

ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE
at Western University
Fall 2023

Systematic Theology 5113A
Theological Anthropology
Tuesday, 7:00 – 9:45

John Dool, 432-1824, x272, jdool@uwo.ca
Office hours by appointment

COURSE DESCRIPTION

A biblical, historical, and systematic consideration of certain themes concerning the nature of humanity and its relationship to God: creation, original sin, justification, and the destiny of humanity (last things). (3hours; antirequisite: the former Dogmatic Theology 302B Origins, Grace, and Eschatology, and the former Systematic Theology 113A)

GOALS

This course will assist students to grow in the following knowledge, skills and attitudes:

Knowledge:

To gain a sound understanding of the Catholic vision of the human person as made in the image of God: created, graced, and oriented toward ultimate communion with God.

To gain an appreciation for the biblical foundations, key historical developments, and contemporary questions and avenues of thought in regard to that vision of the human person.

To gain a foundation for exploring, theologically and pastorally, the mystery of grace in its relationship with our human nature and human freedom.

Skills:

To begin to reflect on how to communicate theological themes effectively in pastoral contexts, especially those such as sin or our destiny after death that relate most closely to those contexts.

To learn to integrate philosophical categories and insights into a theological framework (such as the person as body/soul into the doctrine of resurrection or teleology into eschatology).

To begin to develop a sense for how the Catholic theological understanding of the human person is linked to other key themes and dimensions of the faith.

Attitudes:

To grow in recognition of the benefit of shared dialogue and shared exploration of theological issues.

To value one's own unique manifestation of humanity in its openness to grace and to value that unique manifestation of humanity in others.

ASSESSMENT

Essay proposal and outline (2-3 pages) and annotated bibliography, including consultation with the Seminary librarian, due **Oct. 17** (10%)

A research paper, (10-12 pages, 12 pages **maximum**) on a topic of your selection; due **Dec. 5** (40%) According to the policy adopted by the faculty of St. Peter's Seminary, all citations, references and bibliographies in written assignments are to follow the formatting prescribed in the Chicago/Turabian Manual of Style. Footnotes are to be used, rather than author-date references in the body of the text. Please review and consult the summary provided by Kenrick-Glennon Seminary at <https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

A final, written examination during the exam period (35%)

Participation in discussions. Students may submit a written question or comment on the week's reading. (15%).

READINGS OR TEXTBOOKS

Required:

Course readings on OWL course site.

Recommended:

Haight, Roger. *The Experience and Language of Grace*. New York: Paulist Press, 1979; available at Amazon (US site) and Paulist Press site

STRUCTURE OF THE COURSE**Section 1: Creation and Sin**

Week 1 (Sept. 12):

- Introduction; Background to Theology of Creation (Bishop Brendan Leahy, "Do We Know Where We Are? Creation and the Trinity", *Faith and the Marvelous Progress of Science* – coursepack, #1).
- Creation in Scripture (Genesis 1-3); Creation in Tradition

Week 2 (Sept. 19):

- Science and Creation
- The Human Creature as *Imago Dei* (International Theological Commission, *Communion and Stewardship: Human Persons Created in the Image of God*, sections 1-31; available online at www.vatican.va or on OWL)

Week 3 (Sept. 26):

- Created for Communion (*Communion and Stewardship*, sections 32-55)
- Stewards of Creation (*Communion and Stewardship*, sections 56-80)

Week 4 (Oct. 3):

- Sin: Original, Personal, and Social (Gerald O'Collins and Mario Farrugia, *Catholicism*; Joseph Ratzinger, "Sin and Salvation", *In the Beginning*)
- Introduction to Grace (Haight, ch. 1; note: you may skip the section on William James)

Section 2: Grace

Week 5 (Oct. 10):

- The Pauline Vision (Recommended: Elizabeth Dreyer, "New Creation in Christ: Paul of Tarsus", *Manifestations of Grace*, [Wilmington, Delaware, 1990], pp.54-64, on OWL)
- Augustine (Haight, ch.2; "Dimensions of Grace", from *The Essential Augustine*, Vernon Bourke, ed.)
- From Augustine to Aquinas

Week 6 (Oct. 17):

- Thomas Aquinas (Haight, ch.3; Aquinas, *Summa Theologica*, [New York, Benziger Brothers, 1947], I-II, q.110, aa.1-4; q.111, aa.1-3)
- From Aquinas to Luther

Week 7 (Oct. 24):

- Martin Luther (Haight, ch.4; Luther, "A Commentary on St. Paul's Epistle to the Galatians", *Martin Luther: Selections from His Writings*, John Dillenberger, ed.)
- Trent (Haight, ch. 5)
- The Issue of Grace Among Christians Today (Recommended: *The Lutheran/Roman Catholic Joint Declaration on Justification*; not in coursepack; on OWL or online at www.vatican.va)

Reading Week

Week 8 (Nov. 7):

- From Trent to de Lubac and Rahner
- Rahner (Haight, ch.6; Rahner, "Relationship Between Nature and Grace: the Supernatural Existential" *A Rahner Reader*, Gerald McCool ed.)
- Grace, Nature, and the Church in the World (Recommended: Neil Ormerod, "Secularisation and Resacralisation: False Alternatives for a Missionary Church",

Australian eJournal of Theology 23.1, April 2016; available for download through the library catalogue or on OWL)

Week 9 (Nov. 14):

- Synthesis on Grace (Anne Hunt, “Trinity, Grace, and the Moral Life”, *The Trinity: Nexus of the Mysteries of the Christian Faith*).
- From Grace to Eschatology

Section 3: Eschatology

Week 10 (Nov. 21):

- Hope; Paschal Hope; The Kingdom of God; (Jurgen Moltmann, “Introduction: Meditation on Hope”, *A Theology of Hope*)
- Death (Monika Hellwig, “Eschatology”, *Systematic Theology: Roman Catholic Perspectives*)
- Judgment, Individual and General

Week 11 (Nov. 28):

- Judgment, Hell, and Purgatory (Hellwig, continued)

Week 12 (Dec. 5):

- Resurrection of the Body; Heaven (Anthony Kelly, “Eternal Life: Love Consummated”, *God is Love*)
- Eschatology: Conclusion
- Integration

F. UNIVERSITY REGULATIONS AND SUPPORT SERVICES

Students are responsible for knowing the University’s academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

Accommodations for Tests/Examinations: Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **All students requiring academic accommodations for tests and examinations must use the services offered through King’s University College.**

How to Request Academic Accommodation – King’s Students:

<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>

UWO Policy on Accommodation for Medical Illness:

https://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC):

<https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

<http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

Copyright re: Course Material: Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission. (Commercial use of Course material - <http://umd.edu/legal/commercial.html>)

Scholarly Citation: According to the policy adopted by the faculty of St. Peter's Seminary, all citations, references and bibliographies in written assignments are to follow the formatting prescribed in the Chicago Manual of Style. Footnotes are to be used, rather than author-date references in the body of the text. Please review and consult the summary provided by Kenrick-Glennon Seminary at <https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

Submission of Assignments: It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission.

Students who are unable to hand in assignments or take examinations for legitimate reasons must consult with the instructor. If the reason is medical, students may be required to provide a note from a

doctor. Ordinarily, all assignments and exams will be made up at a later date. In certain circumstances, the final grading scheme may be re-weighted if the missed assignment is of a low weight.

Selection and Registration of Courses: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s) have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

Classroom Conduct: Students are expected to conduct themselves with respect for everyone and with professionalism in all classroom activities. Laptops and other electronic devices may be used for classroom academic activities only. The use of such devices must always be in accord with the common good of the whole learning community as specified by the instructor. The instructor may choose at any time to limit their use for instructional purposes or because of the disruptive use of such devices.

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Support Services:

Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King's is available at

<https://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is

<http://www.kings.uwo.ca/current-students/academic-support/>

Students who are in emotional/mental health distress should refer to Mental Health@Western: <https://uwo.ca/health/services/students/index.html> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

These services are not meant to replace those offered at the Seminary but may be beneficial to our students after consultation with the appropriate instructors, administrators, and formators.

PARTICIPATION GRADES

A – FOR EXCELLENT WORK

Takes an active role in his or her learning, consistently demonstrating a desire to learn and to share ideas with the class. Initiates discussion and asks substantial, insightful questions. Does not dominate conversation, listens actively and respectfully to others, and makes contributions that advance the conversation. Is willing to assert a view and support it in discussion.

B – FOR GOOD WORK

Is an active learner and a regular participant in discussions. Volunteers ideas and asks fruitful questions. Is willing to engage with the ideas being discussed and to assert a view on those ideas. Listens actively and respectfully to others.

C – FOR ADEQUATE WORK

Sometimes takes an active role in learning. Contributes occasional, appropriate questions or comments. May make tangential contributions or digress from the flow of the conversation at times. Generally listens respectfully to others. Is profiting from the group learning environment, but could be more actively engaged.

D – FOR MARGINAL WORK

Seldom takes an active role in learning by joining in discussion or asking questions. Often is not engaged or listening attentively. Does not show initiative in learning. May be disruptive at times.

GRADING SCALE

- A+ 90 - 100% – *for profound and creative work*: exceptional performance with clear evidence of original thinking; a superior grasp of the subject matter with sound critical evaluations; strong evidence of an extensive knowledge base;
- A 80 - 89% – *for excellent work*: outstanding performance with indication the student is approaching some original thinking; good organization and a well developed capacity to critique, analyse and synthesize; an excellent grasp of the subject matter; thorough knowledge of the relevant literature;
- B 70 - 79% – *for good work*: good performance with evidence of a grasp of the subject matter; some evidence of a critical capacity and analytic ability; a reasonable understanding of the relevant issues; evidence of familiarity with the literature;
- C 60 - 69% – *for adequate work*: intellectually adequate performance of a student who is profiting from his or her academic experience; an understanding of the subject matter and the ability to understand the basic concepts found in the material;
- D 50 - 59% – *for marginal work*: minimally acceptable performance; some evidence of familiarity with the subject matter and some ability to synthesize it;
- F below 50% – *for wholly inadequate work*: a failing performance in which there is little evidence of even a superficial understanding of the subject matter; an overall weakness in critical and analytical skills; limited or irrelevant use of the literature.