Instructor: Fr. Dennis Klein, OP
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Office Hours: Tues & Wed 8:00 – 11:30
(For a legitimate reason, can be available by appointment at other times.)

COURSE DESCRIPTION:
An introduction to the nature, method, sources, and structure of theology within the Roman Catholic tradition for the purposes of understanding its specificity and of enabling the student to eventually contribute to the field through their own research. Focuses on the contribution made in this area by the writings of St. Thomas Aquinas and their reception. This subject necessarily touches upon the relationship between philosophy and theology, the theology of revelation, and the role of scripture, tradition, magisterium, faith, and reason in theology. The student will be apprenticed into the theological methodology through research and writing assignments, culminating in a final research paper (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:

- to describe and to apply the principles of theological method;¹
- to describe the place of Scripture, tradition, Magisterium, faith, and philosophy in theology and to apply them in their own theological work;¹
- to present theological subjects to peers and instructors and to lead them into discussions about it;²
- to use Church documents and the work of St. Thomas Aquinas for theological research.³

¹ DSPT MATH Program Outcomes: 1. Foundations; 2. Writing, and 4. Presenting. (See page 15.)
² DSPT MATH Program Outcomes: 4. Presenting and 5. Integrating. (See page 15.)
³ DSPT MATH Program Outcomes: 1. Foundations; 2. Writing, and 5. Integrating. (See page 15.)
FORMAT:

Seminar-style discussions about the readings and the subject matter—moderated at times by the instructor, at times by students on a rotating basis—fueled by short presentations of research and readings given by both the instructor and students.

MODALITY OF THE COURSE:

Due to the COVID-19 pandemic, DSPT courses for Fall 2020 will be offered online. For those who are not residing at St Albert Priory, 100% of class time of this course will consist of Zoom Meetings.

SUBMITTING ASSIGNMENTS:

Due to Covid-19, most students will need to submit their written assignment and taken-home exams electronically, and these should be submitted using a word document sent by an email attachment. The filename of the saved file must begin with the date, followed by student’s own surname and a brief title (example for a student named Neal Emery: “2020-10-25- Emery- Initial Proposal”). The main-body text should be in 12-point type and double-spaced with 1” page margins. Smaller fonts (11 or 10-point) and lesser line-spacing (1 or 1.5 lines) can be used on block quotes and endnotes.

INTENDED STUDENT PARTICIPANTS:

This is an introductory level Master’s course, intended for MDiv and MA students (and auditors with my permission). Although introductory, 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 and participate in class discussions, to prepare oral presentations, to submit written assignments, and to take written exams.

Specifically, students will be assessed on:

1. **Attendance and Participation** (10% of grade)

   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.

2. **Oral Reports with Annotated Bibliographies and a Presentation Outline** (10% of grade)

   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, along with an Annotated Bibliography of between 7-15 entries related to the material. The bibliography should identify the resources needed to substantiate the claims made by the reading and to further investigate the subject matter. Each bibliography entry should include a 2-8 sentence summary of the contribution of that resource to the subject. The bibliography is to be submitted to the instructor one week in advance of the presentation, prior to class, and may be submitted earlier if the student wishes to discuss potential resources with the instructor in advance. A copy of the Outline is to be submitted to the instructor at the same time as the presentation. 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. These Oral Reports are not listed on the “Plan for the Semester” given below.

3. **Research Paper Proposal:**

   Students are to do preparatory work as if for a research paper with 5000-7000 words in the 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) for each. 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

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4 This works out to about 16-20 pages when using Times New Roman font, 1.5 line spacing and 1” margins. (See https://wordcounter.net/words-per-page)
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 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. 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.

c. Suggested Edits to Other Students’ Proposals: 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

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5 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.

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. Annotated Bibliography: The bibliography should include between 10-20 entries, identifying the resources needed to substantiate the matter being investigated by the proposal and to explore the subject matter further, beyond the limits of proposal. Each bibliography entry should include a 2-8 sentence summary of the contribution of that resource to the subject. The bibliography is to be submitted to the instructor two weeks prior to the student’s presentation, prior to class, and may be submitted earlier if the student wishes to discuss potential resources with the instructor in advance. (5% of grade)

e. 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)

f. 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)

4. Written Exams (35% of grade)

Two Written Exams on the course content, addressing the central issues of the course, will be given, to be completed by the students at home with strict time limits as specified by each exam. The expected answers should be both factually correct and extensive in length, but not necessarily exhaustive. The answers need not include technical footnote-style information or data; however, referring to a document’s author, title, and any natural way of referring to a part of it, is encouraged, as the student can best recall in a way suited to memory (e.g., “In the Vatican II document Dei Verbum, in a section discussing Tradition, …”). Use of abbreviations is permitted provided that the first instance of use is explicitly noted (e.g., “In number 2 of Dei Verbum (DV), the concept of revelation is… Later in DV, the document says that…”).

Computers are to be used to respond to the exam question, with the student working uninterrupted, alone, offline, without any other programs running and without the aid of any notes. Immediately after finishing, the exam is to be submitted to the instructor as a word document in an email attachment. See the “Grading Criteria,” later in this syllabus, for further details on what is expected. (Midterm=10% of grade, Final=25% of grade)

5. Written Assignments:

Written assignments are to be submitted to the instructor as a word document in an email attachment. It must include the student’s name, date, course number and title, professor’s name, and title of assignment; with page numbers on each page (beginning with the second page). The main-body text should be in 12-point type and double-spaced with 1” page margins. Smaller fonts (11 or 10-point) and lesser line-spacing (1 or 1.5 lines) can be used on block quotes and endnotes. See the “Grading Criteria,” later in this syllabus, for further details on what is expected. (5% of grade)
5. Brief Assignments

Certain Brief Assignments may be given, depending on the interests and abilities of the students, at the request of an individual student or group of students. Brief Assignments and Oral Reports are not listed on the “Plan for the Semester” given below. (Grading: **Extra Credit**, for no more than 5% of the total grade)
EXPLANATION OF GRADES

No late work of any kind will be accepted except, at my discretion, and only for very serious reasons.

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

1. Attendance and Participation : 10%
2. Oral Reports, Outlines, & Annotated Bibliographies: 10%
3. Research paper Proposals 45%
   3a. Topic Suggestions (with brief presentation): 5%
   3b. Initial Proposal (with brief presentation): 5%
   3c. Suggested Edits (to Other Students’ Proposals) 5%
   3e. Annotated Bibliographies: 5%
   3d. Presentation: 5%
   3e. Final Proposal: 20%
4. Written Exams 35%
   4a. Midterm Exam: 10%
   4b. Final Exam: 25%

Total: 100%

The descriptions below are not exhaustive. They offer a general idea of the standards

Grading Scale:

A+ = 100 (4) Excellent.
A  = 98
A- = 96
B+ = 93
B  = 90 (4) Good
B- = 88
C+ = 87
C  = 83 (2) Satisfactory
C- = 77
D+ = 73
D  = 70 (1) Deficient
F  = 0 (0) Unsatisfactory
The following table describes how grades are applied to students’ work

<table>
<thead>
<tr>
<th>General Description</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Deep understanding and insights are expressed in a clear, penetrating, and engaging manner, with virtually no errors.</td>
<td>many “E”s no “U”s</td>
</tr>
<tr>
<td>B  Content, structure, and expression are all adequate, free of significant faults.</td>
<td>mostly “E”s few or no “U”s</td>
</tr>
<tr>
<td>C  Significant errors or shortcomings are present, although many basic elements of the assignment are done adequately.</td>
<td>few or no “E”s some “U”s</td>
</tr>
<tr>
<td>D  Many serious deficiencies in content, structure, and expression are present, although at least a few basic elements of the assignment are done adequately.</td>
<td>few or no “E”s several “U”s</td>
</tr>
<tr>
<td>F  There is a failure to execute the most basic elements of the assignment.</td>
<td>no “E”s mostly “U”s (or no work submitted)</td>
</tr>
</tbody>
</table>
## Research Paper Proposal – Grading Criteria

<table>
<thead>
<tr>
<th>Level</th>
<th>0=U – Scholarly Standards Achieved <strong>Unsatisfactorily</strong></th>
<th>2=S – Scholarly Standards Achieved <strong>Satisfactorily</strong></th>
<th>4=E – Scholarly Standards Achieved with <strong>Excellence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student…</td>
<td>The student…</td>
<td>The student…</td>
</tr>
<tr>
<td><strong>I. Style</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.a. Grammar, Spelling, etc.</td>
<td>makes many errors in grammar, spelling, etc., that distract the reader from the content.</td>
<td>makes few errors in grammar, spelling, etc., that distract the reader from the content.</td>
<td>makes no errors in grammar, spelling, etc., that distract the reader from the content.</td>
</tr>
<tr>
<td>I.b. Sentence Structure</td>
<td>writes with awkwardly or unclearly; or there is too little variation in sentence structure.</td>
<td>writes with adequate clarity; but writing may lack variation, or with some awkwardness.</td>
<td>writes very clearly, with variation in pattern.</td>
</tr>
<tr>
<td><strong>II. Parts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.a. Headings &amp; Divisions</td>
<td>does not give headings or divisions, or uses the wrong format.</td>
<td>gives headings &amp; divisions that follow the proper format, with a minor exception.</td>
<td>gives headings &amp; divisions following the proper format.</td>
</tr>
<tr>
<td>II.b. Scope and Nature</td>
<td>gives confusing or insufficient background for understanding the question.</td>
<td>gives some background for understanding the question.</td>
<td>clearly gives a helpful background for understanding the question.</td>
</tr>
<tr>
<td>II.c. Thesis Statement</td>
<td>does not state a hypothesis, even indirectly or vaguely.</td>
<td>states a hypothesis, though it may be somewhat unclear in expression.</td>
<td>states the hypothesis clearly.</td>
</tr>
<tr>
<td>II.d. Description:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Methodology</td>
<td>does not name the method to be used adequately.</td>
<td>names adequately the method to be used.</td>
<td>names and describes succinctly and clearly the method to be used.</td>
</tr>
<tr>
<td>2. Project</td>
<td>does not describe how the research will be organized.</td>
<td>adequately describes how the research will be organized.</td>
<td>clearly describes how the research will be organized.</td>
</tr>
<tr>
<td>3. Primary Sources</td>
<td>fails to explain why the set of primary sources was selected.</td>
<td>adequately explains why the set of primary sources was selected.</td>
<td>precisely explains why the set of primary sources was selected.</td>
</tr>
<tr>
<td>4. Secondary Sources</td>
<td>fails to describe how secondary sources will support exposition or argumentation.</td>
<td>adequately describes how secondary sources will support exposition or argumentation (e.g., to explain context or implications).</td>
<td>succinctly and clearly describes how secondary sources will support exposition or argumentation (e.g., to explain context or implications).</td>
</tr>
<tr>
<td>II.e. Significance</td>
<td>fails to show paper’s potential contribution to theology, or connections to other areas of theology, or implications for academy, Church, &amp;/or society.</td>
<td>adequately explains paper’s potential contribution to theology, or connections to other areas of theology, or implications for academy, Church, &amp;/or society.</td>
<td>skillfully explains paper’s potential contribution to theology, or connections to other areas of theology, or implications for academy, Church, &amp;/or society.</td>
</tr>
<tr>
<td>II.f. Bibliography</td>
<td>makes many errors in formatting bibliography, and/or important information is lacking.</td>
<td>makes only a few errors in formatting in bibliography; no important information is lacking.</td>
<td>makes no errors in formatting in bibliography; all pertinent information is present.</td>
</tr>
</tbody>
</table>
**WRITTEN EXAMS – GRADING CRITERIA**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>0=U – scholarly standards achieved <strong>Unsatisfactorily</strong></th>
<th>2=S – scholarly standards achieved <strong>Satisfactorily</strong></th>
<th>4=E – scholarly standards achieved w/ <strong>Excellence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Breadth of Knowledge</td>
<td>Does not adequately draw from sources (historical or contemporary).</td>
<td>Adequately draws from sources (historical or contemporary).</td>
<td>Readily draws from a variety of sources (historical or contemporary).</td>
</tr>
<tr>
<td>II. Thoroughness</td>
<td>Misses most of the important aspects of the topic.</td>
<td>Covers most of the important aspects of the topic.</td>
<td>Covers all the important aspects of the question.</td>
</tr>
<tr>
<td>IV. Accuracy &amp; Reasoning</td>
<td>Gives answers with at least one major error, or with many errors.</td>
<td>Gives answers that are free of major errors, with only a few minor errors.</td>
<td>Gives answers that are accurate in virtually all details.</td>
</tr>
<tr>
<td>V. Insight</td>
<td>Makes observations that betray a shallow or un-nuanced understanding.</td>
<td>Makes observations that indicate an adequate grasp of the topic.</td>
<td>Makes observations that are particularly deep, penetrating, &amp;/or nuanced.</td>
</tr>
</tbody>
</table>
REQUIRED TEXTS:
Only a work marked with an asterisk (*) will require any purchase. All prices listed are as were recently found at bookfinder.com (new/used, shipping included), although item prices are always subject to change. There are a number of website sites which offer used versions of these same books at lower prices. In some cases, I have included a 13-digit ISBN reference to a particular version to assist in the students search: other editions of these books can be purchased provided they are of the same year or newer. At my discretion, some additional readings may be assigned as the course progresses, depending on the students’ needs or interests, or other considerations.

Church Documents Promulgated by Acta of an Ecumenical Council or of the Holy See
Listed in Chronological Order. The following documents have been printed in their entirety in the Acta Sanctae Sedis (ASS, 1866-1908) or the Acta Apostolicae Sedis (AAS, 1909-Present) with the exception of the Catechism and the Code of Canon Law, whose length undoubtedly required them to be promulgated in another way: by Apostolic Constitutions which themselves were recorded in the AAS. The entire collection of the AAS and the AAS, can be downloaded as PDFs from the Vatican’s own website: www.vatican.va. The official versions of all of these documents in the original Latin are available on this same website in a more user-friendly format as readable texts.

Both the original version and the English versions of these texts is are required for this course, whose goals include apprenticing the student into the proper use of these important ‘source texts’. For the English, official translations of most—produced and approved by the Holy See—are also available on the Vatican’s website. The Holy See has produced no such official English translation of the First Vatical Council. This these texts, we will have to rely on published unofficial translations. Electronic copies of some of these are available online at many websites, such as www.ewtn.com, or archive.org.

Of course, more scholarly critical editions are also available for almost all these same texts, with helpful commentary and additional annotations. And the texts of the Ecumenical Councils can be found in the Acta of each Council, along with the proceedings which provide the context for understanding the genesis and language of these important ecclesial documents. These resources are not required for this course but are nonetheless highly recommended.


Dei Verbum: *The Dogmatic Constitution on Divine Revelation* [18 November 1965].  

[Sacred Congregation for the Doctrine of the Faith (SCDF) is now simply the Congregation for the Doctrine of the Faith (CDF)]


[Promulgated in English by Pope John Paul II by means of the Apostolic Constitution *Fidei depositum* on 11 October 1992; revised in in accordance with the official *editio typica* version in Latin, when it published in 1997.]


[The online text is generally accompanied by: Pope John Paul II, *Ad tuendam fidem.*]


Other Church Documents Promulgated by Commissions, Conferences, etc.
Listed in Chronological Order. The following texts are produced by the Holy See or local Conferences of Bishops. Although one is a text of the Holy Father, and many of the others have been presented to the Holy Father for approval prior to their promulgation, none have been printed in their entirety or promulgated in the ASS or the AAS in the way that above listed documents were.

In addition to the printed version cited below, all of the following documents are currently available online.


[As part of his Apostolic Journey to München, Altötting and Regensburg (September 9-14, 2006), Pope Benedict XVI delivered a lecture entitled “Faith, Reason and the University: Memories and Reflections” before the Aula Magna of the University of Regensburg on September 12th, 2006.]


Theological and Philosophical Works
Listed in Alphabetical Order, by Author’s Last Name.

[Because it was presented during a seminar of Catholic educators in Land O’Lakes, Wisconsin, this statement is popularly known as the “Land O’Lakes Statement”. This text will be made available to the student as a handout. It is also online at http://archives.nd.edu.]

[We will be reading two short texts from this book, both of which will be made available to the student as a handout: “General Introduction: 6. The method” (5-13) and “art Two: Speculative Theology: Definition of the Church: Introduction” (339-346).


OTHER RESOURCES FOR FURTHER RESEARCH

General / Various Topics:


**St. Thomas Aquinas on Sacra Doctrina:**


**Postmodernism and Postliberalism:**


Penner, Myron B. *Christianity and the Postmodern Turn: Six Views*. Grand Rapids, MI: Brazos, 2005.


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:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Abbreviated Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAThO-1</td>
<td>foundations</td>
<td>a foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology)</td>
</tr>
<tr>
<td>MAThO-2</td>
<td>specialization</td>
<td>a specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;</td>
</tr>
<tr>
<td>MAThO-3</td>
<td>writing</td>
<td>the ability to communicate this knowledge effectively through scholarly writing;</td>
</tr>
<tr>
<td>MAThO-4</td>
<td>presenting</td>
<td>the ability to communicate this knowledge effectively through oral presentations and discussions</td>
</tr>
<tr>
<td>MAThO-5</td>
<td>integrating</td>
<td>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.</td>
</tr>
</tbody>
</table>

7 These Abbreviated Labels (underlined, and in italics) are my own.
SEMESTER PLAN

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

Sept 10th (Thursday)  Introduction: General
(Students should bring a copy of this syllabus to class for reference.)

Sept 14th (Monday)  Introduction: Theological Method
ITC, Theology Today
R. R. Reno, “Theology after the Revolution”

Sept 17th (Thursday)  Discussion: Research Topics
Each student must put forward during the class—and be prepared to discuss—one to three potential themes or topics of interest for the student’s own work, each topic or theme including a possible thesis statement. This class will be spent discussing these potential topics and themes; assessing the proposed thesis statements; and discussing what will be done with these proposals in the classes to come.

Sept 21st (Monday)  Introduction: Rédération
Neuner & Dupuis, Chap. I, “Revelation and Faith”
Mansini, Intro & chap. I, pp. 1-42

Sept 24th (Thursday)  Introduction to St. Thomas Aquinas: SCG, ST, and The Compendium
SCG: bk. I, chaps. 1-9; bk. IV, chap. I
ST: Prolog; and bk. I, q. 1, arts. 1-8

Sept 28th (Monday)  Introduction: The Structure of Theology
Ratzinger, Principles of Catholic Theology, pp. 315-322, 322-331
La Soujole, Introduction to the Mystery of the Church, pp. 5-13; 339-345.
Oct 1st (Thursday)  Scripture and Tradition, part 1  Neuner & Dupuis, Chap. II, “Tradition and Scripture”  _ST_, bk. I, q. 1, arts. 9-10

Oct 5th (Monday)  Scripture and Tradition, part 2  Vatican I, _Dei Filius_, chap. 2 (opt.: all)  Vatican II, _Dei Verbum_, nos. 1-13 (opt.: all)


Oct 12th (Monday)  Scripture and Tradition, part 4  Mansini, chaps. 2-3, pp. 43-110  **Handout: First Exam (Take Home)**

Oct 15th (Thursday)  Discuss Exam
Oct 19th
(Monday)
Philosophy in Theology, part 1
Mansini, chap. 5, pp. 143-183

Oct 22nd
(Thursday)
Philosophy in Theology, part 2
Mansini, chap. 6, pp. 184-212
Vatican I, Dei Filius, chap. 4;
Humani Generis;

Oct 26th
(Monday)
—Reading Week: No Class—

Oct 29th
(Thursday)
—Reading Week: No Class—

Nov 2nd
(Monday)
Philosophy in Theology, part 3
Fides et Ratio;
Pope Benedict XVI, “Faith, Reason and the University” (‘Regensburg Address’)

Nov 5th
(Thursday)
Faith and Theology, part 1
ST II-II qq. 1-6

Nov 9th
(Monday)
Faith and Theology, part 2
Mansini, chap. 7, pp. 213-243

Nov 12th
(Thursday)
Faith and Theology, part 3
ST II-II qq. 7-16; q. 45, art. 2
Vatican I, Dei Filius, Chap. 3
**Deadline: Initial Proposal for Research Paper Due**

Nov 16th
(Monday)
Faith and Theology, part 4
Vatican II, Dei Verbum, no. 5
CCC, nos. 153-184
Pope Francis, Lumen Fidei: On Faith (29 Jun 2013), nos. 23-37
ITC, Sensus Fidei in the Life of the Church [2014]
Nov 19th  
(Thursday)  
Theology and the Magisterium, part 1  
Mansini, chap. 4, pp. 111-139  
Vatican I, *Pastor Aeternus*  
Ott, *Fundamentals of Catholic Dogma*, Intro, nos. 1-9 (handout)  
Vatican II, *Lumen Gentium*, nos. 22-29

Nov 23rd  
(Monday)  
Theology and the Magisterium, part 2  
SCDF [CDF], *Mysterium Ecclesiae* [1973]  
*Code of Canon Law* [1983], nos. 747-755, 833

Nov 26th  
(Thursday)  
—Thanksgiving break: No Class—

Nov 30th  
(Monday)  
Theology and the Magisterium, part 3  
(Copies due)  
CDF, *Profession of Faith and Oath of Fidelity* [1989]  
Pope John Paul II, *Ad tuendam fidei* [1998];  
CDF, *Doctrinal Commentary on the Concluding Formula of the Profession of Fidei*  
Handout on the exercise of Magisterium  
(Opt.: ITC, *On the Interpretation of Dogmas* [1989])  
**Deadline: Edited Copies of Proposal for Research Paper Due**

Dec 3rd  
(Thursday)  
Theology and the Magisterium, part 4  
“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]

Dec 7th  
(Monday)  
Theology and the Magisterium, part 5  
Pope John Paul II, *Ex corde Ecclesiae* [1990].  
Mansini, chap. 8, pp. 244-272
Dec 10th  (Thursday)  Course Review & Summary

Dec 14th  (Monday)  Reserved Session
            Reserve this day for a normal class session in your schedule. It will be used in
            the event that circumstances require rescheduling an earlier class or make
            evident the need to add an additional class session. In that case, attendance will
            be fully expected, as on any other class day.

Dec 17th  (Thursday)  Final Exam
            ** Deadline: Finalized Proposal for Research Paper **
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(Thursday) Neuner & Dupuis, Chap. II, “Tradition and Scripture”
       ST, bk. I, q. 1, arts. 9-10

Oct 5th  Scripture and Tradition, part 2
(Monday) Vatican I, Dei Filius, chap. 2 (opt.: all)
       Vatican II, Dei Verbum, nos. 1-13 (opt.: all)

Oct 8th  Scripture and Tradition, part 3
(Thursday) Benedict XVI, Verbum Domini, nos. 1-49, esp. nos. 17-49
       Pont. Biblical Comm. The Interpretation of the Bible in the Church [1993]
           Preface,
           Introduction,
           Part II, “Hermeneutical Questions,” &
           Part III “Characteristics of Catholic Interpretation” (opt.: all)
** Deadline: Submission of Topic for Research Paper Proposal Due **

Oct 12th Scripture and Tradition, part 4
(Monday) Mansini, chaps. 2-3, pp. 43-110
       ** Handout: First Exam (Take Home) **

Oct 15th Discuss Exam
(Thursday)
Oct 19th
(Monday)  Philosophy in Theology, part 1
         Mansini, chap. 5, pp. 143-183

Oct 22nd
(Thursday) Philosophy in Theology, part 2
         Mansini, chap. 6, pp. 184-212
         Vatican I, Dei Filius, chap. 4;
         Humani Generis;

Oct 26th
(Monday) —Reading Week: No Class —

Oct 29th
(Thursday) —Reading Week: No Class —

Nov 2nd
(Monday)  Philosophy in Theology, part 3
         Fides et Ratio;
         Pope Benedict XVI, “Faith, Reason and the University” (‘Regensburg Address’)

Nov 5th
(Thursday) Faith and Theology, part 1
         ST II-II qq. 1-6

Nov 9th
(Monday)  Faith and Theology, part 2
         Mansini, chap. 7, pp. 213-243

Nov 12th
(Thursday) Faith and Theology, part 3
         ST II-II qq. 7-16; q. 45, art. 2
         Vatican I, Dei Filius, Chap. 3
         **Deadline: Initial Proposal for Research Paper Due**

Nov 16th
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         Pope Francis, Lumen Fidei: On Faith (29 Jun 2013), nos. 23-37
         ITC, Sensus Fidei in the Life of the Church [2014]
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Ott, *Fundamentals of Catholic Dogma*, Intro, nos. 1-9 (handout)
Vatican II, *Lumen Gentium*, nos. 22-29

Nov 23rd  (Monday)  Theology and the Magisterium, part 2
SCDF [CDF], *Mysterium Ecclesiae* [1973]
*Code of Canon Law* [1983], nos. 747-755, 833

Nov 26th  (Thursday) —Thanksgiving break: No Class—

Nov 30th  (Monday)  Theology and the Magisterium, part 3
*Edited*  CDF, *Profession of Faith and Oath of Fidelity* [1989]
Pope John Paul II, *Ad tuendam fidem* [1998];
*Copies due*  CDF, *Doctrinal Commentary on the Concluding Formula of the Profession of Faith*
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