and the remaining half at the beginning of the winter semester.

Additional fees

In addition to tuition, ICS requires that junior members pay the following additional fees:

- Library Card: \$100 per year
- Health Insurance (if required) at cost plus \$25 handling fee per year (to be paid in advance)
- Junior Member Activity Fee: \$25
- Application Fee: \$40
- Late Application Fee: \$60 (after March 31st)
- Registration Fee: \$25 per term (for part-time Junior Members only)
- Late Registration Fee: \$25 (for all Junior Members)
- Graduation fee: \$40

Financial Awards

ICS's financial awards program is used to supplement a Junior Member's other financial resources. Awards usually come in two forms: a direct grant and/or employment within the school. Financial awards are meant to be supplemented by other means such as loans and other funds or, for a Canadian student, part-time employment. A Canadian or U.S. student may qualify for a government guaranteed student loan. Information can be acquired from the Financial Aid Officer.

Full-time Junior Members who wish to apply for awards should complete and submit a financial aid application when they submit their admission application (Part-time and Special Studies Junior Members are not eligible for financial awards). An admission application must be fully completed before eligibility for awards are assessed. March 31st is the final date to apply for financial awards. Financial award application forms are available from Student Services.

At the beginning of the fall semester opportunities also exist for full-time Junior Members to apply for research or teaching assistantships.

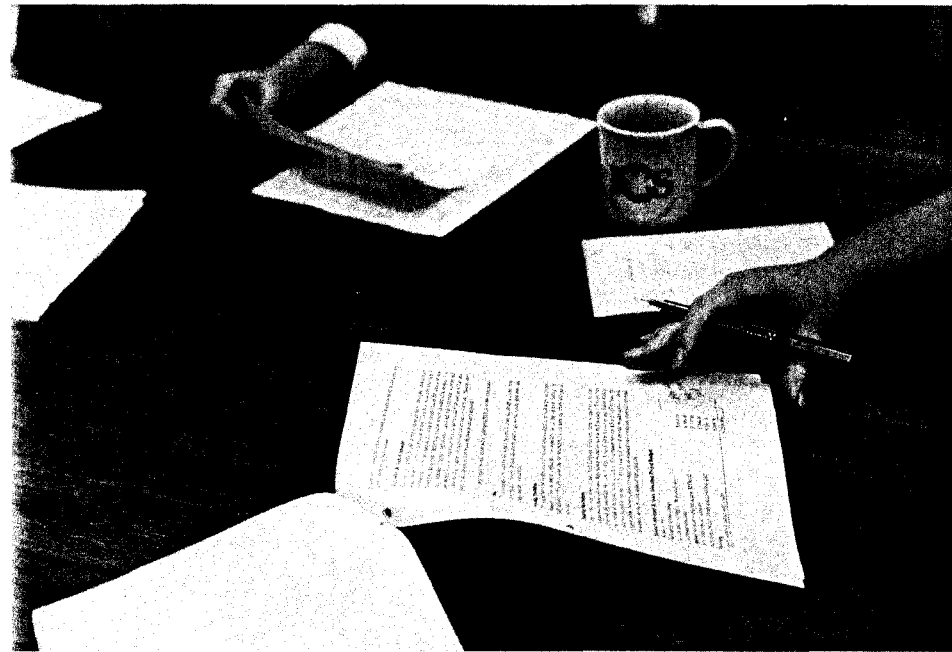
To receive a Financial Award form
contact the Student Services Coordinator
at 1-888-326-5347 or
studentservices@icscanada.edu

Scholarships

ICS has some significant scholarships available. Junior Members are not required to apply for scholarships separately. Rather, the financial award application and the admissions application are used to assess how scholarships will be distributed.

ICS scholarships include:

- The Bernard Zylstra Scholarship
- The Peter J. Steen Memorial Scholarship
- The Laura Dale Memorial Scholarship
- The Wilma Cumming Memorial Scholarship
- The Hendrika Slopsema Memorial Scholarship
- The "Summer Conferences" Tuition Assistance Bursary
- Entry Scholarships
- Dean's Award
- Student Life Award



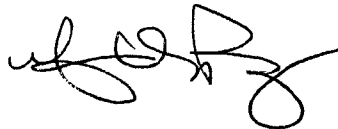
Community Life

A Message from a Junior Member

ICS is a community. As members of a community, Junior Members, Senior Members and Staff not only learn together, but also work together, worship together, support each other and challenge each other.

When a Junior Member comes to ICS, she learns that ICS is not just about books and minds, but also about personalities, laughter, and whole beings. Outside of the classroom, members of ICS participate in committees, chapel, socials and symposiums. All of these aspects of ICS life widen the experience of learning, and allow one to see how worldviews can shape life, not just theory.

I invite you to read on – to discover the community of ICS. I hope that this section gives you a glimpse of what ICS is: a community that values fun in addition to serious learning and one that can have fun while learning.



Natasja VanderBerg, Junior Member





Committees and Academic Council

Junior Members have the opportunity to participate in the activities of ICS, including serving on committees. Appointed committees range from the Curriculum Committee to the Social Committee. In addition, Junior Members representatives serve on Academic Council, which is the internal governing body, and on the Senate. All Junior Members are elected to committees and Academic Council by their peers, usually at the fall retreat.

Chapel

Once a week, all of the ICS community, Junior Members, Senior Members and Staff are invited to participate in a time of worship over the lunch hour. It is a time that includes prayer, songs, scripture reading and a reflection on a text. The goal is the building up of the ICS community. All have the opportunity to be involved in the leadership of chapel.

More than an academic community

Dianne Bergsma, Ph.D. candidate

Coordinator of the Ontario Public Interest Research Group and educator in the Centre for Women's Studies, Brock University, St. Catharines, Ontario

"I experience ICS not only as an academic community, but also a caring and worshipping community. My Christianity is affirmed in my scholarship, and conversations in the classroom, in the lunchroom, the library and in the hallways. All add to the joy of a participatory pedagogy!"

An exercise in practical ecumenism

Nada Conic, M.A.

Regis College, Toronto School of Theology, University of Toronto

"What I appreciate about ICS is its progressive, alternative and ecumenical stance. It has been most refreshing to be able to study medieval theology in a way that is both sympathetic and informed, yet from a non-Roman Catholic viewpoint. There is more freedom to conduct 'thought experiments' critically and undogmatically. Just being in the ICS environment is an exercise in practical ecumenism. It's a most welcome opportunity to 'absorb by osmosis' a tradition of Christianity I have thus far poorly understood. It's certainly a friendly and enjoyable way for me to arrive at a better, more inclusively Christian viewpoint."



Special Events

Many other events take place through ICS. These include Symposia (lectures given at ICS by guest speakers or our own Senior Members and Ph.D. Junior Members), Christianity and Learning Series, and other theme conferences and special lectures. We also organize Art Talks, an event in the spring with the arts as its emphasis, and a summer family conference in August. With Citizens for Public Justice and the University of Toronto nearby, other events take place that are of interest to those in the ICS community.

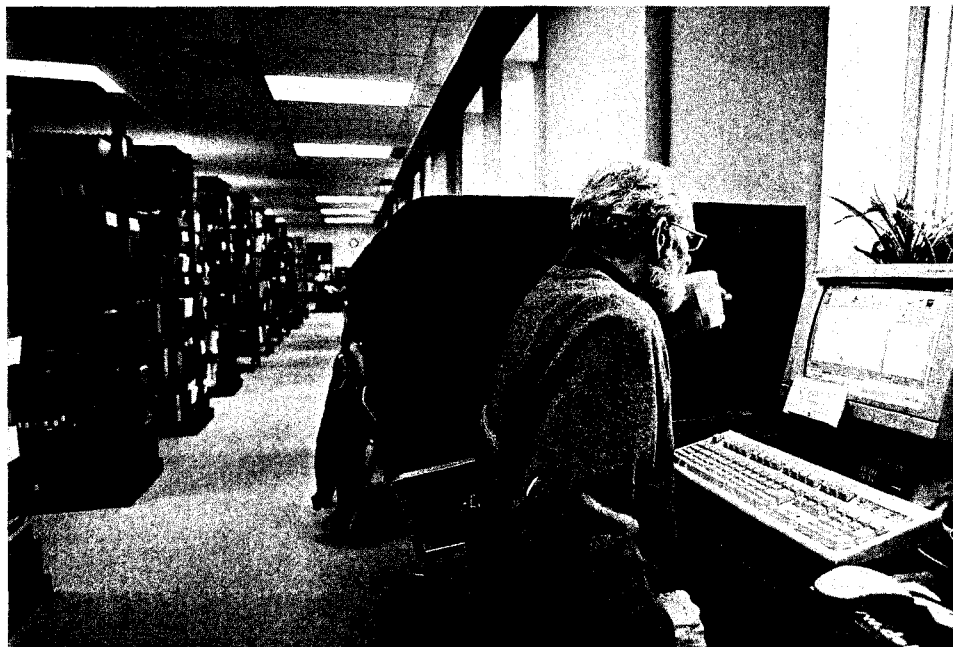
Retreat

Each year there are two opportunities to have time away together as a community. In the fall we get to know each other, in the spring we reflect on the year. Family members are welcome.

Socials

There is a social committee that plan events which have included outings around Toronto, potluck dinners, gatherings in homes, sports entertainment, outside activities and a Christmas party. We are located blocks away from the Royal Ontario Museum, CN Tower, Skydome, Art Gallery of Ontario and a number of famous theatres and great restaurants, which makes the potential for social gatherings endless.

Student Services



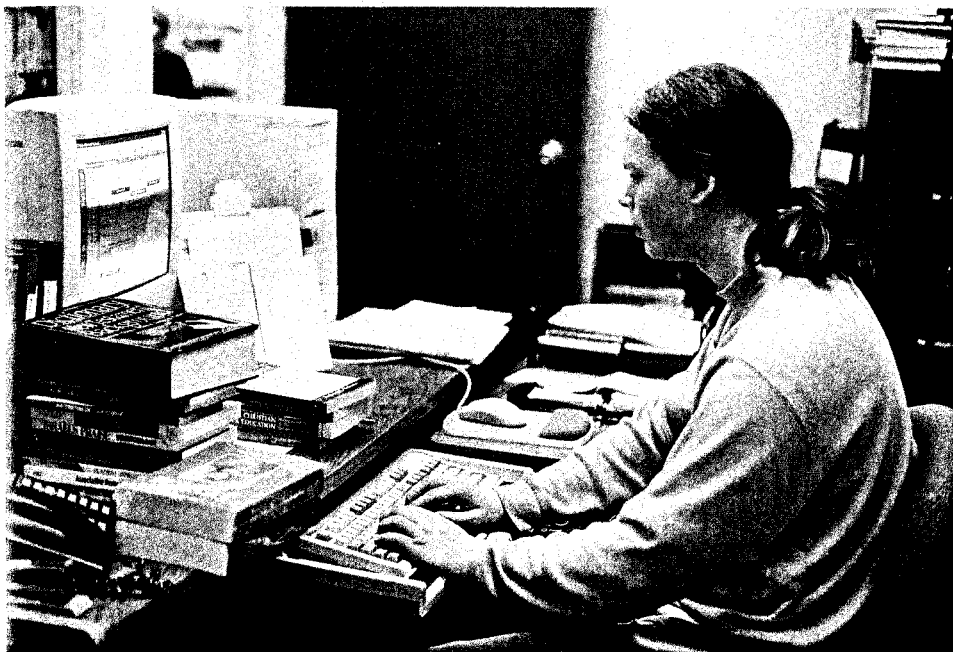
Research Facilities

The ICS Library exists primarily to serve the reference needs of Junior Members and Senior Members. The 25,000 volume circulating collection is centred on reformational and foundational studies, philosophy, philosophy of certain disciplines, biblical studies, and the Calvinian tradition. It includes collections of Herman Dooyeweerd, M. C. Smit and Bernard Zylstra. There are Dutch materials, dissertations from the Free University in Amsterdam, Junior Member theses and papers, and faculty works.

Junior Members may apply for individual study space in the library. The library provides online access to its holdings and to a variety of

other databases and electronic resources through the Internet.

Junior Members also have library privileges at the University of Toronto, including access to some five million volumes at Robarts Research Library. Junior Members may also use the public libraries, York University, the Toronto Reference Library and a number of special libraries (mostly in theology). The ICS Librarian is available for consultation on paper topics and sources.



Computer Facilities

Junior Members have access to at least three Internet-connected computers at ICS.

All Junior Members are entitled to have an icscanada.edu email account. Emails can be forwarded to another address or accessed within ICS. These accounts can also be made directly accessible from outside of ICS.

Student Services

Résumé Services

The Student Services Coordinator is available to assist Junior Members in preparing resumes and placement files. This service can be helpful to those Junior Members looking either for summer or full-time employment.

Junior Member Handbook

A Junior Member handbook is available for Junior Members. This handbook gives further details about course requirements, policies of ICS, and other pertinent information.

Housing

Although ICS does not have residence facilities, it is located in an area of Toronto that offers a wide range of housing for both single Junior Members and Junior Members with families. ICS seeks to gather information about potential housing situations but the responsibility for finding accommodation lies with Junior Members. General housing information and costs can be obtained from the Student Services Coordinator.

Visiting ICS

We welcome prospective students to consider coming to ICS for a visit. The Student Services Coordinator will be happy to coordinate a campus tour and an interview.



Contact Information

Please contact us, if you have any questions
or if we can help you in any way.

Pam Trondson,
Director of Student Services

Michelle Jones,
Student Services Coordinator



Questions?

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See our website at
www.icscanada.edu
for updates on events and courses

All photographs stevecarty.com