

ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE
at Western University
Fall 2024

Systematic Theology 5513A
Theological Integration
Friday 9:30-12:00

John Dool, 432-1824, x272, jdool@uwo.ca
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. 11** and **Nov. 8** (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 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.

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. You must get this edition. (Available Amazon or other online sellers; all readings are from this text unless otherwise indicated; other readings are on OWL).

E. STRUCTURE OF THE COURSE

Part I: Theological Reflection, God, and Creation

Sept. 6

- Introduction; 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)

Sept. 13

- Culture Today (John Dool, "Authenticity and Ecclesiology: Charles Taylor and the Post-Conciliar Challenge", pp.1-16; Homily of Pope Francis, Thursday, July 28, Quebec City; on OWL)
- Revelation and Faith (Avery Dulles, "Faith and Revelation")

Sept. 20

- 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. 27

- 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)

Part II: Redemption

Oct. 4

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

Oct. 11

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

Reading Week

Oct. 25

- The Mission of the Church (Michael Fahey, "Church", pp.347-74)
- Synodality (International Theological Commission, *Synodality in the Life and Mission of the Church*, ch. 2, "Toward a Theology of Synodality"; https://www.vatican.va/roman_curia/congregations/cfaith/cti_documents/rc_cti_2018_0302_sinodalita_en.html)

Part III: Sanctification

Nov. 1

- Mary and the Communion of Saints (Elizabeth Johnson, "Communion of Saints and Mary")
- Sacraments (David Power, "Sacraments in General")

Nov. 8

- Sacraments of Initiation: Baptism (David Power, "Baptism and Confirmation")
- Confirmation (Gabrielli, Timothy R.. *Confirmation: How a Sacrament of God's Grace Became All about Us*, Liturgical Press, 2013; ch.5, "A Way Forward for Confirmation?").

Nov. 15

- Sacraments of Initiation (David Power, "Eucharist")
- Liturgy (Salisbury, M. C. 'Living the liturgical action': some principles for Christian liturgical formation in Desiderio desideravi. *Theology (Norwich)*, 126(6), (2023), 415–423. <https://doi.org/10.1177/0040571X231209467> or on OWL)

Nov. 22

- Eschatology (Jeanine Hill Fletcher, "Eschatology")

Student Presentations

Nov. 29:

Dec. 6:

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, is posted at

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

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>. Please note that Turnitin analysis now also includes AI detection.

St. Peter's Seminary is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

Within this course, use of artificial intelligence (AI) tools [such as Chat GPT] is not permitted for written work submitted for evaluation.

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.

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, the person and work of Christ, and the Church 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 reflect insights on how you would approach your theme catechetically and pastorally
 - this should involve thinking through 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 after 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