

Dominican School of Philosophy & Theology
Syllabus for ST-1091 – Theology: Nature & Method
Fall 2018 • Fridays, 12:40 pm to 3:30 pm • DSPT classroom TBD

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COURSE DESCRIPTION: This course (formerly titled “ST-1710 Theology: Method & Structure”) is an introduction to the nature, method, sources, and structure of theology, focusing on (but not limited to) the Roman Catholic tradition, including St. Thomas Aquinas in particular. Issues to be considered include: the nature and method of theology, the relationship between philosophy and theology, the theology of revelation, and the role of scripture, tradition, magisterium, faith, and reason in theology. The course also introduces students to writing research papers in theology (3.00 units).

COURSE GOALS AND OUTCOMES: Through this course, students will come to an introductory grasp of key issues in fundamental theology, concerning theological method, revelation, scripture, and tradition; they should also become better able to discuss these issues in oral and written form, to engage in dialogue about them, and to engage in independent academic research on them. Specifically, upon successful completion of the course, students will become better able (terms in underlined italics refer to the relevant DSPT MATH Program Outcomes, listed near the end of this syllabus):

- to describe and to apply the principles of theological method (*foundations, writing, presenting*);
- to describe the place of Scripture, tradition, Magisterium, faith, and philosophy in theology and to apply them in their own theological work (*foundations, writing, presenting*);
- to distinguish theology from other forms of inquiry (*foundations*);
- to use Church documents and the work of St. Thomas Aquinas for theological research (*foundations, writing, integrating*).

FORMAT: Lecture, discussion, and student presentations. In most class sessions, the majority of the time will be spent on lecture with questions and discussion, with some time for student reports and discussion.

INTENDED STUDENT PARTICIPANTS: This is an introductory-level Master’s course, intended for MDiv and MA students (and auditors with my permission). Although it is an introductory course, much of the subject matter is inherently difficult, due to its necessarily fundamental, theoretical, and philosophical nature. Thus, the course requires significant attention on the part of each student.

ASSIGNMENTS AND OTHER REQUIRED ACTIVITIES: Students will be required to attend class, to prepare oral presentations, to submit written assignments, and to take written exams. Specifically, students will be assessed on:

1. Attendance and Participation: Students' attendance and active participation in class lecture and discussion are integral parts of the course. Any student who misses **three or more classes** cannot receive a grade for the course. Quizzes on the assigned readings may also be given. Quizzes and Brief Assignments are not listed on the "Plan for the Semester" given below. (**10%** of grade)

2. Oral Reports with Outlines, and Brief Assignments: Students will be assigned (or, in some cases, will choose) texts from the assigned readings that they are to present to the class as **Oral Reports**. The student must prepare an **Outline** (no more than one side of one page) for each Oral Report. A copy of the Outline is to be submitted to me at that time. The number of students taking the class may affect how many times each student must prepare such reports. Each student should count on offering a report two to six times over the course of the semester. Certain **Brief Assignments** may be given, depending on the interests and abilities of the students. Brief Assignments and Oral Reports are not listed on the "Plan for the Semester" given below. (**10%** of grade)

3. Research Paper Proposal: Students are to do preparatory work **as if** for a research paper of 5000 to 7000 words in main text, **without writing the paper** itself. It is to be on a topic pertaining to the course's goals and outcomes, to be agreed upon by each student and me. The research must include not only the collection of bibliography, but also a significant amount of reading in the topic, so that an adequate Proposal, including a hypothesis, may be developed. The **Proposal** is to be completed according to the following assigned progression:

a. Topic Suggestions: Each student must put forward, orally in class, one to three potential themes or topics of interest for the student's own work, including possible **thesis statements** (hypotheses). Each student must be prepared to discuss these suggestions in class. Each topic (i) must concern one of the issues central to the nature or method of theology, and (ii) must involve some kind of **comparison**, such as a comparison of theologians on a topic, of the respective theological methods of two theologians, or of some other aspect related to the topics covered in the course. The topic or topics should suit the goals of the course and the student's own learning goals.¹ Each student must then consult me to obtain approval for the topic to be pursued. (**5%** of grade)

b. Initial Proposal: With one topic approved, the student must next submit the Initial Proposal electronically, with **400-600 words** in main text, i.e., not counting Outline or Bibliography (or notes, if any). The Initial Proposal is to **follow the DSPT's MA Thesis Proposal Guidelines form** (found at the DSPT website), **using that format** (with exceptions to be explained below). Thus, it is to begin with an **Information** header that includes student **name, title** of paper, **date**, and course number ("**ST-1091**"); an explanation of the **Scope and Nature** of the paper, including relevant background; a **Thesis Statement** (in this case, a hypothesis that could be revised as one pursued writing a research paper); **Description**, including (**a**) a description of **methodology** (a very brief description, of one to two sentences

¹ Advice for topics: Make sure the **topic** is precise and very limited. It may seem so small as to be insignificant, but, in fact, you will need to understand a great deal about the topic in order to do research on one particular area.

in length) and **(b)** a description of the project to be done, including a formal description of the **kinds of primary sources** to be consulted (**not** a bibliography, but a description of the criterion or criteria used to select the sources, e.g., “all of the author’s writings in which our topic is treated extensively”), as well as secondary sources, naming the reasons, in both cases, for choosing that kind of source, and **(c)** a brief **outline** (normally, as simple as a mere list of about three to five section headings); the likely **Significance** of the work, to the field, to Church and/or society; an initial **Bibliography** including all primary sources and 10-15 secondary sources (not meant to be exhaustive, but targeted at the needs of the paper), including at least some journal articles and some books, all in “Turabian” format.² This corresponds to DSPT’s *MA Thesis Proposal Guidelines* form, except for two differences: first, your proposal must include a brief section Outline; and second, the specification of the number of sources is different. **No Initial Proposal will be accepted without a thesis statement (or hypothesis)**. The student must then submit (**electronically**) the Initial Proposal for editing, to me and to **two** other students in the class (“respondents”), assigned by me. The filename of the saved file must begin with the student’s own surname and first initial, followed by a brief title (example for a student named Neal Emery: “EmeryN-InitProposal”).³ See the “Grading Criteria,” later in this syllabus, for further details on what is expected. (5% of grade)

c. Edited Copies: Each student will receive two Initial Proposals (from other students). Each student must then edit each of these received documents, making comments and corrections regarding substance, style, structure, spelling, grammar, etc. The student must then give two electronically **Edited Copies**, one for each of the two Initial Proposals, to both the writer and me. Please add “-ed” + your initials to the end of the original filename (example for a student named Cheryl Smalley for the Initial Proposal example above: “EmeryN-InitProposal-edCS”.) I will evaluate each respondent on the quality of his or her editing and comments. Among other things, responses may: 1. point out insights that one has found to be particularly noteworthy; 2. indicate problems or offer criticisms in a helpful and constructive manner; 3. suggest a solution to a difficulty, either in the ideas discussed or in the manner of the presentation. Respondents’ comments should be concise; a single sentence should normally suffice for each comment. The respondent may include an overall evaluation (comment and critique) of no more than 100 words. The total amount of time spent on editing each Initial Proposal (including reading, correcting, and commenting on it) should be no more than one hour. (5% of respondent’s grade)

d. Presentation: Each student is to give a very brief (5 min.) **Presentation** to the class on his or her own Initial Proposal’s hypothesis. Students are free to ask questions and to make constructive comments on the substance of the proposal. (5% of grade)

e. Final Proposal: The **Final Proposal** (submitted electronically) is then to be sent to me. It should include any needed revisions based on advice from me and from the other students. (20% of grade)

² See Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th ed. (Chicago: University of Chicago Press, 2018).

³ For any electronic files containing coursework or other work that you send to professors, students, and staff for all work at DSPT, I recommend that you begin its title with your surname and first initial (for example: SmithJ-Paper1), unless the intended recipient (e.g., a professor in a class) directs you otherwise.

4. Written Exams: Two Written Exams on the course content, addressing the central issues of the course, will be given, to be completed by the students in class. See the “Grading Criteria,” later in this syllabus, for further details on what is expected. (40% of grade)

Each written assignment is to be submitted by **computer copy**. It must include the student’s name, date, course number and title, professor’s name, and title of assignment; it must have 1” to 1.5” page margins, with page numbers on each page (at least beginning with page 2). All main-body text should be in 12-point type; work typically should be double-spaced.

EXPLANATION OF GRADES

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

| | |
|--|-----|
| 1. Attendance and Participation : | 10% |
| 2. Oral Reports, Outlines, & Brief Assignments: | 10% |
| 3a. Topic Suggestions (with brief presentation): | 5% |
| 3b. Initial Proposal (with brief presentation): | 5% |
| 3c. Edited Copies (of others' work): | 5% |
| 3d. Presentation: | 5% |
| 3e. Final Proposal: | 20% |
| 4. Written Exams: | 40% |

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 assignments and exams are assigned according to the rubrics on the following pages. The following table describes how grades are applied to students' work:

| <u>Grade</u> | <u>General Description</u> | <u>Grading Criteria</u> |
|--------------|--|---|
| A | Deep understanding and insights are expressed in a clear, penetrating, and engaging manner, with virtually no errors. | mostly "E"s & no "U"s |
| B | Content, structure, and expression are all adequate, free of significant faults. | no "U"s – or mostly "E"s with very few "U"s |
| C | Significant errors or shortcomings are present, although many basic elements of the assignment are done adequately. | a few "U"s, few or no "E"s |
| D | Many serious deficiencies in content, structure, and expression are present, although at least a few basic elements of the assignment are done adequately. | several "U"s, few or no "E"s |
| F | There is a failure to execute the most basic elements of the assignment. | mostly "U"s (or no work submitted) |

RESEARCH PAPER PROPOSAL – GRADING CRITERIA

| I. Style | U – scholarly standards achieved Unsatisfactorily | S – scholarly standards achieved Satisfactorily | E – scholarly standards achieved w/ Excellence |
|---------------------------------------|---|---|---|
| I.a. Grammar, Spelling, etc. | The student... makes many errors in grammar, spelling, etc., that distract the reader from the content. | The student... makes few errors in grammar, spelling, etc., that distract the reader from the content. | The student... makes no errors in grammar, spelling, etc., that distract the reader from the content. |
| I.b. Sentence Structure | writes with awkwardly or unclearly; or there is too little variation in sentence structure. | writes with adequate clarity; but writing may lack variation, or with some awkwardness. | writes very clearly, with variation in pattern. |
| II. Parts | U – scholarly standards achieved Unsatisfactorily | S – scholarly standards achieved Satisfactorily | E – scholarly standards achieved w/ Excellence |
| II.a. Headings & Divisions | does not give headings or divisions, or uses the wrong format. | gives headings & divisions that follow the proper format, with a minor exception. | gives headings & divisions following the proper format. |
| II.b. Scope and Nature | gives confusing or insufficient background for understanding the question. | gives some background for understanding the question. | clearly gives a helpful background for understanding the question. |
| II.c. Thesis Statement | does not state a hypothesis, even indirectly or vaguely. | states a hypothesis, though it may be somewhat unclear in expression. | states the hypothesis clearly. |
| II.d1. Description: Methodology | does not name the method to be used adequately. | names adequately the method to be used. | names and describes succinctly and clearly the method to be used. |
| II.d2. Description: Project | does not describe how the research will be organized. | adequately describes how the research will be organized. | clearly describes how the research will be organized. |
| II.d3. Description: Primary Sources | fails to explain how the set of primary sources was selected. | adequately explains how the set of primary sources was selected. | precisely explains how the set of primary sources was selected. |
| II.d4. Description: Secondary Sources | fails to describe how secondary sources will support exposition or argumentation. | adequately describes how secondary sources will support exposition or argumentation (e.g., to explain context or implications). | succinctly and clearly describes how secondary sources will support exposition or argumentation (e.g., to explain context or implications). |
| II.e. Significance | fails to show paper's potential contribution to theology, or connections to other areas of theology, or implications for academy, Church, &/or society. | adequately explains paper's potential contribution to theology, or connections to other areas of theology, or implications for academy, Church, &/or society. | skillfully explains paper's potential contribution to theology, or connections to other areas of theology, or implications for academy, Church, &/or society. |
| II.f. Bibliography | makes many errors in formatting bibliography, and/or important information is lacking. | makes only a few errors in formatting in bibliography; no important information is lacking. | makes no errors in formatting in bibliography; all pertinent information is present. |

WRITTEN EXAMS – GRADING CRITERIA

| Criterion | U – course standards achieved Unsatisfactorily | S – course standards achieved Satisfactorily | E – course standards achieved w/ Excellence |
|------------------------------------|---|--|---|
| A. Breadth of Knowledge | Does not adequately draw from sources (historical or contemporary). | Adequately draws from sources (historical or contemporary). | Readily draws from a variety of sources (historical or contemporary). |
| B. Thoroughness | Misses most of the important aspects of the topic. | Covers most of the important aspects of the topic. | Covers all the important aspects of the question. |
| C. Clarity | Gives vague answers. | Gives adequately clear answers. | Gives especially clear answers. |
| D. Accuracy & Reasoning | Gives answers with at least one major error, or with many errors. | Gives answers that are free of major errors, with only a few minor errors. | Gives answers that are accurate in virtually all details. |
| E. Insight | Makes observations that betray a shallow or un-nuanced understanding. | Makes observations that indicate an adequate grasp of the topic. | Makes observations that are particularly deep, penetrating, or nuanced. |

REQUIRED TEXTS:

Catholic Church, The. *Catechism Of The Catholic Church*. Vatican City: Libreria Editrice Vaticana; Washington, DC: United States Catholic Conference, 2000. [CCC; available online]

Catholic Church, The. *The Code of Canon Law: Latin-English Edition*. Washington, DC: Canon Law Society of America, 1983. [*Codex Iuris Canonici*. Vatican City: Libreria Editrice Vaticana, 1983; 978-0943616209; available online]

Congregation for the Doctrine of the Faith, The. *Doctrinal Commentary on the Concluding Formula of the Professio Fidei*. [29 June 1998]. AAS 90 (1998): 544-551. [Available online, normally with Pope John Paul II, *Ad tuendam fidem*]

———. *Donum Veritatis. Instruction on the Ecclesial Vocation of the Theologian* [24 May 1990]. Vatican City: Libreria Editrice Vaticana, 1990. [available online]

———. *Mysterium Ecclesiae. Declaration in Defense of the Catholic Doctrine on the Church against Certain Errors of the Present Day* [24 June 1973]. AAS 65 (1973): 396-408. [at this time, CDF was still called SCDF; available online]

———. *Profession of Faith and Oath of Fidelity* [9 Jan 1989]. AAS 81 (1989): 104-106. [Available online]

Hesburgh, Theodore, et al. [seminar of Catholic educators in Land O’Lakes, Wisconsin]. “Statement on the Nature of the Contemporary Catholic University, Land O’Lakes, Wisconsin, July 23, 1967” [“Land O’Lakes Statement”]. Reprinted in Neil McCluskey,

- S.J., *Catholic Education Faces its Future*. New York: Doubleday, 1969, 298-300. [text available online at <http://archives.nd.edu/episodes/visitors/lol/idea.htm>]
- International Theological Commission. *On the Interpretation of Dogmas* [1989]. *Origins* 20 (17 May 1990): 1-14. [available online]
- . *Theology Today: Perspectives, Principles and Criteria* [29 November 2011]. *Origins* 41.40 (15 Mar 2012): 641-64. [available online]
- . *Theses on the Relationship between Ecclesiastical Magisterium and Theology* [1975]. Washington, DC: U.S. Catholic Conference, 1977. [available online]
- . *Sensus Fidei in the Life of the Church*. London: Catholic Truth Society, 2014. [available online]
- Mansini, Guy. *Fundamental Theology*. Sacra Doctrina Series. Washington, DC: The Catholic University of America Press, 2018. [978-0813229850; \$24/\$22]*
- Neuner, J. and J. Dupuis. *The Christian Faith: Doctrinal Documents of the Catholic Church*. 7th rev. and enlarged ed. New York: Alba House, 2001. [978-0818908934; \$26/\$13; other editions acceptable]*
- Ott, Ludwig. *Fundamentals of Catholic Dogma*. Ed. in English by J. Bastible. Trans. by P. Lynch. Cork: The Mercier Press, 1955. Reprint ed., Rockford, IL: Tan, 1974. [excerpt: Intro, nos. 1-9, pp. 1-10; to be distributed in class]
- Pontifical Biblical Commission. *The Interpretation of the Bible in the Church* [23 April 1993]. *Origins* 23.29 (6 Jan 1994): 497-524. [available online]
- Pope Benedict XVI. “Faith, Reason and the University: Memories and Reflections.” Apostolic Journey of His Holiness Benedict XVI to München, Altötting and Regensburg (September 9-14, 2006). Meeting with the Representatives of Science. Lecture of the Holy Father. Aula Magna of the University of Regensburg [12 Sept 2006]. http://w2.vatican.va/content/benedict-xvi/en/speeches/2006/september/documents/hf_ben-xvi_spe_20060912_university-regensburg.html, accessed 9 Aug 2018. [“Regensburg Address”]
- Pope Francis. *Lumen Fidei: Encyclical Letter to the Bishops, Priests, and Deacons, Consecrated Persons and the Lay Faithful on Faith* [29 June 2013]. Vatican City: Libreria Editrice Vaticana, 2013. [excerpt: nos. 23-37; available online]
- Pope John Paul II, *Ad tuendam fidem* [18 May 1998]. *Apostolic Letter Motu Proprio by which certain norms are inserted into the Code of Canon Law and into the Code of Canons of the Eastern Churches*. AAS 90 (1998): 457-461. [available online]
- . *Ex corde Ecclesiae. Apostolic Constitution On Catholic Universities* [15 Aug 1990]. AAS 82 (1990): 1475-1509. [available online]
- . *Fides et Ratio: Encyclical Letter to the Bishops of the Catholic Church on the Relationship Between Faith and Reason*. Washington, DC : United States Catholic Conference, 1998. [available online]

- Pope Pius XII. *Humani Generis: Encyclical Letter Concerning Some False Opinions Threatening to Undermine the Foundations of Catholic Doctrine*. Washington, DC: National Catholic Welfare Conference, 1950. [available online]
- Ratzinger, Joseph. *The Nature and Mission of Theology: Essays to Orient Theology in Today's Debates*. Trans. by Adrian Walker. San Francisco: Ignatius Press, 1995. [978-0898705386; \$12/\$6]*
- Ratzinger, Joseph Cardinal. *Principles of Catholic Theology: Building Stones for a Fundamental Theology*. Trans. by Mary Frances McCarthy. San Francisco: Ignatius Press, 1987. [excerpt, pp. 315-31; to be distributed in class]
- Reno, R. R. "Theology after the Revolution," Review of Fergus Kerr, "Twentieth Century Catholic Theologians: From Chenu to Ratzinger," *First Things* (Mar 2007). [available online]
- Thomas Aquinas. *Summa theologiae*. 5 vols., ed. Institutum Studiorum Medievalium Ottaviensis. Ottawa: Studium Generale O.P., 1945. In English: *Summa Theologica*. 3 vols. Translated by Fathers of the English Dominican Province. Rev. ed. New York: Benziger, 1920 (reprint, 1947-48). [selections; all available online; other translations acceptable; abbrev. *ST*]
- . *Summa contra Gentiles*, lib. IV. *Sancti Thomae de Aquino Opera omnia iussu Leonis XIII P. M. edita*, vol. 15. Rome – Paris: Leonine Commission, 1930. In English: *On the Truth of the Catholic Faith: Summa contra Gentiles. Book Four: Salvation*. Trans., with an introduction and notes, by Charles J. O'Neil. Garden City, NY: Hanover House, 1955-57. [selections; all available online; other translations acceptable ; abbrev. *SCG*]
- United States Conference of Catholic Bishops. *The Application of "Ex corde Ecclesiae" for the United States* [1 June 2000]. Washington, DC: USCCB, 2000. [available online]
- Vatican Council I. *Dei Filius: The Dogmatic Constitution on the Catholic Faith*. Session 3 [24 April 1870]. [available online]
- . *Pastor Aeternus: First Dogmatic Constitution on the Church of Christ*. Session 4 [18 July 1870]. [available online]
- Vatican Council II. *Dei Verbum: The Dogmatic Constitution on Divine Revelation*. In Austin Flannery, ed., *Vatican Council II: The Conciliar and Post Conciliar Documents*. Vatican Collection, vol. 1, 1988 rev. ed. Boston, MA: St. Paul Editions, 1988, 750-65. [or other eds., including online eds.]
- . *Lumen Gentium: Dogmatic Constitution on the Church*. *AAS* 57 (1965): 5-112. [available online]

Note that only a work marked with an asterisk () will require any purchase. All prices listed are as found at bookfinder.com (new/used, shipping included); prices may vary considerably; the 13-digit numbers beginning "978-" are ISBN references. At my discretion, some additional readings may be assigned as the course progresses, depending on the students' needs or interests, or other considerations.*

OPTIONAL READING / BIBLIOGRAPHY

General / Various Topics:

- Augustine of Hippo. *Teaching Christianity*. Introduction, translation, and notes by Edmund Hill. John E. Rotelle, Ed. The Works of Saint Augustine 1, vol. 11. Hyde Park, NY: New City Press, 1996. [978-1-56548-049-0]
- Bretzke, James T. *Consecrated Phrases: A Latin Theological Dictionary*. Collegeville: Liturgical Press, 2003.
- Congar, Yves. *The Meaning of Tradition*. San Francisco: Ignatius Press, 1964.
- De la Potterie, Ignace. "Biblical Exegesis: A Science of Faith." In *Opening Up the Scriptures: Joseph Ratzinger and the Foundations of Biblical Interpretation*, ed. José Granados, Carlos Granados and Luis Sánchez-Navarro. Grand Rapids: Eerdmans, 2008, 30-64.
- Dulles, Avery. *Magisterium: Teacher and Guardian of the Faith*. Ave Maria, FL: Sapientia Press of Ave Maria University, 2007.
- Ernst, Harold. "New Horizons in Catholic Philosophical Theology: Fides et Ratio and the Changed Status of Thomism." *Heythrop Journal* 47 (2006): 26-37.
- Farkasfalvy, Denis. *Inspiration and Interpretation: A Theological Introduction to Sacred Scripture*. Washington DC: Catholic University of America Press, 2010.
- Feingold, Lawrence. *Faith Comes from What Is Heard: An Introduction to Fundamental Theology*. Steubenville, OH: Emmaus Academic, 2016. [9781941447543]
- Guardini, Romano. "Holy Scripture and the Science of Faith." *Letter and Spirit* 6 (2010): 401-432.
- Kelly, Gabrielle. *English for Theology: Developing Proficiency in Academic English for Theological Studies: With a Special Focus on Reading Skills*. Dominican Series 1. Hindmarsh, Australia: ATF Press, 2004.
- Lane, Dermot. *The Experience of God: An Invitation to Do Theology*. Rev. ed. New York: Paulist Press, 2005.
- Latourelle, Rene, and Rino Fisichella, eds. *Dictionary of Fundamental Theology*. New Edition. Herder and Herder, 2000.
- Levering, Matthew. *Engaging the Doctrine of Revelation: The Mediation of the Gospel through Church and Scripture*. Grand Rapids, MI: Baker Academic, 2014. [978-00801049248]
- McGrath, Alister E. *Christian Theology: An Introduction*. 5th ed. Chichester, West Sussex, U.K.; Malden, MA: Wiley-Blackwell, 2011.
- Newman, John Henry. "An Essay on the Development of Christian Doctrine." In *Conscience, Consensus, and the Development of Doctrine*. With Commentary and Notes by James Gaffney. New York: Image Books, Doubleday, 1992, 31-385.
- Nichols, Aidan. *The Shape of Catholic Theology: An Introduction to its Sources, Principles, and History*. Collegeville, MN: Liturgical Press, 1991. [978-0814619094]

- O'Collins, Gerald and Edward G. Farrugia. *A Concise Dictionary of Theology*. Rev. and expanded edition. New York: Paulist Press, 2000.
- O'Collins, Gerald. *Rethinking Fundamental Theology: Toward a New Fundamental Theology*. Oxford: Oxford University Press, 2011. [978-0199673988]
- Origen. *On First Principles: Being Koetschau's Text of the De Principiis Translated into English*. Introd. by Henri De Lubac. Introd., Notes, and Trans. by G. W. Butterworth. New edition. Gloucester, MA: Peter Smith, 1973. [978-0844626857]
- Pontifical Biblical Commission. *Inspiration and Truth of Sacred Scripture: The Word that Comes from God and Speaks of God for the Salvation of the World*. Foreword by Cardinal Gerhard Ludwig Müller. Translated by Thomas Esposito and Stephen Gregg. St. Joseph, MN: Liturgical Press, 2014. [978-0814649039]
- Pope Benedict XVI. *Verbum Domini: Post-Synodal Apostolic Exhortation On the Word of God in the Life and Mission of the Church* (September 30, 2010). Frederick, MD: Word Among Us Press, 2010. [978-1593251932; online version acceptable]
- Ratzinger, Joseph Cardinal. *Principles of Catholic Theology: Building Stones for a Fundamental Theology*. Trans. by Mary Frances McCarthy. San Francisco: Ignatius Press, 1987.
- Sadler, Greg. "Christian Philosophy: The 1930s French Debates." Found at the "Internet Encyclopedia of Philosophy," <http://www.iep.utm.edu/chri1930/>, accessed 9 Aug 2018.
- Wahlberg, Mats. *Revelation as Testimony: A Philosophical-Theological Study*. Grand Rapids, MI: Eerdmans, 2014. [978-0802869883]

St. Thomas Aquinas on *Sacra Doctrina*:

- Baglow, Christopher. "Sacred Scripture and Sacred Doctrine in St. Thomas Aquinas." In *Aquinas on Doctrine: A Critical Introduction*, ed. Thomas G. Weinandy, Daniel A. Keating, John P. Yocum. Edinburgh: T&T Clark, 2004, 1-25.
- MacIntyre, Alasdair. "Aquinas and the Rationality of Tradition." In *Three Rival Versions of Moral Inquiry: Encyclopedia, Genealogy, and Tradition*. The Gifford Lectures 1988. Notre Dame, IN: University of Notre Dame Press, 1990, chap. 6.
- Marshall, Bruce D. "*Quod Scit Una Aetula*: Aquinas on the Nature of Theology." In *The Theology of Thomas Aquinas*, ed. Rik van Nieuwenhove and Joseph Wawrykow. Notre Dame, IN: University of Notre Dame Press, 2005, 1-35.
- Pesch, Otto Hermann. "Thomas Aquinas and Contemporary Theology." In *Aquinas as Authority: A Collection of Studies Presented at the Second Conference of the Thomas Instituut te Utrecht, December 14-16, 2000*, ed. Paul van Geest, Harm Goris, and Carlo Leget. Publications of the Thomas Instituut te Utrecht, New Series 7. Leuven, Belgium: Peeters, 2002, 123-163.
- Pieper, Joseph. *Guide to Thomas Aquinas*. Translated by Richard and Clara Winston. San Francisco: Ignatius Press, 1991 [978-0898703191]

- Prügl, Thomas. "Thomas Aquinas as Interpreter of Scripture." In *The Theology of Thomas Aquinas*, ed. Rik van Nieuwenhove and Joseph Wawrykow. Notre Dame, IN: University of Notre Dame Press, 2005, 386-415.
- Torrell, Jean-Pierre. *Saint Thomas Aquinas, volume 1: The Person and his Work*. Translated by Robert Royal. Revised ed. Washington, DC: Catholic University of America Press, 2005.
- . *Saint Thomas Aquinas, volume 2: Spiritual Master*. Translated by Robert Royal. Washington, DC: Catholic University of America Press, 2003.
- . "Situation actuelle des études thomistes." *Recherches de Science Religieuse* 91 (2003), 343-371.

Postmodernism and Postliberalism:

- Boeve, Lieven. "Beyond the Modern-Anti-Modern Dilemma: *Gaudium et Spes* and Theological Method in a Postmodern Context." *Horizons* 34.2 (Fall 2007): 292-305.
- . *Interrupting Tradition: An Essay on Christian Faith in a Postmodern Context*. Louvain; Dudley, MA: Peeters Press, 2003.
- Bonsor, Jack A. "History, Dogma, and Nature: Further Reflections on Postmodernism and Theology." *Theological Studies* 55.2 (June 1994): 295-313.
- Cahill, Lisa Sowle. "Renegotiating Aquinas: Catholic Feminist Ethics, Postmodernism, Realism, and Faith." *Journal of Religious Ethics* 43.2 (June 2015): 193-217.
- DeHart, Paul J. *The Trial of the Witnesses: The Rise and Decline of Postliberal Theology*. Malden, MA: Blackwell Publishers, 2006.
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DSPT MATH PROGRAM OUTCOMES

In the Master of Arts in Theology Program, for either the Thesis or Exam Option (here, the goals are taken from the Thesis Option, since they include within them the Exam Option Outcomes), in addition to the stated institutional goals, students develop:

MAThO-1 (*foundations*): a foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology);

MAThO-2 (*specialization*): a specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;

MAThO-3 (*writing*): the ability to communicate this knowledge effectively through scholarly writing;

MAThO-4 (*presenting*): the ability to communicate this knowledge effectively through oral presentations and discussions;

MAThO-5 (*integrating*): the ability to integrate contemporary theological issues with the tradition of the Catholic Church, and where possible with the theological tradition of St. Thomas Aquinas.

(Each term labeling its respective outcome, underlined in italics, is my own.)

PLAN FOR THE SEMESTER

Note: Assignments are to be completed by **6:00 AM** of the due date for which they are listed.

Sept 07 Course Introduction (Students should arrive at class having a copy of this syllabus available for reference.)

Sept 14 Introduction to Theological Method
ITC, *Theology Today*
R. R. Reno, "Theology after the Revolution"

Sept 21 Revelation
Topic Suggestions discussed Neuner & Dupuis, Chap. I, "Revelation and Faith"; Mansini, Intro & chap. 1, pp. 1-42

Sept 28 Introduction to St. Thomas Aquinas: SCG, ST, and The Compendium of Theology
SCG: bk. I, chaps. 1-9; bk. IV, chap. 1
ST: Prolog; and bk. I, q. 1, arts. 1-8
Ratzinger, *Principles of Catholic Theology*, pp. 315-322, 322-331

Oct 05 Scripture and Tradition, part 1
Topic Suggestions due Neuner & Dupuis, Chap. II, "Tradition and Scripture"
ST, bk. I, q. 1, arts. 9-10
Vatican I, *Dei Filius*, chap. 2 (opt.: all)
Vatican II, *Dei Verbum*, nos. 1-13 (opt.: all)

Oct 12 Scripture and Tradition, part 2
Benedict XVI, *Verbum Domini*, nos. 1-49, esp. nos. 17-49
PBC, *The Interpretation of the Bible in the Church* [1993], Preface, Introduction, Part II, "Hermeneutical Questions," & Part III "Characteristics of Catholic Interpretation" (opt.: all)
Mansini, chaps. 2-3, pp. 43-110

Oct 19 Philosophy in Theology, part 1
First Exam Mansini, chap. 5, pp. 143-183

Oct 26 — no class — Reading Week —

Nov 02 Philosophy in Theology, part 2
Mansini, chap. 6, pp. 184-212
Vatican I, *Dei Filius*, chap. 4; *Humani Generis*; *Fides et Ratio*; Pope Benedict XVI, "Faith, Reason and the University" ("Regensburg Address")

Nov 09 Faith and Theology, part 1
ST II-II qq. 1-6
Mansini, chap. 7, pp. 213-243

Nov 16 Faith and Theology, part 2
Initial Proposal due ST II-II qq. 7-16; q. 45, art. 2
Vatican I, *Dei Filius*, Chap. 3
Vatican II, *Dei Verbum*, no. 5
CCC, nos. 153-184
Pope Francis, *Lumen Fidei: On Faith* (29 Jun 2013), nos. 23-37
(Opt.: ITC, *Sensus Fidei in the Life of the Church* [2014])

Nov 23 — no class — Thanksgiving break —

Nov 30 Theology and the Magisterium, part 1
Edited Copies due Mansini, chap. 4, pp. 111-139
Vatican I, *Pastor Aeternis*
Ott, *Fundamentals of Catholic Dogma*, Intro, nos. 1-9 (handout)
Vatican II, *Lumen Gentium*, nos. 22-29
CDF (SCDF), *Mysterium Ecclesiae* [1973]
Code of Canon Law, nos. 747-755, 833
CDF, *Profession of Faith and Oath of Fidelity* [1989]
Pope John Paul II, *Ad tuendam fidem* [1998]; CDF, *Doctrinal
Commentary on the Concluding Formula of the Professio fidei*.
Handout on the exercise of Magisterium
(Opt.: ITC, *On the Interpretation of Dogmas* [1989])

Dec 07 Theology and the Magisterium, part 2
“Land O’Lakes Statement” [1967]
ITC, *Theses on the Relationship between Ecclesiastical Magisterium
and Theology* [1975]
Ratzinger, *Nature and Mission of Theology*, pp. 7-41;
CDF, *Donum Veritatis* [1990]
Pope John Paul II, *Ex corde Ecclesiae* [1990].
USCCB, *The Application of Ex corde Ecclesiae for the United States*.
2000
Ratzinger, *Nature and Mission of Theology*, pp. 101-120
(opt.: Ratzinger, *Nature and Mission of Theology*, pp. 45-98, 121-
128)
Mansini, chap. 8, pp. 244-272

Dec 14 Course Review & Summary; Exam; Presentations
Second Exam

Dec 21 Not a class session
Final Proposal Due
