COURSE DESCRIPTION: In this course, we will examine systematic theological conceptions of final fulfillment in the Christian tradition, including conceptions of death, resurrection, judgment, heaven, hell, purgatory, the end and renewal of the world, apocalypse and _apokatastasis_. We will often make reference to the theology of Thomas Aquinas, but will also consider the work of Joachim of Fiore, Bonaventure, Rahner, von Balthasar, Pannenberg, Moltmann, and others. The course will provide students with a means of evaluating the theological implications of various options in eschatology. (3.0 units)

COURSE GOALS & OUTCOMES: Upon successful completion of this course, students will attain a deeper understanding of certain central issues in eschatology; they will be able to discuss these issues in oral and written form, to engage in dialogue about them, and to begin independent academic research on them. Specifically, students will be better able: (1) to characterize the eschatological positions of theologians they study; (2) to show how the positions taken in eschatology have consequences for other areas of theology, and (3) to conduct their own research on these issues, through attaining a better awareness of possible approaches to this subject matter.

FORMAT: Lecture and seminar; students will take turns presenting an evaluation of readings for each class, as well as leading discussions on their own work to other students in the class.

INTENDED AUDIENCE: Advanced MA Theology and doctoral students; advanced MDiv or other graduate students admitted with instructor’s permission.

REQUIREMENTS: (1) Attendance, (2) one to three Seminar Presentations/Discussions, and (3) a Research Proposal, Presentation, and Essay, as follows:

1. Attendance and active participation in class lecture and discussion. Any student who misses three or more classes cannot receive a grade for the course. (10% of grade)

2. Seminar Presentation(s) with Discussion. Each student, on one to three occasions, will offer a Seminar Presentation on a relevant topic and will lead a discussion about it with the class. (See “Guidelines for Participating in a Seminar,” pp. 5-6, below). The topic and the material concerning that topic are to be agreed upon by each presenter with me. ordinarily, each presentation is to last 10 to 20 minutes, with discussion lasting an additional 10 to 20 minutes. The number of students taking the class will affect how many times each student must prepare such a presentation, and perhaps the assigned duration of the presentation and discussion. The student may exercise considerable creativity in presenting material and leading discussions. If circumstances permit, a presenter may assign the other students brief texts in advance, either from class reading material or from other sources, in order to prepare the other students for his/her presentation. Each presentation is to be accompanied by a half-page written outline handed in to me (with a maximum length of 200 words, on one side of one page). (20% of grade)

3. A research Paper: This paper must be on a topic agreed upon by the professor and each student. The paper must be rather specific in what it demonstrates; however, it must also explain
the relevance of the topic to broader themes in eschatology and/or in theology in general. The paper is to be completed according to the following sequence of tasks:

**a. Possible Topics:** The student proposes one or more topics to pursue. Each should be practicable and should advance the student’s own learning goals. They are to be discussed with me and with the class.

**b. The Proposal:** This is to be submitted to me via e-mail in .doc or .docx format, with 200-600 words in main text, i.e., not counting notes, bibliography, etc. The filename should begin with your last name (e.g., SmithJ-Proposal). It is to include the topic title, a very brief **explanation**, including a **hypothesis** (a thesis statement that may be changed as research progresses), a simple description of the **method** and **procedures** to be followed, the kinds of **sources** to be used, an **outline** (which can be as simple as a few “bullet points”), and a partial **bibliography** (no more than one page). No proposal will be accepted without a thesis statement. (**10% of grade**)

**c. The Presentation:** Near the end of the course, each student will present his or her paper’s conclusions (**10% of grade**).

**d. The Paper:** This is to be e-mailed to the professor, in complete form, in .doc or .docx format, with 5000-7000 words in main text, i.e., not counting notes, bibliography, etc. Its format must correspond to the latest edition of “Turabian.”¹ The filename should begin with your last name (e.g., SmithJ-Paper). It must include a thesis statement in its introduction, and it must be subdivided, with a descriptive heading for each subdivision. (**50% of grade**)

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GRADES

A summary of grade composition is given in the following table:

1. Attendance: 10%

2. Seminar Presentation(s): 20%
   3b. Paper Proposal: 10%
   3c. Paper Presentation: 10%
   3d. Paper: 50%

Total: 100%

Grading Scale: A=100, A-=97, B+=93, B=90, B-=87, C+=83, C=80, C-=77, D+=73, D=70, F=0. No late work of any kind will be accepted (except, at my discretion, for very serious reasons).

Grades for papers are assigned according to my “Research Paper Grading Criteria” listed on the following two pages, which are based largely on DSPT’s Research Readiness Paper (RRP) Review Form, as well as DSPT’s Rubric for Life-long Learning and Rubric for Effective Leadership. The following table describes how grades are applied to students’ papers (applying analogously to presentations and other work):

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Description</th>
<th>R.P. Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Deep understanding and insights are expressed in a clear, penetrating, and engaging manner, with virtually no errors.</td>
<td>mostly “E”s, no “U”s</td>
</tr>
<tr>
<td>B</td>
<td>Content, structure, and expression are all adequate, free of significant faults.</td>
<td>no “U”s – or mostly “E”s with 1 or 2 “U”s</td>
</tr>
<tr>
<td>C</td>
<td>Effort is evident, but significant errors or shortcomings are also present.</td>
<td>a few “U”s</td>
</tr>
<tr>
<td>D</td>
<td>Many serious deficiencies in content, structure, and expression are present.</td>
<td>several “U”s</td>
</tr>
<tr>
<td>F</td>
<td>There is a failure to execute the most basic elements of the assignment.</td>
<td>mostly “U”s</td>
</tr>
</tbody>
</table>

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2 See the DSPT website for these Assessment forms (found among the Student Forms).
### Research Paper Grading Criteria

(Developed with the aid of Rubistar ©2010.)

<table>
<thead>
<tr>
<th>Style</th>
<th>E – scholarly standards achieved w/ Excellence</th>
<th>S - scholarly standards achieved Satisfactorily</th>
<th>U - scholarly standards achieved Unsatisfactorily</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a. Sentence Structure</strong></td>
<td>All sentences are well-constructed with appropriate variation in structure.</td>
<td>Nearly all sentences are well-constructed, with some variation in sentence structure.</td>
<td>Several sentences are not well-constructed, or there is too little variation in sentence structure.</td>
</tr>
<tr>
<td><strong>1b. Grammar &amp; Spelling</strong></td>
<td>Student makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Student makes very few errors in grammar or spelling that distract the reader from the content.</td>
<td>Student makes many errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td><strong>1c. Capitalization &amp; Punctuation</strong></td>
<td>Student makes no errors in capitalization or punctuation, so the essay is easy to read.</td>
<td>Student makes only a few errors in capitalization or punctuation, but the essay is still easy to read.</td>
<td>Student makes many errors in capitalization &amp;/or punctuation that often interrupt the flow.</td>
</tr>
<tr>
<td><strong>1d. Citation Procedures</strong></td>
<td>Student makes no errors in footnote or documentation procedures.</td>
<td>Student makes only a few errors in footnote or documentation procedures; no important information is lacking.</td>
<td>Student makes many errors in footnote or documentation procedures, and/or important information is lacking.</td>
</tr>
<tr>
<td><strong>Use of Resources</strong></td>
<td>E – scholarly standards achieved w/ Excellence</td>
<td>S - scholarly standards achieved Satisfactorily</td>
<td>U - scholarly standards achieved Unsatisfactorily</td>
</tr>
<tr>
<td><strong>2a. Accuracy</strong></td>
<td>All supportive facts and quotations are reported accurately.</td>
<td>Supportive facts and quotations are reported accurately, with only a few, minor exceptions.</td>
<td>Several supportive facts and quotations were inaccurately reported.</td>
</tr>
<tr>
<td><strong>2b. Quality of Sources</strong></td>
<td>All sources used for quotes and evidence are credible &amp; relevant. Sources are always cited where needed, extensively or with great thoroughness.</td>
<td>All sources used for quotes and evidence are credible &amp; relevant. Sources are always cited where needed.</td>
<td>Some sources are not credible; or are irrelevant; or sources are sometimes not cited where needed.</td>
</tr>
<tr>
<td><strong>2c. Primary Sources</strong></td>
<td>Student uses primary sources, incisively and accurately, as evidence for the main point and for other argumentation.</td>
<td>Student uses primary sources adequately as evidence for the main point and for other argumentation.</td>
<td>Student lacks primary sources where needed as evidence for the main point.</td>
</tr>
<tr>
<td><strong>2d. Secondary Sources</strong></td>
<td>Secondary sources often support student’s presentation well (e.g., explaining context, background, or implications).</td>
<td>Secondary sources sometimes support student’s presentation (e.g., explaining context, background, or implications).</td>
<td>Secondary sources (where available) that support student’s presentation are lacking.</td>
</tr>
<tr>
<td><strong>Presentation/Analysis</strong></td>
<td>E – scholarly standards achieved w/ Excellence</td>
<td>S - scholarly standards achieved Satisfactorily</td>
<td>U - scholarly standards achieved Unsatisfactorily</td>
</tr>
<tr>
<td><strong>3a. Introduction</strong></td>
<td>The Introduction explains the theme of the essay and outlines the main points to be discussed.</td>
<td>The Introduction presents the theme of the essay adequately.</td>
<td>The Introduction does not name the theme or does not preview what will be discussed.</td>
</tr>
<tr>
<td><strong>3b. Relevance</strong></td>
<td>Student explains direct connections between the paper’s ideas and the issues or concerns of contemporary Church, society, or academy, or offers creative arguments or proposals that show such connections.</td>
<td>Student briefly refers to some direct connections between the paper’s ideas and the issues or concerns of contemporary Church, society, or academy.</td>
<td>Student fails to point out the relevance of the paper’s ideas to the issues or concerns of contemporary Church, society, or academy.</td>
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<tr>
<td><strong>3c. Audience</strong></td>
<td>The paper’s content is suited to potential readers’ background, using vocabulary and arguments appropriate for that audience, while also anticipating readers’ questions and providing thorough answers appropriate for that audience.</td>
<td>The paper’s content is suited to potential readers’ background, using vocabulary and arguments appropriate for that audience.</td>
<td>It is not clear for whom the student is writing (or the student aims at an audience inappropriate for the assignment).</td>
</tr>
<tr>
<td><strong>3d. Thesis Statement</strong></td>
<td>A thesis statement clearly states what conclusion the student will demonstrate.</td>
<td>A thesis statement can be discerned, expressing the conclusion the student will demonstrate.</td>
<td>A thesis statement does not appear and is not even discernible.</td>
</tr>
<tr>
<td><strong>3e. Analysis</strong></td>
<td>Student shows and explains the important concepts, principles, or elements underlying the matter studied.</td>
<td>Student adequately shows concepts, principles, or elements underlying the matter studied.</td>
<td>Student does not adequately show concepts, principles, or elements underlying the matter studied.</td>
</tr>
<tr>
<td><strong>3f. Synthesis</strong></td>
<td>Student finds concepts or explanations that unify or categorize seemingly disparate elements, either with difficult subject matter, or in a creative or particularly incisive way.</td>
<td>Student adequately finds concepts or explanations that unify or categorize seemingly disparate elements.</td>
<td>Student does not adequately unify or categorize the subject matter at hand.</td>
</tr>
<tr>
<td><strong>3g. Reasoning</strong></td>
<td>Student’s reasoning is logical and penetrating, yielding important insights.</td>
<td>Student’s reasoning is free of major errors.</td>
<td>Student’s reasoning is flawed in at least one essential point, or contains several errors.</td>
</tr>
<tr>
<td><strong>3h. Sequencing</strong></td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the student’s train of thought.</td>
<td>Arguments and support are provided in an order that makes it possible to follow the student’s train of thought.</td>
<td>Some of the arguments or support are not in an expected or logical order, making it difficult to follow the student’s train of thought.</td>
</tr>
<tr>
<td><strong>3i. Transitions</strong></td>
<td>A variety of thoughtful transitions are used. They clearly show how ideas are connected.</td>
<td>Transitions adequately show how ideas are connected.</td>
<td>The transitions between ideas are often unclear or nonexistent.</td>
</tr>
<tr>
<td><strong>3j. Fairness</strong></td>
<td>Opposing views are stated accurately, evenhandedly, and thoroughly; or criticism of the student’s chosen position is significantly addressed.</td>
<td>Opposing views are stated accurately and evenhandedly.</td>
<td>Views opposed to that of the student are given inadequate or dismissive treatment; or views supporting the student’s position are accepted too uncritically.</td>
</tr>
<tr>
<td><strong>3k. Conclusion</strong></td>
<td>The conclusion clearly restates the student’s position and important implications of that position; areas for further exploration are also noted.</td>
<td>Student’s position is restated, with some consideration either of implications or areas for further exploration.</td>
<td>There is no true conclusion; the conclusion is either non-existent or contains mere generalities or irrelevant content.</td>
</tr>
</tbody>
</table>
GUIDELINES FOR PARTICIPATING IN A SEMINAR

Normally some specific text, or set of texts, or topic forms the basis of the discussion. The purpose of the discussion is to elicit insights, to develop a deeper understanding, to clarify the issues at stake, and to suggest areas for further exploration. Below are some guidelines, first for all Seminar Members (attendees), then for its Leader/Presenter.

For Seminar Members (non-presenters)

I. Do the reading in advance, taking notes upon it.

II. Listen actively to the presenter, taking notes for questions or issues for discussion. Consider the presentation. How does it capture the central argument of each text? Is it missing anything central? Are there implications of the argument that the presenter is not bringing to the surface? Be prepared to ask the presenter about these matters – in a constructive way.

III. Bring relevant outside material to the attention of the group, when appropriate.

For the Seminar Leader/Presenter

Preparation: Your presentation need not be “slick,” but it must be organized and coherent. For any passages or quotations that you want to use in your presentation, have them marked and ready for your use. Prepare in advance any handouts that will be needed for the discussion. Please use only what will aid discussion; limit it to one side of one sheet of paper if possible. Graphs or diagrams, outlines or bullet-point lists can be helpful. Long texts usually are not helpful. Prepare whatever audio/visual aids are needed. If you are using any technology, arrive early and test it. Have a backup plan in case the technology fails. (Beware: technology failure will not excuse you from presenting.) Stay within the established time limits.

The following is a suggested outline for leading a discussion. Your presentation may proceed differently. You will probably not be able to cover all the points listed.

I. Introduction: Usually, all of the following should be given at least some attention:

A. Tell us very briefly how you will proceed; i.e., list the parts of your discussion. If need be, announce the time limitations (for presentation and discussion), in line with those given by the instructor. State any conceptual limits, or other limits, that you may have chosen for your presentation.

B. Who wrote the piece or pieces under discussion? Give the relevant elements of their background or current status (give birth and death dates); do not repeat material if it has been included in a previous presentation.

C. What is the context for each text to be discussed? Is it part of a larger work? Are there any particular circumstances we need to know in order to interpret any of the texts? Mention any material from outside of the readings that should be brought into the discussion.

D. In a general way, what is the relevance of the issues discussed in the text(s)? How do they relate to broader issues, and to the goals of the class?
II. Contents of Texts, or Outline of the Topic: Identify the central issues at stake in the topic, and the various positions people might take on the topic. Identifying groups, people, or well-known writings that hold a particular position is also helpful.

A. If there is a single reading, give an overview of the argument of the reading, and the author’s main conclusions or positions. If there are multiple assigned readings, then try to connect them in addition to giving an overview of the arguments and conclusions.

B. Whether the there is one text or many (or one author or many), draw together whatever variety is present, either in a synthesis or by contrasting the various elements or ideas with one another. One or more of the following may help you to do this:
   1. describe the theory, system, or view of reality presented by the author(s); or
   2. describe a recurring theme, central idea, or “leitmotif” in a given author; or
   3. provide your own explanation, highlighting an underlying unity or key differences; or
   4. compare and contrast the different views that are presented, according to theories, systems, themes, or central ideas of the texts/authors.

C. Go deeper into the issues if possible. Recognizing that time is limited, any of the following may be pertinent:
   1. What sources is a given author drawing upon? Is he or she part of a school, movement, group, or shared outlook? Did anyone else’s work have a particularly strong influence?
   2. Why does any given author say what he or she says? What is each author trying to accomplish? How does the material discussed here fit within the broader goals of the author(s)?
   3. Is there an idea, person, group, or movement to which they are particularly opposed? Is there a debate that can shed light on the issues involved?
   4. How have these authors’ works been received, in the academy, the church, or society? What effect or impact have they had?

III. Conclusions, Implications, and Remaining Difficulties

A. Recall the main points of the readings. Explain what is most important.

B. Give your own reasoned view on the reading(s), author(s), or topic. Whatever your opinion is, give reasons for it. If you are unable to come to an opinion, state briefly why this is difficult.

C. Indicate any important implications of the position(s) taken by the author(s), and of your own position if it is different from that of the author(s).

D. Point out any areas that bear further research, thought, or development. Make references to other material if needed.

IV. Questions or issues for discussion

Pose a few questions, or give some examples for application of the ideas you covered, that will spark discussion; or try to stimulate discussion in some other way.

Adapted from http://pegasus.cc.ucf.edu/~janzb/courses/seminarleading.html, accessed 16 Feb 2012, and from the syllabus for HSSP-5474 by Fr. Augustine Thompson, Spring 2012, DSPT.
### PLAN FOR THE SEMESTER

*See list of texts on pages 10-12, following this plan.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Session topic</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.05</td>
<td><strong>Course introduction</strong></td>
<td></td>
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<tr>
<td>09.12</td>
<td><strong>Introduction to Eschatology.</strong> Walls, chaps. 1-5, pp. 23-109</td>
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<tr>
<td>09.19</td>
<td><strong>Eschatology and Method.</strong> Reqd.:</td>
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<td></td>
<td>O’Callaghan, <em>Christ Our Hope</em>, Preface and chap. 1, pp. vii-36;</td>
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<td></td>
<td>Rahner, “The Hermeneutics of Eschatological Assertions”;</td>
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<td>Pannenberg, “Theology and the Kingdom of God,” 51-71;</td>
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<tr>
<td></td>
<td>Walls, chap. 34, pp. 581-95.</td>
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<tr>
<td>09.26</td>
<td><strong>General Resurrection, part 1: Thomas Aquinas.</strong> Reqd.:</td>
<td></td>
</tr>
<tr>
<td>10.03</td>
<td><strong>General Resurrection, part 2: Recent Considerations.</strong> Reqd.:</td>
<td>Paper Topics discussed</td>
</tr>
<tr>
<td></td>
<td>Walls, chap. 21, pp. 384-98.</td>
<td></td>
</tr>
<tr>
<td>10.10</td>
<td><strong>Parousia and Judgment.</strong> Reqd.:</td>
<td>Proposal due</td>
</tr>
<tr>
<td></td>
<td>O’Callaghan, <em>Christ Our Hope</em>, chap. 2, pp. 39-73,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O’Callaghan, <em>Christ Our Hope</em>, chap. 5, pp. 13-48;</td>
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</tr>
<tr>
<td>10.17</td>
<td><strong>Eschatological Theologies &amp; Millenarianism.</strong> Reqd.:</td>
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<tr>
<td></td>
<td>Moltmann, <em>Theology of Hope</em>, 1-21 (Introduction);</td>
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<tr>
<td></td>
<td>Moltmann, “Christian Hope: Messianic or Transcendent?”;</td>
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<td></td>
<td>McGinn, “The Abbot and the Doctors”;</td>
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<td></td>
<td>St. Thomas Aquinas, <em>Summa Theologiae</em>, bk. I-II, q. 106, art. 4;</td>
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<tr>
<td></td>
<td>O’Callaghan, <em>Christ Our Hope</em>, chap. 8, pp. 225-49;</td>
<td></td>
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<tr>
<td>10.24</td>
<td><strong>Reading Week – no class session</strong></td>
<td></td>
</tr>
</tbody>
</table>
11.07 Theology of Death. Reqd.:
O’Callaghan, *Christ Our Hope*, chap. 9, pp. 253-85;
Rahner, *On the Theology of Death*, 13-31;

11.14 Afterlife: Judgment, Heaven, Purgatory, Limbo, Hell, Reincarnation. Reqd.:
John Paul II, General Audiences 21 & 28 July & 4 August, 1999;
O’Callaghan, *Christ Our Hope*, chap. 6, 149-88, and
O’Callaghan, *Christ Our Hope*, chap. 10, pp. 286-308;

11.21 Damnation or Apokatastasis. Reqd.:
O’Callaghan, *Christ Our Hope*, chap. 7, pp. 189-221;
Walls, chap. 25, pp. 446-61;

11.28 no class (Thanksgiving Break)

12.05 General Resurrection & Thomas Aquinas: Reception History. (readings to be determined)

12.12 Student Presentations. (readings to be determined)

TBD Eschatology and the Cosmos. Reqd.:
- or -
Student Presentations. (readings to be determined)

12.21 Papers due by 1 pm (not a class period)
REQUIRED READING


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Except for the books for which a cost is listed, all readings are to be supplied free of charge through means to be determined at the initial class session. All prices listed include shipping as found at www.bookfinder.com, unless otherwise specified (new/used, rounded up, US shipping included); prices may vary considerably. At the instructor’s discretion, additional, brief readings may be assigned as the course progresses, depending on the students’ needs or interests, or other considerations.

**Optional Reading**


*For more Bibliography, see O'Callaghan, cited above, and “GENERAL BIBLIOGRAPHY” below.*
GENERAL BIBLIOGRAPHY

Eschatology – General
For more Bibliography, see Paul O’Callaghan, Christ Our Hope: An Introduction to Eschatology (Washington, D.C.: Catholic University of America Press, 2011).


Eschatology – Biblical Studies


Eschatology – Apocalyptic


Eschatology – Theology of Death


Eschatology – Hell


Eschatology – Theology of History


**Eschatology – Balthasar, The Descent to the Dead, and Apocatastasis**


**Eschatology – Resurrection of the Dead**


**Eschatology – Resurrection in Death / Interim State**


**Eschatology – Medieval: Thomas Aquinas**


**Eschatology – Medieval: General**


Albert the Great. *Opera Omnia*. Ed. Institute of Albert the Great, Cologne. Münster: Aschendorff, 1951-.


**Eschatology – Karl Rahner (see also “Theology of Death” and “Resurrection in Death”)**


Eschatology – Joseph Ratzinger


