

ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE
at Western University
Fall 2015

Systematic Theology 5111A
Fundamental Theology
Tuesday, 9:30 - 11:20, Room 108

John Dool, 432-5726, x272, jdool@uwo.ca
Office hours by appointment

A. COURSE DESCRIPTION

A foundational course considering the nature of divine revelation, faith as humanity's response to God's revealing activity, the inspiration and interpretation of scripture, the nature of tradition, and theological method. (2 hours; antirequisite: the former Dogmatic Theology 101A)

B. GOALS

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

Knowledge:

To gain a sound understanding of how God's revelation in Jesus and the Spirit is made known to us through scripture and the tradition and how we respond to that revelation through both faith and reason.

To gain an understanding of the relationship of the roles of authority, scholarship, and personal exploration in the theological tradition.

To gain an understanding of the continuity and development of the theological tradition.

Skills:

To learn how to balance the quest for certainty with the sometimes limited and developmental character of theological understanding.

To begin to develop the habit of theological reasoning, including learning how to integrate philosophical approaches into a theological framework.

To learn how to reflect on and express the Christian faith in the context of contemporary cultural and ecclesial challenges and opportunities.

Attitudes:

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

To exhibit a sense of wonder and a desire to probe more deeply into the mysteries of the faith.

C. ASSESSMENT

A reading and reflection paper (source article on reserve in library); due **Oct. 16** (not a class day; must be handed in at the receptionist's office); (5-6 pages, 6 pages **maximum**) (25%)

A reading and reflection paper (source article on reserve in library); due **Nov. 10** (5-6 pages, 6 pages **maximum**) (25%)

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%).

D. READINGS OR TEXTBOOKS

Required:

Yves Congar, *The Meaning of Tradition*, San Francisco: Ignatius Press, 2004 (available at the UWO bookstore). Additional required and recommended readings will be put on reserve in the library.

Documents of Vatican II

E. STRUCTURE OF THE COURSE

Week 1 (Sept. 15): Introduction; Philosophy and Theology; Mystery

Week 2 (Sept. 22): Mystery and Revelation in Word and Event

Required Readings: *Dei Verbum (Dogmatic Constitution on Divine Revelation)*, esp. chs. 1-3); Richard Gaillardetz and Catherine Clifford, "A Theology of Divine Revelation", *Keys to the Council: Unlocking the Teaching of Vatican II*, pp. 31-38.

Week 3 (Sept. 29): Faith; Tradition: Content and Dynamic Process

Required Readings: Congar, pp. 9-33

Week 4 (Oct. 6): Tradition and Traditions; The Spirit as Subject of Tradition

Required Readings: Congar, pp. 33-58

Week 5 (Oct. 13): The Church as Subject of Tradition: Magisterium and the Faithful

Required Readings: Congar, pp. 58-81; Jared Wicks, "The Levels of Teaching by the Catholic Magisterium", *Doing Theology*, pp. 237-39.

Recommended Reading: International Theological Commission, *Sensus Fidei in the Life of the Church*, 2014, #48-80, #113-119 (not on reserve)

Week 6 (Oct. 20): The Sensus Fidei (cont'd); Scripture and Tradition; The Canon of Scripture

Required Readings: Congar, pp. 83-111

Week 7 (Oct. 27): Break Week

Week 8: (Nov. 3) Tradition as Historical; Development of Doctrine

Required Readings: Congar, pp. 112-128; T. Howland Sanks, "A Church That Can and Cannot Change: The Dynamics of Tradition", *Theological Studies*, v. 76, no.2, 2015, pp. 298-310.

Week 9 (Nov. 10): Doing Theology and Being a Theologian

Required Readings: Robert Barron, "Why Bernard Lonergan Matters for Pastoral People", *Exploring Catholic Theology*, (Grand Rapids, 2015), pp.175-84.

Week 10 (Nov. 17): The Contemporary Cultural Milieu

Required Readings: *Gaudium et Spes*, sections 1-22; John Dool, "Authenticity and Ecclesiology: Charles Taylor and the Post-Conciliar Challenge", pp.1-16

Recommended Reading: Charles Taylor, *The Malaise of Modernity* (also known as *The Ethics of Authenticity*)

Week 11 (Nov. 24): Understanding Vatican II

Required Readings: Dool, pp.16-21; John O'Malley, "Vatican II: Did Anything Happen?", *Theological Studies*, v.67, 2006, pp. 3-33.

Week 12 (Dec. 1): Apologetics Today

Required Readings: Bishop Donald Bolen, "Giving an Account of Our Hope", *Origins*, v.41, no.6, June 2011.

Recommended Reading: Francis Cardinal George, "Making All Things New: Notes on a New Apologetics", *The Difference God Makes: A Catholic Vision of Faith, Communion, and Culture*, pp. 59-76.

Week 13 (Dec. 8): Conclusion and Review

F. UNIVERSITY REGULATIONS AND SUPPORT SERVICES

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.”

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:

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.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt by quotation marks and/or footnotes. Plagiarism is a major academic offense. Students may be required to submit their work in electronic form for plagiarism checking.

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.

Support Services

Students who are in emotional/mental health distress should refer to Mental Health@Western: <http://www.uwo.ca/uwocom/mentalhealth/> 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/>.

Information about Counselling and Student Development, including Services for Students with Disabilities at King’s is available at <http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/dean-of-students/>

For emotional/mental health assistance see specifically:

[http://www.kings.uwo.ca/currentstudents/
campus-services/student-support-services/personal-counselling/](http://www.kings.uwo.ca/currentstudents/campus-services/student-support-services/personal-counselling/)

The web site for Academic Services at King's University College is

[http://www.kings.uwo.ca/currentstudents/
academic-support/](http://www.kings.uwo.ca/currentstudents/academic-support/)

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.