

**ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE
at Western University
Fall 2018**

**Systematic Theology 5111A
Fundamental Theology
Tuesday, 9:30 - 11:20, Auditorium**

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 as a reality imbedded in history.

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 and on OWL); due **Oct. 23** (5-6 pages, 6 pages **maximum**) (25%)

A reading and reflection paper (source article on reserve in library and on OWL); due **Dec. 4** (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. 11): Introduction; Philosophy and Theology; Mystery and the Mystery of God

Week 2 (Sept. 18): The Sacramental Economy; Christ the Primordial Sacrament; The Church as Fundamental Sacrament

Required Readings: Herbert Vorgrimler, "The Sacramental Economy of Salvation", *Sacramental Theology*, (Collegeville, 1992), pp. 27-42.

Week 3 (Sept. 25): 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 4 (Oct. 2): Faith; Tradition: Content and Dynamic Process

Required Readings: Congar, pp. 9-33

Week 5 (Oct. 9): Break Week

Week 6 (Oct. 16): Tradition and Traditions; The Spirit as Subject of Tradition

Required Readings: Congar, pp. 33-58

Week 7 (Oct. 23): 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, available online)

Week 8 (Oct. 30): The Sensus Fidei (cont’d); Scripture and Tradition; The Canon of Scripture

Required Readings: Congar, pp. 83-111

Week 9 (Nov. 6): 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 10 (Nov. 13): 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 11 (Nov. 20): Understanding Vatican II

Required Readings: John O’Malley, “Vatican II: Did Anything Happen?”, *Theological Studies*, v.67, 2006, pp. 3-33.

Week 12 (Nov. 27): 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 13 (Dec. 4): 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.

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:

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>

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 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

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.

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.