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(For a legitimate reason, can be available by appointment at other times.)

DESCRIPTION & METHODOLOGY
Since the Romantic era, the notion of ‘sacramentality’ has become increasingly commonplace
within Christian theology. Indeed, many of our contemporaries use the term for more than just
the Seven Sacraments, speaking of a great number and variety of ‘sacraments’ including Christ
and the Church.¹ This way of speaking is not entirely new, having roots in the writings of the
Early Church and echoing throughout the ages from them. A few contemporary Thomists have
attempted to show what his writing can add to this subject.² We will explore and evaluate their
efforts.

This is a seminar in speculative, dogmatic theology for advanced MA, doctoral candidates, and
other graduate students admitted with the instructor’s permission. It will explore the history of
the concept of ‘sacramentality’ drawn from many different fields of theology, especially
Christology, Sacramental Theology and Ecclesiology. This historical treatment provides the
necessary context, but our focus will be on the systematic treatment of the subject and its
relevance to contemporary discussions. The reading material will be especially tailored to help
us evaluate what St. Thomas Aquinas’ writings have to add to this discussion.³ The goal of this
sort of advanced seminar in theology is not simply to present students with the subject matter,
but rather to apprentice them into theological research, in the hopes of developing theologians
who can develop insights that can advance the field in some way.

INTENDED STUDENT PARTICIPANTS AND PRE-REQUISITES
Advanced seminar in historical and systemic theology normally deal with more complex subject
matters and are much more intense than 100 or 200 level courses. Since this seminar applies
concepts from Sacramental Theology and Christology to other areas of dogmatic theology, it is
ideally suited to those students that already have a demonstrated familiarity with the subjects of
Sacramental Theology, Ecclesiology and Christology as well as the Biblical and Patristic sources

¹ Some contemporaries will go further, arguing that the fullness of sacramentum is found in Christ and the Church,
and only in a secondary and less perfect way in the Seven Sacraments.
² As we will see, although St. Thomas seldom speaks of Christ as a ‘sacrament’ and he never the Church, both are
very much a part of his understanding of what we will call the ‘sacramental economy’.
³ To better understand the concept of ‘sacramentality’ within a Thomistic framework, this course will pay particular
attention to St. Thomas writings on the Seven Sacraments—primarily in the Sentences and in the Summa
Thelogiae.
upon which the Church’s teachings and St. Thomas’ writings in these subjects depend. Concretely, this means they must have taken one semester of courses in the following areas:

- Theology, Nature and Method
- Scriptural Studies in the New Testament
- Early Church History
- Introduction to Christology
- Introduction to Ecclesiology
- Introduction to Sacramental Theology

Additionally, the student will need to bring to the class a basic working knowledge of St. Thomas’ *Summa Theologiae* and some familiarity with the rest of his corpus gained from at least one class in theology which studied his writings in detail.

A motivated student who is deficient in one more of these pre-requisites and who is still interested in this course should contact the instructor early—at least two weeks before the first day of class—to see if in their specific case a supplemental reading or writing assignment might be considered which would allow one or more to be waived. If permitted, any such preparations would generally need to be satisfactorily completed before the start of course’s the third session.

**FORMAT OF THE COURSE**

This course will be taught in the style of a seminar-style discussion. The instructor will propose a number of readings for each seminar, some of which will be required to be read carefully, along with some secondary texts which need only be scanned well enough to follow the main movements and arguments of the text. Each seminar will be moderated, some by the instructors, some by students who will take turns, each moderating between 2-3 sessions.

**OBJECTIVES AND OUTCOMES**

This seminar course will provide students with a means of evaluating philosophical and theological concepts which impact more than one domain of theology. Upon successful completion of this course, students will attain a deeper understanding of the integration of theology across different domains and insights into contemporary theological currents. They will be able to dialogue about certain advanced theological concepts amongst fellow theologians, engage in independent academic research on them, and summarize that research in written form.

Specifically, referring to the relevant Program Outcomes for DSPT’s MAth Program,⁴ through readings, seminar presentations & class discussions,⁵ and through the researching and compiling of their research into a paper,⁶ students will obtain the pre-requisite tools needed to conduct theological research and engage in and advance the theological conversation on this subject, namely:

- identifying and gaining familiarity with relevant sources (“positive theology”);⁷
- understanding the underlying philosophical frameworks and identifying the main currents of the historical and contemporary theological discussion about these Sources (“speculative theology”);⁷ and
- understanding what the philosophical and theological approach of St. Thomas might contribute to the discussion.⁸

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⁴ DSPT MAth Program Outcomes are presented on page 22.
⁵ DSPT MAth Program Outcomes: 4. *Presenting.* (See page 22.)
⁶ DSPT MAth Program Outcomes: 3. *Writing.* (See page 22.)
⁷ DSPT MAth Program Outcomes: 1. *Foundations,* 5. *Integrating.* (See page 22.)
The student will demonstrate a sufficient level of proficiency:

- by properly preparing for each course, taking time to access what they have learned from the readings and anticipating the discussion points and questions they would like to address to better understand about material;
- by collaborating with the instructor, engaging their peers in group discussions, and advance these discussions towards a greater understanding for the benefit of all;
- by giving short presentations, asking and fielding questions; and moderating discussions on the assigned material with an appropriate level of detail and insight;
- by assessing the course subject matter and the state of the question in order to identifying topics to research that will advance the field; and
- conducting theological research and communicating this research in a research paper.

**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.

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8 DSPT MATH Program Outcomes: 1. Foundations; 2. Specialization; 5. Integrating. (See page 22.)
ASSIGNMENTS AND OTHER REQUIREMENTS AND ACTIVITIES:

Students will be required to attend class and participate in class discussions, to prepare oral presentations, and submit written assignments. Specifically, students will be assessed on:

1. Attendance and Participation (15% of grade)

Students’ attendance and active participation in class lecture and discussion are integral parts of the course. This participation requires the student to have read the assigned material before each class material, conducting whatever independent reading and research is needed prior to class for them to personally understand and integrate this material.

A. Reading Assignments- Short readings will be assigned each week along, sometimes with one or more additional, secondary reading assignments (listed in parentheses). These secondary readings are “optional” in the sense that the student need not conduct a detailed reading of each of them. However, the student is required, at a minimum, to briefly scan over each of these additional texts sufficiently enough to be able to speak about their general flow and their main themes.

B. Participation. In addition to being present in class and attentive to the reading material assigned and the subject matter which presented in class, the student will also be evaluated on the skills they are learning and putting into practice during the discussions and their interaction with their peers.

C. Attendance. Any student who misses three or more classes cannot receive a grade for the course. Any missed courses will require make-up assignments which not only cover the material missed but may also require an evaluation of the practical skills which were taught and assessed in that session.

D. Assessment of Assigned Readings- Quizzes on the assigned readings may also be given, especially if the students appear insufficiently familiar with the readings or are unable to discuss them well during class. The instructor reserves the right to administer short written quizzes at any point during the seminar on the previous reading assignment or to require that all students submit a 1-2 page summary and analysis of the text assigned prior to the beginning of the next class. These in-class evaluations will be part of the class participation grade and will only be used when necessary since the priority will be on discussion during the seminar.

2. Moderating the Seminar (20% of grade)

On the first day of the course, each student will choose between 2-3 seminars to moderate. The duty of the moderator includes preparing study questions prior to the readings, providing a short presentation at the beginning and end of each seminar and leading the discussion of the assigned texts. The moderator should have read all of the readings in detail, primary and secondary, and developed a plan to lead a group discussion of the most interesting and important points. When needed the moderator may need to do a small amount of independent research to obtain some degree of familiarity with the material.

The Instructor will model the moderating role in the first two sessions of seminar and will moderate many other sessions as well.
When a student is moderating, the Instructor will assist as needed, not just to ensure the quality of instruction and discussion, but also to draw other connections and to introduce to the discussion other aspects of the subject matter which are relevant to the discussion and not found in the reading.

It is understood that the material is new to the student moderator, and mastery of the subject is neither expected nor necessary to moderate the discussion. The amount of independent research spent preparing to moderate in addition to the readings should not exceed two hours. The student may exercise considerable creativity in presenting material and leading discussions. If desired, the moderator is encouraged to discuss their moderating plan—presentation, handouts, etc.—with the instructor, but this is by no means necessary or required. However, the moderator must turn in a concise outline to the instructor one week prior to moderating.

The moderator will prepare an initial presentation at the beginning of the session to prepare the group for the discussion, as well as summarize the highlights of the primary and secondary readings. The moderator will also prepare a short presentation of each text to be discussed, providing the key details needed to discuss that text. Moderators may provide handouts as needed to facilitate their presentation and discussions: outlines of the material, or lists of relevant citations, study and discussion questions, etc. The moderator’s study and discussion questions—in addition to questions formulated by the instructor—will be the basis of the 1st and 2nd Short Writing Assignments. The moderators will be provided the opportunity to assess the responses to the study question they have prepared.

The moderator’s initial presentation at the beginning of the course will last between 4-6 minutes and will explain:

- the main themes the different authors are proposing and the differences between them,
- information which may be helpful to contextualize the texts and aid the discussion
- describe how they will be leading the class discussion

The moderator’s initial presentation of each text will last between 2-3 minutes and will

- provide a short transition from the previous text or discussion
- provide whatever context is necessary for the discussion of the text to be fruitful
- summarize the main points of that text

We will discuss the format of these presentations in more detail on the first day of class.

3. Short Writing Assignments (20% of grade)

Study and Discussion Questions will be provided by the presenter of each seminar to help facilitate the integration of the material presented in the readings and in the classes, and to help them identify areas of further research within the subject area.

At the end of the 10th seminar, each student will randomly draw three of these study questions from seminar 1-10, of which they must respond in writing to two before the next seminar. Their response to each of these questions will be in the form of a short essay of 2-3 pages in standard format (1.5 line spacing, 12-point Times Roman font, 1” boarders on page). The essays are not research projects: although independent or original research can be presented in these essays, they will be graded primarily on (i) the student’s demonstration of their familiarity with the
readings and the subject matter presented in course, (ii) on their ability to assess and think
critically about this matter, (iii) on their ability to organize and present their thoughts on these
subjects coherently and poignantly in writing, and (iv) on their ability to succinctly present their
response to each question before the class in 5 minutes or less during the next class session and
eengage the instructor and their peers in a short discussion following each presentation.

At the end of the 17th seminar, each student will repeat the above exercise, randomly draw three
of study questions from seminars 12-17 and respond in writing to two before the next seminar.

4. Research Paper (45% of grade)
Students will submit a 14-16 paper with a minimum bibliography of two-pages, due on the
second to last day of class. The goal of this paper is to identify any aspect of the historical or
systematic discussion of sacramentality which you would like to explore, and which you believe
that St. Thomas’ writings might be brough to bear. The paper must accomplish the following
objectives:

• research and demonstrate a familiarity with the topic area chosen
• applies St. Thomas writings to this discussion in a way which is insightful and relevant

The topic must be pertinent to the course’s goals and outcomes, to be agreed upon by each
student and the instructor. The research must include not only the collection of bibliography, but
also a significant amount of reading in the topic. The topic of the paper will be proposed in
stages, beginning with (a) the submission of 2-3 potential topics including a hypothesis for each,
(b) the submission of an initial proposal (c) the submission of an annotated bibliography, and (d)
the submission of final proposal; after (e) the research paper itself and the finalized bibliography
is submitted, (f) a short presentation will be given to the rest of the class:

a. Topic Suggestions: Each student must put orally present and be prepared to discuss in
class two 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 student’s own learning goals. Each student must then consult me
to obtain approval for the topic to be pursued.

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.

9 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.
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. 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”). See the “Grading Criteria,” later in this syllabus, for further details on what is expected.

c. Annotated Bibliography: The bibliography should include between 8-15 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.

d. Final Proposal (submitted electronically): It should include any needed revisions based on advice from me and from the other students.

e. Research Paper (submitted electronically): The research paper must be submitted with a finalized version of the bibliography, without annotations. It must include a thesis statement in its introduction, and it must be subdivided, with a descriptive heading for each subdivision. It must include (usually, in the conclusions) some account of the possible implications, application, or relevance of the paper’s topic or conclusions, for today and for the future; normally, this includes some indication of the relevance of the results to broader themes in theology as discussed in class or in theology in general. The research paper must include a Bibliography of works that are cited within it; an additional, broader bibliography (including works not cited) may be added, though it is not necessary. Its format should correspond to the latest edition of the “Turabian”.

f. Presentation: Each student is to give a very brief (8-10 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.

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11 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.
COURSE GRADING AND EVALUATION

Like much coursework at the graduate level, this seminar is as more a theology practicum than a series of lectures. The goal is to apprentice the student in the assessment of the current state of the question concerning the area of ecclesiology being considered, in the identification of problems, in proposing strategies for resolving these problems, and in organizing and presenting lessons in theology. In addition to reading and written assignments, the student’s active participation during classes is extremely important, the evaluation of which will be a significant part of the grade. Your final grade will be determined according to the following formula:

1. Class Attendance & Participation 15%
2. Moderating the Seminar 20%
3. Short Writing Assignments:
   Assignment #1: Seminars 1-10 10%
   Assignment #2: Seminars 12-17 10%
4. Research Paper: 35%

1. Attendance and Participation (15% of grade)
   Your will be graded for participation in each seminar, based on the following formula:
   1. Familiarity with Reading Material 40%
   2. Engagement in the Discussion 30%
   3. Ability to Engage Others in Dialogue 30%
   Full attendance is assumed as a prerequisite for the course, and tardiness or failure to attend will have a negative effect on your grade. Any student who misses three or more classes cannot receive a grade for the course. Any missed courses will require make-up assignments and failure to contact the instructor to receive the supplementary assignment or to complete it within one week of the class missed will result in a penalty of the loss of at least one full letter grade per make-up assignment missed.

2. Moderating the Seminar (20% of grade)
   Your grade for moderating each Seminar will be based on the following formula:
   1. Adequacy of Study & Discussion Questions 10%
   2. Mastery of the Seminar Reading Material 20%
   3. Effectiveness of Presentation at start of session 10%
   4. Effectiveness of Initial Presentation of each text 20%
   5. Effectiveness in Moderating the Seminar 40%
   In determining the final grade for Moderating the Seminar, the grades for each of the Seminar’s Moderated will be averaged together, the first attempt carrying a less weight than the subsequent ones.

3. Short Writing Assignments (20% of grade)
   These essays assigned for the Short Writing Assignments are not research projects; although independent or original research can be presented in these essays, they will be graded primarily on the ability to respond to the questions based on assigned readings and the discussions held in the seminar.
Your grade for each Short Writing Assignment will be based on the following formula:

1. Familiarity with readings and subject matter 20%
2. Assessment of the subject matter 20%
3. Effectiveness and Completeness of the Response 20%
4. Overall Organization 20%
5. Originality, Succinctness and Clarity 10%
6. Style and Grammar 10%

The grades for all the Short Writing Assignments will be averaged together, each carrying equal weight in determining the final grade for the Short Writing Assignments.

4. Research Paper (45% of grade)

The grade for the research paper includes a grade for the timely and completion of each step in the process. In the event that an item is not submitted on time, a full percentage point will be subtracted for each working day that it is late:

4.a Potential Topics with Hypothesis (2-3) 5%
4.b Initial Proposal 5%
4.c Annotated Bibliography 5%
4.d Final Proposal 5%
4.e Research Paper with Finalized Bibliography 75%
4.f Presentation 5%

The research paper itself will be graded as follows:

1. Familiarity with readings and subject matter 20%
2. Assessment of the subject matter 20%
3. Effectiveness and Completeness of the Response 20%
4. Overall Organization 20%
5. Originality, Succinctness and Clarity 10%
6. Style and Grammar 10%
GRADING SYSTEM USED

Grades for assignments are assigned according to the rubrics on the following pages.

The following 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).

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</td>
</tr>
</tbody>
</table>

(or no work submitted)

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

(0) Unsatisfactory,
(2) Satisfactory,
(4) Excellent.
## Proposal & Research Paper—Grading Criteria

<table>
<thead>
<tr>
<th></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><strong>I. Style</strong></td>
<td>The student...</td>
<td>The student...</td>
<td>The student...</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>
### Short Writing Assignments– 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 unnuanced 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. For the English, official translations of most—produced and approved by the Holy See—are also available on the Vatican’s website.


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

**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.

TBD

**Theological and Philosophical Works**

*Listed in Alphabetical Order, by Author’s Last Name.*


*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.*
OTHER RESOURCES FOR FURTHER RESEARCH


Garrigou-Lagrange, Reginald. De gratia: Commentarius in Summam theologicae S. Thomaes lae


______. *Die Menschheit Christi als Heilsorgan der Gottheit*. Freiburg im Breisgau, Germany, 1939.


GUIDELINES FOR PARTICIPATING IN A SEMINAR\textsuperscript{12}

Texts will be assigned which will be 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 general guidelines.

For All Seminar Members

Preparation: Read all required assignments and scan over secondary texts, reading them in more detail if you so desire. Take notes on the material, researching the subject as needed to become familiar with its concepts, using whatever resources are available to you: general theological or philosophical references, by discussion with your peers and/or the instructor, internet-based resources. The goal is to become sufficiently familiar with the concepts to be able to participate in discussions, provide comments, and pose and respond to questions.

In Class: Listen actively to each person who presents material whether in a formal presentation or in discussion, taking notes for questions or issues for discussion. Does what is being said capture the key arguments of each text? Are there implications of the argument that the presenter is not mentioning? Are there other areas you would like to explore? Bring relevant outside material to the attention of the class, when appropriate.

For the Seminar Moderator

Preparation: Read all material, including optional texts. Take notes on the material, researching the subject as needed to become familiar with its concepts, using whatever resources are available to you: general theological or philosophical references, by discussion with your peers and/or the instructor, internet-based resources. The goal is not to become a subject matter expert, but to become sufficiently familiar with the concepts to be able to lead discussions and prepare questions and comments. Prepare an outline of the material you would like to present, along with study and discussion questions.

The Presentations: The point is to present the texts to be discussed, not to advance your own ideas. 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, limiting it to one side of one sheet of paper if possible: outlines, bullet-point lists, brief quotations, graphs, or diagrams can be helpful, while long texts usually are not helpful. If you are using any technology, prepare it, arrive early, and test it. Have a backup plan in case the technology fails (technology failure will not excuse you from presenting.) Stay within the established time limits.

Moderating the Discussion: Following your presentations, you will lead the group in a discussion of the assigned readings. Ask for volunteers or call on students as necessary to begin discussions, solicit input and responses to questions, or to have them read, summarize and/or present sections of the readings. Listen actively to each person who presents material whether in a formal presentation or in discussion, taking notes for questions or issues for discussion. Does

\textsuperscript{12} These “Guidelines” were adapted from the syllabus, STHS-4141 by B. Kromholtz, OP, 2019, DSPT.
what is being said capture the key arguments of each text? Are there implications of the argument that the presenter is not mentioning? While leaving adequate room to explore unexpected or new ideas, be sure to keep the discussion on track and on schedule, redirecting the discussion as needed towards the heart of the matter or to the subject matter at hand. Bring relevant outside material to the attention of the class, when appropriate.

There is no need for the moderator to comment or publicly affirm, assesses or reinforce what each presenter says and doing so can be distraction, though it may be helpful to occasionally do so. It may also be necessary to draw out and explore what is being said, asking the presenter or others to go into more detail.

The moderator is to maintain a constructive and open atmosphere of mutual respect as much as possible, for it is in this environment that dialogue thrives, and that difficult and challenging conversations can bear fruit.

**General Guidelines for Moderating: Presentations and Discussions**

The purpose of the initial presentation at the start of each Seminar is to introduce the subject matter the way the session will be organized. The purpose of the presentation at the start of each text is to provide enough context to be able to have a fruitful discussion of the text. Below are some general guidelines for moderating, although each moderator can proceed in their own way provided the texts are adequately introduced and discussed:

**I. Introduction:**

Usually, you should mention something about:

A. Tell us very briefly the outline (structure, parts) of your discussion. 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, and in what year(s)? Give the relevant elements of their background or current status (give authors’ birth and death years, places active, etc.); 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 beyond the readings that can help 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. Outline of the Topic and Contents of Texts**

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. (This is a suggested outline; do NOT try to cover ALL these points!)

A. If there is a single reading, give a brief 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. Do not simply summarize the reading(s)! Keep summarizing to a minimum.

B. Whether there is one text/author or many, draw together whatever variety is present, either in a synthesis (not a summary) or in a contrast of the various elements 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 central idea, recurring theme, or “leitmotif” in a given author; or
3. offer your own explanation, suggesting an underlying unity or key differences; or
4. compare & contrast the different views that are presented, according to theories, systems, themes, or central ideas of the texts/authors.

C. If possible, go deeper into the issues. Any of the following may be pertinent:

1. What sources is a given author drawing upon? Is he or she part of a school or group with a shared outlook? Did anyone else’s work strongly influence this author?
2. What is each author’s purpose? How does the material discussed here fit within the broader goals of the author(s)?
3. Is there any particular person, group, or idea that the author is opposing (one or more)? Is there a debate that can shed light on the issues involved?
4. What has been the reception of the ideas of the author(s) 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 reading(s). Explain what is most important.

B. Give your own view on the reading(s), author(s), or topic, giving your 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. Note any areas that bear further research or thought. Refer 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.
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:

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<thead>
<tr>
<th>Outcome</th>
<th>Abbreviated Description</th>
<th>Description</th>
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<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>
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13 These Abbreviated Labels (underlined, and in italics) are my own.
### Class Schedule with Assigned Readings

[Secondary Readings which need not be Read in Detail are in Brackets]

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<th>Topic</th>
<th>Date</th>
<th>Day</th>
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<td>1- Introduction</td>
<td>Sept 10th</td>
<td>(Thursday)</td>
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<tr>
<td>2- A Glimpse at the Contemporary Meaning of ‘Sacramentality’</td>
<td>Sept 14th</td>
<td>(Monday)</td>
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<tr>
<td>3- Sources: Mystery-Sacrament in the Bible</td>
<td>Sept 17th</td>
<td>(Thursday)</td>
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<tr>
<td>4- Sources: The Sacramental Economy of the Church Fathers</td>
<td>Sept 21st</td>
<td>(Monday)</td>
</tr>
<tr>
<td>5- Sources: The Efficacy of Christ’s Humanity</td>
<td>Sept 24th</td>
<td>(Thursday)</td>
</tr>
<tr>
<td>[<em><strong>Deadline: Research Paper Topic Suggestions Due (May be handed in earlier)</strong></em>]</td>
<td></td>
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<tr>
<td>6- Sacramentality and the Scholastics</td>
<td>Sept 28th</td>
<td>(Monday)</td>
</tr>
<tr>
<td>7- Sacramentality and St. Thomas Aquinas (I)</td>
<td>Oct 1st</td>
<td>(Thursday)</td>
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<tr>
<td>[<em><strong>Deadline: Initial Research Paper Proposal Due (May be handed in earlier)</strong></em>]</td>
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<tr>
<td>8- Sacramentality and St. Thomas Aquinas (II)</td>
<td>Oct 5th</td>
<td>(Monday)</td>
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<tr>
<td>[***Topics for 1st Short Written Assignment will be Given to Students at end of Class ***]</td>
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<tr>
<td>9- Reformers: Sacramentality and the Sacraments</td>
<td>Oct 8th</td>
<td>(Thursday)</td>
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<tr>
<td>10- Sacramentality and the Counter-Reform</td>
<td>Oct 12th</td>
<td>(Monday)</td>
</tr>
<tr>
<td>[<em><strong>Deadline: 1st Short Written Assignment must be turned in before Class</strong></em>]</td>
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**Reading Week: No Class (Oct 26th - Oct 30th)**
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<td>12- ‘Rediscovery’ of ‘Sacramentality’ (18th-19th Centuries)</td>
<td>Nov 2nd</td>
<td>Mon</td>
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<tr>
<td>[<em><strong>Deadline: Research Paper Annotated Bibliography Due (May be handed in earlier)</strong></em>]</td>
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<tr>
<td>13- Sacramentality in the Magisterium Prior to Vatican II</td>
<td>Nov 5th</td>
<td>Thur</td>
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<td>14- Sacramentality of Vatican II</td>
<td>Nov 9th</td>
<td>Mon</td>
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<tr>
<td>15- Sacramentality in the wake of Vatican II</td>
<td>Nov 12th</td>
<td>Thur</td>
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<tr>
<td>[<em><strong>Deadline: Research Paper Final Proposal Due (May be handed in earlier)</strong></em>]</td>
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<td>16- Dogmatic Synthesis of Magisterial Statements</td>
<td>Nov 16th</td>
<td>Mon</td>
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<tr>
<td>17- Speculative Synthesis: General</td>
<td>Nov 19th</td>
<td>Thur</td>
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<tr>
<td>[<em><strong>Topics for Second Short Written Assignment will be Given to Students at end of Class</strong></em>]</td>
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<tr>
<td>18- Presentation and Discussion of 2nd Short Written Assignments</td>
<td>Nov 23rd</td>
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<td>[<em><strong>Deadline: 2nd Short Written Assignment must be turned in before Class</strong></em>]</td>
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<td><strong>Thanksgiving: No Class (Nov 26th - Nov 27th)</strong></td>
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<tr>
<td>19- Speculative Synthesis: Thomistic Framework (I)</td>
<td>Nov 30th</td>
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<td>20- Speculative Synthesis: Thomistic Framework (II)</td>
<td>Dec 3rd</td>
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<tr>
<td>21- Addressing Contemporary Concerns about Sacramentality (I)</td>
<td>Dec 7th</td>
<td>Mon</td>
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<tr>
<td>22- Addressing Contemporary Concerns about Sacramentality (II)</td>
<td>Dec 10th</td>
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<tr>
<td>23- Presentation of Research Paper Topics</td>
<td>Dec 14th</td>
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<tr>
<td>[<em><strong>Deadline: Research Paper must be turned in before Class</strong></em>]</td>
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<tr>
<td>24- Make-up Day</td>
<td>Dec 17th</td>
<td>Thur</td>
</tr>
<tr>
<td>[<em><strong>Set aside this day in your agenda in case we need to use it.</strong></em>]</td>
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