

ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE
at Western University
Fall 2020

Systematic Theology 5513A
Theological Integration
Wednesday and Friday, 11:30-12:45

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Office hours by appointment

A. COURSE DESCRIPTION

An exploration of the unity of Catholic theology and the interdependence of theological disciplines. The course will include an assignment designed to assist students in integrating what they have learned throughout the program. (3 hours; antirequisite: the former Systematic Theology 513A)

B. GOALS

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

Knowledge:

To gain a deeper sense of the unity and inter-relatedness of key theological themes studied in the program.

Skills:

To learn to recognize and explore the connections between theological themes as a means to deeper understanding and contemplation of Christian truth.

To learn to communicate theological themes effectively by applying the wisdom of the tradition and the fruits of one's own experience to pastoral and catechetical questions as they arise within contemporary culture.

Attitudes:

To gain an appreciation of the significance of theological reflection for personal growth and pastoral and catechetical work.

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

C. ASSESSMENT

Two reflection papers, 4-5 pages each; due **Oct. 9** and **Nov.1** (20% each)

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.

Seminar presentation (50%)

Class participation (10%)

D. READINGS OR TEXTBOOKS

Required:

Francis Schussler Fiorenza and John Galvin, eds. *Systematic Theology: Roman Catholic Perspectives*. Minneapolis: Fortress Press, 2011. (Available at the UWO bookstore; all readings are from this text unless otherwise indicated; other readings are on OWL and on reserve in the library).

E. STRUCTURE OF THE COURSE

This class will be offered synchronously. If circumstances permit, students who wish will be invited to participate in person with social distancing. Students will also be able to participate remotely via Zoom.

If a large number of students and/or the instructor are unable to attend in person, the class will be offered remotely via Zoom. In this case, some elements of the course may be offered asynchronously. All students should ensure they have a computer with camera and microphone as well as a stable internet connection.

Part I: Theology, God, and Creation

Sept. 9/11

- The Framework of Salvation History
- Theological Reflection in a Pastoral Mode (Robert Barron, "Why Bernard Lonergan Matters for Pastoral People", *Exploring Catholic Theology*, (Grand Rapids, 2015), pp.175-84; on OWL and on reserve in the library)

Sept. 16/18

- Culture Today (John Dool, “Authenticity and Ecclesiology: Charles Taylor and the Post-Conciliar Challenge”, pp.1-16; on OWL and on reserve in the library)
- Revelation and Faith (Avery Dulles, "Faith and Revelation")

Sept. 23/25

- Knowing God (David Tracy, “Approaching the Christian Understanding of God”)
- Exploring and Living the Mystery of the Triune God (Anthony Godzieba, “The Trinitarian Mystery of God: A ‘Theological Theology’”)

Sept. 30/Oct. 2

- Creation (Anne Clifford, "Creation")
- The Human Person (Colin Gunton, “Creation and New Creation: In the Image and Likeness of God”, *The Triune Creator* (Grand Rapids, MI: Eerdmans, 1998, 193-211; on OWL and on reserve in the library)

Part II: Redemption

Oct. 7/9

- Sin (Roger Haight, "Sin and Grace", pp.375-401)
- Grace (Roger Haight, "Sin and Grace", pp.402-430)

Oct. 14/16

- Christology (John Galvin, "Jesus Christ", pp. 258- 314)
- The Nature of the Church (Michael Fahey, “Church”, pp.315-46)

Oct. 21/23

- The Mission of the Church (Michael Fahey, “Church”, pp.347-74)
- Mary and the Communion of Saints (Elizabeth Johnson, "Communion of Saints and Mary")

Part III: Sanctification

Oct. 28/30

- Sacraments (David Power, “Sacraments in General”)
- Sacraments of Initiation: Baptism (David Power, "Baptism and Confirmation")

Reading Week

Nov. 11/13

- Sacraments of Initiation (David Power, "Eucharist")
- Liturgy (Mark O’Keefe, “Liturgy and Christian Living”, *Becoming Good, Becoming Holy* [New York: Paulist Press, 1995], pp.91-109; on OWL and on reserve in the library)

Nov. 18/20

- Eschatology (Jeanine Hill Fletcher, "Eschatology")
- No class

Student Presentations

Nov.25 - Dec. 9

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.

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.

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.

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. Disruptive use of such devices may result in the instructor choosing to limit their use.

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/>

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

<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.

THEOLOGICAL REFLECTION ASSIGNMENT #1

The assignment is four to five pages. Research is not required; I am expecting you to reflect on the readings, lectures, and discussions in the course. Footnotes are necessary only where you want to make explicit reference to the text.

The goal of the assignment is for you to begin reflecting on your assigned topic in light of the first part of the course (Creation). The following questions *may* be helpful in stimulating your thinking, but the assignment is *not necessarily* to answer these three questions.

1. What themes, ideas, or doctrines from the tradition on revelation and faith, the Triune God, creation, and the human person might be helpful resources in exploring my topic? Why?
2. What in my own experience of the world, other people, and my faith in God as creator would be valuable in exploring this issue?
3. What dynamics do I discern in the culture that would condition how I would bring into play the wisdom of the tradition and my own experience in exploring this topic?

THEOLOGICAL REFLECTION ASSIGNMENT #2

The assignment is four to five pages. Research is not required; I am expecting you to reflect on the readings, lectures, and discussions in the course. Footnotes are necessary only where you want to make explicit reference to the text.

The goal of the assignment is for you to continue reflecting on your assigned topic in light of the second part of the course (Redemption). The following questions *may* be helpful in stimulating your thinking, but the assignment is *not necessarily* to answer these three questions.

1. What themes, ideas, or doctrines from the tradition on sin, grace, and the person and work of Christ might be helpful resources in exploring my topic? Why?
2. What in my own experience of the world, other people, and my faith in God as redeemer would be valuable in exploring this issue?
3. What dynamics do I discern in the culture that would condition how I would bring into play the wisdom of the tradition and my own experience in exploring this topic?

THEOLOGICAL INTEGRATION SEMINARS

- you are free to organize the seminars as you wish; the whole class period is yours; you may use any aids (powerpoint, a/v, handouts, etc.)
 - you do not need to use the whole hour and fifteen minutes (though you may); but between your presentation, discussion and questions, and feedback, it should take close to an hour at least
- some common elements should be present:
 - your presentation itself should be 30-40 minutes in length
 - first, it should present your theological reflection on your topic
 - second, it should also present insights on how you would try to articulate the fruits of your reflection catechetically and pastorally
 - this should include strategies or approaches and a rationale for why you would proceed in that way
 - this can be interspersed throughout your presentation, or it can be a separate section
 - there must be structured time that you will lead for discussion by the class of both your reflection and your pastoral/catechetical approach
 - this can be interspersed throughout your presentation, or it can be a separate section; you should invite questions and you may also pose questions to the group or invite their reflections on the substance of your presentation
 - there will be time after your presentation and the discussion of your theme for evaluative feedback from the instructor and the group on both content and manner of presentation
 - this will include feedback on both strengths and areas for further reflection (themes and approaches that could be enhanced and improved, themes and approaches that were not included)
 - the seminar will be evaluated in regard to its effectiveness of format and delivery, and content

**THEOLOGICAL INTEGRATION SEMINAR
GRADING SCHEME**

I KNOWLEDGE, ANALYSIS, AND INSIGHT - 60%

1. Effective integration of the elements of Experience, Tradition, and Culture into the presentation. /10
2. Accurate use of theological material and concepts. /10
3. Depth and thoroughness of exposition. /10
4. Identifies and brings into focus key points or themes. /10
5. Exhibits original or creative insight. /10
6. Pastoral application: shows pastoral sensitivity and the ability to apply theological insights appropriately. /10

II ORGANIZATION, COMMUNICATION, AND PRESENTATION – 40%

1. Structure is clear, coherent as a whole, and appropriate to the topic. /10
2. Delivery and communication are clear, professional, and polished; time is managed effectively. /10
3. Delivery and communication (including use of supporting material or aids, if any) are inviting and engaging. /10
4. Exhibits openness to dialogue and discussion; responds effectively to questions and comments. /10