

Dominican School of Philosophy and Theology (DSPT)
Syllabus for ST-3128 – Theological Anthropology
Spring Semester 2017 • Fridays, 12:40 to 3:40 pm • DSPT room 3

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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; (3) an essay, based on the readings, of 1500 to 3000 words, and (4) two popular-style short articles (suitable for a weblog, bulletin, or popular periodical), based on the readings, on topics covered in the course, each of which shall be 600 to 1500 words in length.

COURSE GOALS AND OUTCOMES: This course contributes to students' demonstration of DSPT's MATH Outcomes and MDiv Outcomes (as listed after the Plan for the Semester). Specifically, through this written and oral work in this course (*writing, presenting, communicating*), students will become better able to describe the early Church's response to certain issues of theological anthropology (*foundations, theological evaluation*). They will become better able to explain such key concepts as sin, grace, justification, beatitude, and resurrection in Aquinas' theological anthropology and eschatology (*foundations, theological evaluation*), and will become better able to compare and contrast them with certain contemporary theologies of humanity and its end (*integrating*).

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

INTENDED STUDENT PARTICIPANTS: This is an intermediate-level Master's course, intended for M.A., M.Div., and M.T.S. students; other graduate students admitted upon request.

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. (**20%** of grade)

2. Two Short Articles. The student will write two popular-style **Short Articles** (of 600 to 1500 words each) suitable for a weblog, bulletin, or popular periodical, based on the readings and topics covered in the course. The student will very briefly explain each of the two works to the class. (**2 Short Articles @ 15% each: 30%** of grade)

3. Two Essays. The student must submit two **Essays** (of 1500 to 3000 words each, in main text, not counting footnotes or bibliography). Each is to focus on a very specific aspect of the class material (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. (It is not 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 @ 25% each: 50% of grade**)

With the permission of the Professor at the **beginning** of the course, a student wishing to take the course at the Advanced Masters (4000) level may substitute a research paper of 5000-7000 words, with an extended class presentation, for the two Essays and the two Short Articles.

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:

<u>Grade</u>	<u>General Description</u>	<u>R.P. Grading Criteria</u>
A	Deep understanding and insights are expressed in a clear, penetrating, and engaging manner, with virtually no errors.	mostly “E”s, no “U”s
B	Content, structure, and expression are all adequate, free of significant faults.	no “U”s – or mostly “E”s with 1 or 2 “U”s
C	Effort is evident, but significant errors or shortcomings are also present.	a few “U”s
D	Many serious deficiencies in content, structure, and expression are present.	several “U”s
F	There is a failure to execute the most basic elements of the assignment.	mostly “U”s

Each written assignment is normally to be submitted by **electronic file, with filename beginning with the student’s surname**. The assignment itself 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).

The descriptions in the rubrics below offer a general idea of what constitutes an (0) Unsatisfactory, a (2) Satisfactory, or an (4) Excellent attainment of standards. They are not meant to be exhaustive descriptions.

GRADING CRITERIA FOR ESSAYS (Developed with the aid of *Rubistar*)

Style	0=U: course standards achieved Unsatisfactorily	2=S: course standards achieved Satisfactorily	4=E: course standards achieved w/ Excellence
A1. Grammar, Spelling, etc. (GS&c)	Student makes many errors in GS&c that distract the reader from the content.	Student makes few errors in GS&c that distract the reader from the content.	Student makes no errors in GS&c that distract the reader from the content.
A2. Sentence Structure	Many sentences have awkward structure or unclear content; or there is too little variation in sentence structure.	Sentences are adequately clear, but they may lack variation, or a few may be awkward.	Sentences are very clear and varied in pattern, from simple to complex.
A3. Formatting	Student makes many errors in formatting in paper, footnotes, or documentation, and/or important information is lacking.	Student makes only a few errors in formatting in paper, footnotes, or documentation; no important information is lacking.	Student makes no errors in formatting in paper, footnotes, or documentation; all pertinent information is present.
Use of Resources	0=U: course standards achieved Unsatisfactorily	2=S: course standards achieved Satisfactorily	4=E: course standards achieved w/ Excellence
2a. Accuracy	Several views and quotations were inaccurately reported.	Concepts and/or quotations are reported accurately, with only a few, minor exceptions.	All concepts and/or quotations are reported accurately.
2b. Sources	Student lacks sources where needed as evidence for the main point or other argumentation.	Student uses sources adequately as evidence for the main point and for other argumentation.	Student uses sources, incisively and extensively, as evidence for the main point and for other argumentation.
Presentation/ Analysis	0=U: course standards achieved Unsatisfactorily	2=S: course standards achieved Satisfactorily	4=E: course standards achieved w/ Excellence
3a. Introduction	The Introduction does not name the theme or does not preview what will be discussed.	The Introduction presents the theme of the essay adequately.	The Introduction explains the theme of the essay and outlines the main points to be discussed.
3b. Question	The question to be pursued does not appear and is not discernible.	Student indirectly indicates in the title or in the text the question to be pursued.	Student clearly states in the title and in the text the question to be pursued.
3c. Reasoning	Student's reasoning is flawed in at least one essential point, or contains several errors.	Student's reasoning is free of major errors.	Student's reasoning is logical and penetrating, yielding important insights.
3d. Sequencing	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.	Arguments and support are provided in an order that makes it possible to follow the student's train of thought.	Arguments and support are provided in a logical order that makes it easy and interesting to follow the student's train of thought.
3e. Conclusion	There is no true conclusion; the conclusion is either non-existent or contains mere generalities or irrelevant content.	The conclusion adequately states the results of the student's inquiry.	The conclusion clearly states the results of the student's inquiry and clearly notes the limits of those results.

GRADING CRITERIA FOR SHORT ARTICLES (Developed with the aid of *Rubistar*)

<u>A. Style</u>	0=U: course standards achieved Unsatisfactorily	2=S: course standards achieved Satisfactorily	4=E: course standards achieved w/ Excellence
A1. Sentence Structure	Several sentences do not suit the genre or are not well-constructed.	Nearly all sentences suit the genre and are well-constructed.	All sentences suit the genre and are well-constructed.
A2. Grammar, Spelling, etc. (GS&c)	Student makes many errors in GS&c that distract the reader from the content.	Student makes very few errors in GS&c that distract the reader from the content.	Student makes no errors in GS&c that distract the reader from the content.
A3. Formatting	Student makes many errors in formatting in paper or notes.	Student makes only a few errors in formatting in paper or notes.	Student makes no errors in formatting in paper or notes.
<u>B. Sources</u>	0=U: course standards achieved Unsatisfactorily	2=S: course standards achieved Satisfactorily	4=E: course standards achieved w/ Excellence
B1. Accuracy	Sources were inaccurately reported, involving either serious errors or many errors.	Sources are reported accurately, with only a few, minor exceptions.	Sources are reported accurately.
B2. Evidence	Student lacks evidence where needed for the main point.	Student adequately uses evidence for the main point and for other argumentation.	Student uses evidence incisively for the main point and for other argumentation.
<u>C. Parts</u>	0=U: course standards achieved Unsatisfactorily	2=S: course standards achieved Satisfactorily	4=E: course standards achieved w/ Excellence
C1. Introduction	The title and opening do not attract the reader's attention, or do not direct it toward the main theme.	The title and opening adequately attract the reader's attention and direct it toward the main theme.	The title and opening skillfully both attract the reader's attention and direct it toward the main theme.
C2. Order	The piece has no discernible order or flow, making it difficult to follow the student's thought.	The piece has an order that makes it possible to follow the student's thought.	The piece has an order that makes it easy to follow the student's thought.
C3. Conclusion	The conclusion contains mere generalities or irrelevant content; or there is no real conclusion.	The conclusion provides a kind of summary (statement or paragraph), or a relevant final thought.	The conclusion provides a clear summary (statement or paragraph), or a relevant final thought that is particularly apt.
<u>D. Content</u>	0=U: course standards achieved Unsatisfactorily	2=S: course standards achieved Satisfactorily	4=E: course standards achieved w/ Excellence
D1. Unity	The piece lacks focus; it lacks a discernible theme or covers too many different themes.	The piece has a single theme that is adequately discernible.	The piece is clearly and consistently focused on a single theme.
D2. Clarity	Exposition or explanations are unclear.	Exposition and explanations are adequately understandable.	Exposition and explanations are clear.

D3. Reasoning	Student's reasoning is flawed in at least one essential point, or contains several errors.	Student's reasoning is free of major errors.	Student's reasoning is logical and penetrating, yielding important insights.
D4. Relevance	The piece fails to address any issue or issues of current concern Church or society, or to show how its theme could interest the reader.	The piece implicitly addresses some issue or issues of current concern Church or society, or implies how its theme could interest the reader.	The piece explicitly addresses some issue or issues of current concern Church or society, or explains how its theme could interest the reader.
D5. Audience	Content is not understandable by potential readers, often using vocabulary or concepts either too obscure or too basic.	Content is understandable by potential readers, almost always using vocabulary & concepts neither too obscure nor too basic.	Content is well-suited to potential readers' abilities, always using vocabulary & concepts neither too obscure nor too basic.

TEXTS FOR REQUIRED READING:

Augustine. *The Confessions of St. Augustine*. Trans. Rex Warner. New York: Mentor-Omega, 1963. [or online at <http://www.ccel.org/ccel/augustine/confessions.html>; other versions are acceptable]

Burns, J. Patout, trans. and ed. *Theological Anthropology*. Sources of Early Christian Thought. Philadelphia: Fortress Press, 1981. [978-0800614126; \$24/\$8; abbrev.: Burns]*

Catechism Of The Catholic Church. Vatican City: Libreria Editrice Vaticana; Washington, DC: United States Catholic Conference, 2000. [Or an older ed. along with *Catechism of the Catholic Church: Modifications from the Editio Typica*. Vatican City: Libreria Editrice Vaticana, 1998] [available online; abbrev. **CCC**]

Catholic Church, The. *Response of the Catholic Church to the Joint Declaration of the Catholic Church and the Lutheran World Federation on the Doctrine of Justification*, June 25, 1998. [http://www.vatican.va/roman_curia/pontifical_councils/chrstuni/documents/rc_pc_chrstuni_doc_01081998_off-answer-catholic_en.html; abbrev.: **RCCJDDJ**]

Catholic Church, The, and the Lutheran World Federation. *Joint Declaration on the Doctrine of Justification*, 1998. [http://www.vatican.va/roman_curia/pontifical_councils/chrstuni/documents/rc_pc_chrstuni_doc_31101999_cath-luth-joint-declaration_en.html; abbrev.: **JDDJ**]

Catholic Church, The, and the Lutheran World Federation. *Official Common Statement and Annex*, by the Lutheran World Federation and the Catholic Church, October 31, 1999. [http://www.lutheranworld.org/Special_Events/EN/gof99e.pdf; abbrev.: **OCSA**]

Denzinger, Heinrich, and Peter Hünermann, eds. *Enchiridion Symbolorum: A Compendium of Creeds, Definitions, and Declarations of the Catholic Church*. 43rd edition, Latin – English. San Francisco: Ignatius Press, 2012. [This may be used as an alternative to ND, but references in assignments are to ND; 978-0898707465; \$45/\$49]

- Long, Steven A. "Creation ad imaginem Dei: The Obediential Potency of the Human Person to Grace and Glory," *Nova et Vetera* (English) 14.4 (2016): 1175-1192. [to be supplied in class; abbrev.: Long]
- Luther, Martin. *Martin Luther: Selections from his Writings*. Ed. and with an introd. by John Dillenberger. Garden City, N.Y.: Doubleday, 1961. [978-0385098762; \$12/\$4; other versions acceptable]*
- Mansini, Guy. "The Abiding Significance of De Lubac's *Surnaturel*." *The Thomist* 73 (2009): 593-619. [to be supplied in class; abbrev.: Mansini]
- O'Callaghan, Paul. *Children of God in the World: An Introduction to Theological Anthropology*. Washington, DC: The Catholic University of America Press, 2016 [orig. Italian: 2013]. [978-0813229003; \$38/\$45; abbrev.: O'Callaghan]*
- Neuner, J. and J. Dupuis. *The Christian Faith: Doctrinal Documents of the Catholic Church*. 7th rev. and enlarged ed. New York: Alba House, 2001. [See also Denzinger; 978-0818908934; \$27/\$21; abbrev.: ND]*
- Second Vatican Council. *Gaudium et Spes* (7 December 1965). AAS 58 (1966), 1025-1120. [online at http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_cons_19651207_gaudium-et-spes_en.html; abbrev. **GS**]
- Thomas Aquinas. *Summa theologiae*. 5 vols., ed. Institutum Studiorum Medievalium Ottaviensis. Ottawa: Studium Generale O.P., 1945. In English: *Summa Theologica*. 3 vols. Translated by Fathers of the English Dominican Province. Rev. ed. New York: Benziger, 1920 (reprint, 1947-48). [online at <http://dhspriority.org/thomas/summa/index.html>; abbrev. **ST**]
- Thomas Aquinas. *Summa contra Gentiles*. Leonine Commission vols. 13-15 (1918, 1926, and 1930, resp.). In English: *On the Truth of the Catholic Faith: Summa contra Gentiles. Book One: God*. 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*. Parts 1-2, 2 vols. Translated, with an introduction and notes, by Vernon J. Bourke. *Book Four: Salvation*. Translated, with an introduction and notes, by Charles J. O'Neil. Garden City, N.Y.: Hanover House, 1955-57. [online at: <http://dhspriority.org/thomas/ContraGentiles.htm>; abbrev. **SCG**]
- Thomas Aquinas. *Compendium theologiae seu brevis compilation theologiae ad fratrem Raynaldum*. Leonine Commission vol. 42 (1979), 83-205. In English: *Aquinas's Shorter Summa*. Manchester, N.H.: Sophia Institute Press, 2002. A reprint of *Light of Faith: The Compendium of Theology*. Manchester, N.H.: Sophia Institute Press, 1993. First published as *The Compendium of Theology*. Translated by Cyril Vollert. St. Louis: Herder, 1947. [online at <http://dhspriority.org/thomas/Compendium.htm>; abbrev. **Compendium**]

*Only texts marked " * " require any purchase. 13-digit numerals starting with "978" are ISBN numbers. Prices above are as 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 by the Professor as the course progresses, depending on the students' needs or interests, or other considerations. Any additional readings will be made available without significant cost, by*

electronic means or otherwise. For any book for which an online option is indicated, other editions are acceptable.

OTHER WORKS OF NOTE:

Particularly for the classes on the nature/grace controversy, students may wish to consult:

Bonino, Serge-Thomas, ed. *Surnaturel: A Controversy at the Heart of Twentieth-century Thomistic Thought*. Trans. by Robert Williams, trans. rev. by Matthew Levering. Ave Maria, Fla.: Sapientia Press, 2009. [original French version: 2001]

Braine, David. "The Debate Between Henri de Lubac and His Critics," *Nova et Vetera* 6 (2008): 543–90.

de Lubac, Henri. *Augustinianism and Modern Theology*. Trans. by Lancelot Sheppard. Introd. by Louis Dupré. New York: Crossroad, 2000. [orig. pub.: 1965]

Feingold, Lawrence. *The Natural Desire to See God According to St. Thomas Aquinas and His Interpreters*. 2nd ed. Naples, FL: Sapientia Press, 2010. [ISBN-13: 978-1932589542; \$35/na*]

Healy, Nicholas. "Henri de Lubac on Nature and Grace: A Note on Some Recent Contributions to the Debate." *Communio* 35 (2008): 535-64.

Hütter, Reinhard. "Desiderium Naturale Visionis Dei—Est autem duplex hominis beatitudo sive felicitas: Some Observations about Lawrence Feingold's and John Milbank's Recent Interventions in the Debate over the Natural Desire to See God." *Nova et Vetera* (English) 5.1 (2007): 81-131.

Long, Steven A. "On the Loss, and the Recovery, of Nature as a Theonomic Principle: Reflections on the Nature/Grace Controversy." *Nova et Vetera* 5 (2007): 133–83.

McInerny, Ralph. *Praeambula fidei: Thomism and the God of the Philosophers*. Washington, DC: The Catholic University of America Press, 2006.

Milbank, John. *The Suspended Middle: Henri de Lubac and the Debate Concerning the Supernatural* (Grand Rapids, Mich.: Eerdmans, 2005).

Torrell, Jean-Pierre. "Nature and Grace in Thomas Aquinas." In *Surnaturel: A Controversy at the Heart of Twentieth-century Thomistic Thought*, edited by Serge-Thomas Bonino, 155-90. Trans. by Robert Williams, trans. rev. by Matthew Levering. Ave Maria, Fla.: Sapientia Press, 2009. [original French version: 2001; to be supplied in class; abbrev.: Torrell]

PLAN FOR THE SEMESTER:

Feb 08 Introduction: Students should arrive at class having a copy of this syllabus available for reference (at least pp. 1-10), and having reviewed these 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 15 Early issues: O’Callaghan, front matter & Part I, chaps. 1-3, pp. 1-85.

Feb 22 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. O’Callaghan, chaps. 4-8, pp. 89-173.

Mar 01 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* 44.4, 90.2-3, 91.1-2, 92.1, 93.2; *Imago Dei*: *ST I* 93.1-6, 93.9.

Mar 08 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*, prologs 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 15 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* 90.1-4, 91.1-4, 94.5, 97.1-3, 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 22 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, 113.1-10, 114.1-10.
Short Article 1 due O’Callaghan, chap. 9, pp. 174-188.

Mar 29 *No class – Spring Break*

Apr 05 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*. O’Callaghan, chap. 10-11, pp. 189-212.

Apr 12 Grace, cont.: O’Callaghan, chaps. 12-14, pp. 215-300.

Essay 1 due

Apr 19 *No class – Good Friday*

Apr 26 Grace, cont.: O’Callaghan, chaps. 15-17, pp. 301-383.

May 03 Nature, Grace, and the Surnaturel controversy: Mansini; Long

May 10 Anthropology and Hope: *ST* II-II 17.1 – 22.2

May 17 Anthropology and Eschatology: Beatitude and body: *ST* Suppl. 93.1; *ST* I-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 151-168; background material: ND chap. 23; *CCC* 631-682, 988-1060)

Short Article 2 due

May 24 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 31 *Friday – not a class period*

Essay 2 due

DSPT MATH PROGRAM OUTCOMES

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

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

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

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

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

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

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

DSPT MDiv PROGRAM OUTCOMES

By the end of the MDiv program, students will demonstrate ministerial and pastoral competency through the ability:

MDivO-1 (*communicating*): to communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church through preaching, teaching, and writing;

MDivO-2 (*preaching*): to preach in a manner that is grounded in scholarly methods of biblical interpretation, and is doctrinally sound, pastorally focused, and rhetorically effective;

MDivO-3 (*theological evaluation*): to analyze, assess, and critique theological perspectives through scriptural, historical, and systematic theological methods, and to assist others in doing the same;

MDivO-4 (*responsibility*): to fulfill their responsibilities with the moral, intellectual, psychological, and emotional maturity that grounds vigorous discipleship of Christ and priestly service to others;

MDivO-5 (*prayer leading*): to lead a faith community in prayer, worship and theological reflection, centered on the Eucharist, respecting both the liturgical tradition of the Church and the pastoral needs of the local community;

MDivO-6 (*ethics application*): to apply the principles of the moral theology of St. Thomas Aquinas to pastoral situations in general and confessional situations in particular;

MDivO-7 (*teamwork*): to lead and to work collaboratively with others in a just, charitable, and generous manner, respecting the relevant cultural, social, and ecclesial circumstances, all the while maintaining professional, ethical boundaries;

MDivO-8 (*Church uniting*): to foster Church communion, demonstrated through personal and liturgical prayer, regular observance, and life in community.

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

BIBLIOGRAPHY

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

General works

- Ashley, Benedict [O.P.]. *Theologies of the Body: Humanist and Christian*. Braintree, MA: The Pope John Center, 1985.
- Balthasar, Hans Urs von. *A Theological Anthropology*. New York: Sheed and Ward, 1968.
- Bauer, Johannes B., ed. *Encyclopedia of Biblical Theology: The Complete Sacramentum Verbi*. New York: Crossroad, 1981.
- Burns, J. Patout, ed. *Theological Anthropology*. Philadelphia: Fortress, 1981.
- Clément, Olivier. *On Human Being: A Spiritual Anthropology*. New York: New City Press, 2000.
- Comblin, Jose. *Retrieving the Human: A Christian Anthropology*. Maryknoll, NY: Orbis, 1990.
- Duffy, Stephen J. *The Dynamics of Grace: Perspectives in Theological Anthropology*. Collegeville, MN: Liturgical Press, 1993.
- Duffy, Stephen J. *The Graced Horizon: Nature and Grace in Modern Catholic Thought*. Collegeville, MN: Michael Glazier, 1992.
- Ellverson, Anna-Stina. *The Dual Nature of Man: A Study in the Theological Anthropology of Gregory of Nazianzus*. Uppsala: Uppsala University, 1981.
- Fichtner, Joseph. *Theological Anthropology: The Science of Man in his Relations to God*. Notre Dame, IN: U. of Notre Dame Press, 1963.
- Goetz, Joseph, et al. *A Christian Anthropology*. St. Meinrad, IN: Abbey Press, 1974.
- Grey, Mary. "Augustine and the Legacy of Guilt." *New Blackfriars*, 70 (1989): 476-488.
- Haight, Roger. *The Experience and Language of Grace*. New York: Paulist, 1979.
- Haight, Roger. "Sin and Grace." In *Systematic Theology*, vol. 2, ed. Francis Fiorenza and John Galvin. Minneapolis: Fortress, 1991, 77-141.
- Harris, Susan. *Christian Anthropology: The Trinitarian Theology of Man*. Charlottetown, Prince Edward Island: St. Peter Publications, 1997.
- Hill, Edmund. *Being-Human: A Biblical Perspective*. London: Chapman, 1984.
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