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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 a 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 Theologiae*.

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

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.

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 discuss, 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" borders 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 engage 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 brought 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.⁹ 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.¹⁰ 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”).¹¹ 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.

¹⁰ 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).

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)

You 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:

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|-----|--|-----|
| 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.c | 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:

<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.	many "E"s	no "U"s
B Content, structure, and expression are all adequate, free of significant faults.	mostly "E"s	few or no "U"s
C Significant errors or shortcomings are present, although many basic elements of the assignment are done adequately.	few or no "E"s	some "U"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.	few or no "E"s	several "U"s
F There is a failure to execute the most basic elements of the assignment.	no "E"s	mostly "U"s (or no work submitted)

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

- (0) Unsatisfactory,
- (2) Satisfactory, or
- (4) Excellent.

Proposal & Research Paper– Grading Criteria

	0=U – scholarly standards achieved <u>Unsatisfactorily</u>	2=S – scholarly standards achieved <u>Satisfactorily</u>	4=E – scholarly standards achieved w/ <u>Excellence</u>
	The student...	The student...	The student...
<u>I. Style</u>			
I.a. Grammar, Spelling, etc.	makes many errors in grammar, spelling, etc., that distract the reader from the content.	makes few errors in grammar, spelling, etc., that distract the reader from the content.	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.
<u>II. Parts</u>			
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.d. Description:			
1. 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.
2. 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.
3. Primary Sources	fails to explain why the set of primary sources was selected.	adequately explains why the set of primary sources was selected.	precisely explains why the set of primary sources was selected.
4. 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.

Short Writing Assignments– Grading Criteria

Criterion	0=U – scholarly standards achieved Unsatisfactorily	2=S – scholarly standards achieved Satisfactorily	4=E – scholarly standards achieved w/ Excellence
I. 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).
II. 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.
III. Clarity	Gives vague answers.	Gives adequately clear answers.	Gives especially clear answers.
IV. 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.
V. 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:

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 ASS 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.

Catholic Church, The. First Vatican Council. *Dei Filius: The Dogmatic Constitution on the Catholic Faith*. Session 3 [24 April 1870]. ASS 5 (1869-1870), pp. 481- 493.

———. First Vatican Council. *Pastor Aeternus: First Dogmatic Constitution on the Church of Christ*. Session 4 [18 July 1870]. ASS 6 (1870-1871), 40-47.

Pope Paul XII. *Mystici Corporis Christi: On the Mystical Body of Christ*. Encyclical (June 29, 1943). AAS, vol. 35 (1943), 193-248.

Catholic Church, The. Second Vatican Council. . *Sacrosanctum Concilium: On the Sacred Liturgy* (December 4, 1963). AAS 56 (1964): 97-138.

———. *Lumen Gentium: Dogmatic Constitution on the Church* [November 21, 1964]. AAS 57 (1965): 5-112.

———. *The Second Vatican Council. Unitatis Redintegratio: Decree on Ecumenism* (November 21, 1964). AAS 57 (1965): 90-112.

———. *Codex Iuris Canonici: Code of Canon Law* [25 January 1983]. Vatican City: Libreria Editrice Vaticana, 1983.

[The most recent *Codex Iuris Canonici* was promulgated by Pope John Paul II by means of the Apostolic Constitution *Sacrae Disciplinae Leges* on 25 January 1983. For a side-by-side English-Latin version, see *The Code of Canon Law: Latin-English Edition*. Washington, DC: Canon Law Society of America, 1983. ISBN: 978-0943616209.]

———. *Catechism of the Catholic Church* [11 October 1992]. Vatican City: Libreria Editrice Vaticana; Washington, DC: United States Catholic Conference, 2000.

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

