Dominican School of Philosophy and Theology (DSPT)
Syllabus for ST-3128 – Theological Anthropology
Spring Semester 2015 • Tuesdays, 12:40 pm to 3:30 pm • DSPT room 1

Fr. Bryan Kromholtz, OP (DSPT), available at office, DSPT East room 120, during office hours (posted on door), or by appointment • 510-883-7151 • bkromholtz@dspt.edu

COURSE DESCRIPTION: This course is an introduction to historical and contemporary issues in Christian anthropology, with an emphasis on the theology of Thomas Aquinas. It will consider (a) the human person created in the image of God, according to the states characterized by innocence, sin, law, grace, and glory; (b) historical justification & nature/grace controversies; and (c) hope & eschatology. Format: Lecture & discussion. Requirements: (1) class participation; (2) a book review; and either 3A, 3B, or 3C, as follows: (3A) two essays, based on the readings, of 1500 to 3000 words each – or (3B) one Essay, based on the readings, of 1500 to 3000 words, as well as two popular-style pieces (suitable for a weblog, bulletin, or popular periodical), based on the readings and topics covered in the course, each of which shall be 600 to 1500 words in length.

COURSE GOALS AND OUTCOMES: Students will be able to describe the early Church’s response to certain issues of theological anthropology. They will be able to explain such key concepts as sin, grace, justification, beatitude, and resurrection in Aquinas’ theological anthropology and eschatology, and will be able to compare and contrast them with certain contemporary theologies of humanity and its end.

FORMAT: Most classes will be composed of a lecture with questions and discussion.

INTENDED STUDENT PARTICIPANTS: This is an intermediate-level Master’s course, for M.A. students and those M.Div. students capable of graduate-level research.

REQUIREMENTS: Students will be required to attend class and hand in written assignments. Specifically, students will be assessed on:

1. Attendance and active participation. Students are to be prepared for class lectures and discussions and to participate in them attentively and actively. Any student who misses three or more classes (without written permission of the Academic Dean) cannot receive a passing grade for the course. Included in this portion of evaluation are occasional “pop” quizzes on assigned readings. These are not listed on the “Plan for the Semester” given below. (10% of grade)

2. Book Review. With the agreement of the professor, the student will read a recent book (of 200 pages or more, written within the past 20 years) and will write a book review of it (of 1000 to 2000 words). The student will present to the class a report on the book and on his or her own evaluation of it (roughly 2 to 5 minutes). (30% of grade)
3. **Option A or Option B.** For Requirement no. 3, the Student may choose Option A or Option B:

**Option A: Two Essays.** A student may submit **Two Essays** (of 1500 to 3000 words each, in main text, not counting footnotes or bibliography). Each of these essays is to focus on a very specific aspect of the topic (suggestions will be offered in class). Proposed Essay Topics must be discussed in class with the Professor on the due date indicated in the “Plan for the Semester” (see below). The focus of each essay shall be expressed in the form of a question to be answered (or at least pursued); the student shall place this question at the head of the essay, as its title. For references, the student will use class readings, Scripture, and/or documents from the Catholic Church, the works of St. Thomas Aquinas, and may supplement with other sources. (Neither of these papers is expected to be a full-fledged research paper with respect to sources researched.) The student will very briefly explain each essay to the class. (**2 Essays @ 30% each: 60% of grade**)

**Option B: One Essay, Two Short Articles.** For this option, the student may submit **One Essay** (of 1500 to 3000 words each, in main text, not counting footnotes or bibliography), as described in Option A. In place of the other essay, the student will write two popular-style **Short Articles** (suitable for a weblog, bulletin, or popular periodical), based on the readings and topics covered in the course, each of which shall be 600 to 1500 words in length. The student will very briefly explain each of the 3 works to the class. (**1 Essay @ 30% + 2 Short Articles @ 15% each: 60% of grade**)

### Grades

For the Essays, grades are assigned according to my “Grading Criteria for Essays” listed on the following page, which are based largely on DSPT’s Research Readiness Paper (RRP) Review Form, as well as DSPT’s Rubric for Life-long Learning and Rubric for Effective Leadership (see DSPT website for documentation). Grades for other kinds of work are based on analogous criteria. Thus, for the Book Review, there is no thesis statement, no citation of sources, etc. The following table describes how grades are applied to students’ work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Description</th>
<th>R.P. Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Deep understanding and insights are expressed in a clear, penetrating, and engaging manner, with virtually no errors.</td>
<td>mostly “E”s, no “U”s</td>
</tr>
<tr>
<td>B</td>
<td>Content, structure, and expression are all adequate, free of significant faults.</td>
<td>no “U”s – or mostly “E”s with 1 or 2 “U”s</td>
</tr>
<tr>
<td>C</td>
<td>Effort is evident, but significant errors or shortcomings are also present.</td>
<td>a few “U”s</td>
</tr>
<tr>
<td>D</td>
<td>Many serious deficiencies in content, structure, and expression are present.</td>
<td>several “U”s</td>
</tr>
<tr>
<td>F</td>
<td>There is a failure to execute the most basic elements of the assignment.</td>
<td>mostly “U”s</td>
</tr>
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Each written assignment submitted (normally, by **electronic file**) must include the student’s name, date, course number and title, instructor’s name, and title of assignment; it must be at least in 12-point type, with 1” to 1.5” page margins, with page numbers on each page (at least beginning with page 2). All main-body text should be in 12-point type and double-spaced.

No late work will be accepted (except, at the professor’s discretion, for very serious reasons).
**GRADING CRITERIA FOR ESSAYS** (Developed with the aid of *Rubistar ©2010*.)

<table>
<thead>
<tr>
<th>Style</th>
<th>E – scholarly standards achieved w/ Excellence</th>
<th>S - scholarly standards achieved Satisfactorily</th>
<th>U - scholarly standards achieved Unsatisfactorily</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Grammar, Spelling, Capitalization &amp; Punctuation</td>
<td>Student makes no errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content.</td>
<td>Student makes few errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content.</td>
<td>Student makes many errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content.</td>
</tr>
<tr>
<td>A2. Sentence Structure</td>
<td>Sentences are very clear and varied in pattern, from simple to complex.</td>
<td>Sentences are adequately clear, but they may lack variation, or a few may be awkward.</td>
<td>Many sentences have awkward structure or unclear content; or there is too little variation in sentence structure.</td>
</tr>
<tr>
<td>A3. Formatting</td>
<td>Student makes no errors in formatting in paper, footnotes, or documentation; all pertinent information is present.</td>
<td>Student makes only a few errors in formatting in paper, footnotes, or documentation; no important information is lacking.</td>
<td>Student makes many errors in formatting in paper, footnotes, or documentation, and/or important information is lacking.</td>
</tr>
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<thead>
<tr>
<th>Use of Resources</th>
<th>E – scholarly standards achieved w/ Excellence</th>
<th>S - scholarly standards achieved Satisfactorily</th>
<th>U - scholarly standards achieved Unsatisfactorily</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Accuracy</td>
<td>All concepts and/or quotations are reported accurately.</td>
<td>Concepts and/or quotations are reported accurately, with only a few, minor exceptions.</td>
<td>Several views and quotations were inaccurately reported.</td>
</tr>
<tr>
<td>2b. Sources</td>
<td>Student uses sources, incisively and extensively, as evidence for the main point and for other argumentation.</td>
<td>Student uses sources adequately as evidence for the main point and for other argumentation.</td>
<td>Student lacks sources where needed as evidence for the main point or other argumentation.</td>
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<table>
<thead>
<tr>
<th>Presentation/Analysis</th>
<th>E – scholarly standards achieved w/ Excellence</th>
<th>S - scholarly standards achieved Satisfactorily</th>
<th>U - scholarly standards achieved Unsatisfactorily</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Introduction</td>
<td>The Introduction explains the theme of the essay and outlines the main points to be discussed.</td>
<td>The Introduction presents the theme of the essay adequately.</td>
<td>The Introduction does not name the theme or does not preview what will be discussed.</td>
</tr>
<tr>
<td>3b. Question</td>
<td>Student clearly states in the title and in the text the question to be pursued.</td>
<td>Student indirectly indicates in the title or in the text the question to be pursued.</td>
<td>The question to be pursued does not appear and is not discernible.</td>
</tr>
<tr>
<td>3c. Reasoning</td>
<td>Student’s reasoning is logical and penetrating, yielding important insights.</td>
<td>Student’s reasoning is free of major errors.</td>
<td>Student’s reasoning is flawed in at least one essential point, or contains several errors.</td>
</tr>
<tr>
<td>3d. Sequencing</td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the student’s train of thought.</td>
<td>Arguments and support are provided in an order that makes it possible to follow the student’s train of thought.</td>
<td>Some of the arguments or support are not in an expected or logical order, making it difficult to follow the student’s train of thought.</td>
</tr>
<tr>
<td>3e. Conclusion</td>
<td>The conclusion clearly states the results of the student’s inquiry and clearly notes the limits of those results.</td>
<td>The conclusion adequately states the results of the student’s inquiry.</td>
<td>There is no true conclusion; the conclusion is either non-existent or contains mere generalities or irrelevant content.</td>
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</tbody>
</table>
TEXTS FOR REQUIRED READING:


Translated, with an introduction and notes, by Anton C. Pegis. *Book Two: Creation.*
Translated, with an introduction and notes, by James F. Anderson. *Book Three: Providence.*


Note that only texts marked “*” should need to be purchased. Prices given above are those found at bookfinder.com (new/used, shipping to US included, rounded up). As noted in the “Plan for the Semester,” additional readings may be assigned as the course progresses, depending on the students’ needs or interests, or other considerations. If the class uses any additional readings, they will be made available without cost, by electronic means or otherwise. For any book for which an online option is indicated, other editions are also acceptable.

**Other works of note:** particularly for the classes on the nature/grace controversy, students may wish to consult:


PLAN FOR THE SEMESTER:

Feb 03 **Introduction:** Students should arrive at class having a copy of this syllabus available for reference. Key Scripture texts: Jn 1:16-17; Rom 1-8, esp. 2:12-16, 3:19-31, 5:12-21, 6:14-15, 7:4-8, 8:1-4; 1 Cor 9:20-21; Gal 3:1-26, 5:1, 18, 6:2; Eph 1:1-14; Col 1:13-20; Heb 7:11 – 8:6; Jam 2:14-26; 1 John 1:5 – 2:17, 3:1-10, 5:16-21. Also: *Gaudium et Spes*, nos. 1, 9-22.

Feb 10 **Early issues:** Burns, 1-22; Irenaeus, Gregory of Nyssa: Burns 23-38; Augustine: *Confessions*, book 8; Pelagius: Burns 39-56; Canons of the Council of Carthage: Burns 57-60; Augustine: Burns 61-108; Synod of Orange: Burns 109-128.

Feb 17 **Innocence, sin, law and grace:** *Humanity & the world:* ND chap. 4, nos. 19, 39/1, 176c, and 401-43, pp. 163-94); *CCC* 279-384; *ST* I 90.2-3, 91.1-2, 92.1; *Imago Dei:* *ST* I 93.1-6, 93.9

Feb 24 **Original justice and fall:** ND chap. 5, nos. 501-27, pp. 195-214; *CCC* 385-421, 1949-2029; *ST* I 94.1, 94.3-4, 95.1-2, 96.1, 96.4, 97.1-2, 100.1-2, 102.4 (opt.: 98.1, 99.2, 101.1-2). **Original sin:** *ST* I-II, prologos of qq. 1, 6, 49, 55, 71, 90, 109; *ST* I-II 79.1-2, 80.1, 80.4, 81.1-3, 82.1, 82.3, 83.1-2, 85.1-6, 86.1-2, 87.3, 87.5. (opt.: 80.2-3, 81.4-5, 82.2, 82.4, 83.3-4)

Mar 03 **Law:** (recall: Gal 3:1-26, 5:1, 18, 6:2; Rom 2:12-16, 3:19-31, 5:12-21, 6:14-15, 7:4-8, 8:1-4; and 1 Cor 9:20-21; Heb 7:11 – 8:6; Jn 1:16-17); *ST* I-II 90.1-2, 91.1-4, 94.5, 97.1, 98.1-2, 99.5, 100.1, 100.12, 103.3, 104.3; *ST* I-II 106.1-4, 107.1-4, 108.1 (opt.: 91.5-6, 98.3-6, 108.2-4)

Mar 10 **Grace:** ND chap. 19, nos. 1901-22, pp. 791-804; *ST* I-II 109.1-10, 110.1-4; divisions: *ST* I-II 111.1-5; cause: 112.1-5.

Mar 17 **Justification controversy:** Martin Luther, “Two Kinds of Righteousness” (Dillenberger 86-96), “The Bondage of the Will” (excerpts: Dillenberger 175-90, 199-203); ND 1923; Trent, *Decree on Justification*, ND 1924-83. ND 1984-2000s; *JDDJ*, *RCCJDDJ*, *OCSA*.

Mar 24 **No class – Spring Break**

Mar 31 **Nature, Grace, and the Surnaturel controversy:** Torrell; Mansini

Apr 07 **No class – Instructor absent**

Essay/ Short Article/ Book choice discussion

1st piece (Essay or Short Article) due (Options A & B)
Apr 14  **Anthropology and Hope**: ST II-II 17.1 – 22.2

Apr 21  *No class – Instructor absent*

Apr 28  **Anthropology and Eschatology**: Beatitude and body: *ST* Suppl. 93.1; STI-II 4.1, 4.5-8; **Resurrection**: ST Suppl. 75.1-3 (*In Sent* IV 43.1.1.1-3), 77.1-2 (*In Sent* IV 43.1.3.1-2); SCG IV 79-89; (opt.: *Compendium* I 151-68; background material: ND chap. 23; CCC 631-82, 988-1060)

May 05

May 12  **Anthropology and Eschatology, cont.**: **Judgment**: ST Suppl. 88.1 & 88.3 (*In Sent* IV 47.1.1.1, 47.1.1.3); SCG IV 96; ST III 59.5; (opt.: *Compendium* I 241-45); **Renewal of world for humanity**: ST Suppl. 91.1 & 91.5 (*In Sent* IV 48.2.1, 48.2.5); SCG IV 97

May 19  *No class – Instructor absent*

May 22  *not a class period*

2nd piece (Essay or Short Article) due (Option B only)

May 19  Last piece (Essay or Short Article) due (Options A & B)

May 22  Book Review due
BIBLIOGRAPHY

Thanks to Fr. Michael Dodds, O.P., who compiled a good deal of this bibliography. –BLK

General works


**Theological Anthropology - Feminist**


**Original Sin**


Villalmonte, Alejandro de. *Cristianismo sin pecado original*. Salamanca, Spain: Naturaleza & Gracia, 1999


**Actual Sin**


**Grace & Indwelling**


**Justification and Merit**


Pedersen, Else Marie Wiberg. “Justification and grace. Did Luther discover a new theology or did he discover anew the theology of justification and grace?” *Studia Theologica* 57.2 (2003): 143-161.


**Eschatology - General**

*For more Bibliography, see O’Callaghan, cited below.*


**Eschatology - Apocalyptic**


**Eschatology - Theology of Death**


**Eschatology - Hell**


**Eschatology - Theology of History**


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


Turek, Margaret. “Dare We Hope ‘That All Men Be Saved’ (1 Tim 2:4)?: On von Balthasar’s Trinitarian Grounds for Christian Hope.” *.” Logos* 1.3 (1997): 92-121.

**Eschatology - Resurrection of the Dead**


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


Eschatology – Medieval: Thomas Aquinas


**Eschatology – Medieval: General**


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


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


Eschatology - Joseph Ratzinger


