

**CATHOLIC THEOLOGY: FOUNDATIONS
FALL QUARTER 2017**

TESP 50-01 (58764) MWF 8:00—9:05 am, Kenna Hall 104

TESP 50-02 (58768) 10:30—11:35 am, Sobrato Hall 19

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Office Hours: Thursdays, 3:30 – 5:00 pm, also by appointment.

COURSE DESCRIPTION

This course in Catholic systematic theology can fulfill the **Religion, Theology and Culture 2 (RTC 2)** requirement for Santa Clara University's Core Curriculum and is associated with the **Paradigm Shifts and the Nature of Human Knowing Pathway**. Systematic theology examines the *mystery* of God, Christ and the Church. In this course, methods of fundamental theology will be used to provide students with the intellectual tools to examine and to speak meaningfully about these realities.

Structured on the Apostles' Creed, TESP 50 theologically explores the essential faith assertions that Christians make of God who is Father, Son and Spirit. The course itself is divided into three parts: in Part One, Faith's Quest and the God-Question, consideration is given to Catholicism's understanding of faith, creation, revelation and God; in Part Two, Christology—Encountering Jesus and His Ministry, inquiry is drawn to God's project as definitively disclosed in the person of Jesus; and in Part Three, The Paschal Mystery—Christian Faith and Life, attention is given to the resurrection of Jesus and manifestation of the Spirit's life and labor in and through the Church and Christian communities.

Through central creedal themes, a concise and serious examination of Catholic faith is offered. In this course, particular attention is given to the revelation and *mystery* of Jesus Christ and to issues pertaining to contemporary Christological scholarship that have arisen from exegesis and historical criticism.

Students who seek RTC 2 credit for this course must have completed an RTC 1 course. Finally, for courses that serve as Pathways in our Core Curriculum, faculty has been asked to include the following two paragraphs in their syllabi.

Everything You Need To Know About Pathways:

You can find information about Pathways on the Core Curriculum website <http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric which are used to evaluate the final essay.

Save Your Work From This Course:

If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials that you will upload via e-Campus during your junior or senior year. Therefore, it is recommended that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drive. This will ensure that you will have a range of choices for retrieving your saved files when you assemble and analyze your Pathway materials in preparation to with the Pathway reflection essay.

Required Texts

Avery Dulles, S.J., “**Faith and Revelation**” in *Systematic Theology: Roman Catholic Perspectives*, Volume I, ed. Francis Schüssler Fiorenza and John P. Galvin (Minneapolis: Fortress Press, 1991), 89-128. You have been sent a .pdf document of this chapter.

Gerhard Lohfink, *Jesus of Nazareth: What He Wanted, Who He Was* (Collegeville, MN: A Michael Glazier Book, 2012), originally published as *Jesus von Nazaret. Was er wollte, wer er war* (Freiburg i.B.: Herder, 2011). Hardback edition: ISBN 978-0-8146-8058-2; this text is also available on Kindle.

Note: The above texts for this course will be supplemented by materials that will be selected and prepared by the instructor. Each student is also required to have a Bible. Copies of the Bible are available in the Campus Bookstore. There are various translations of the scriptures; however, the *NRSV*, that is, the *New Revised Standard Version*, is highly recommended.

Engaging Theological Inquiry

As distinct from a philosophy of religions approach, this course presumes that a student is open to questions of faith and willing to utilize theological methods to explore Christian beliefs and traditions. This course develops students’ theological understanding by stretching them beyond a popular understanding of religion. As such, it attends to and examines theological questions—*ultimate* questions—by way philosophical and theological methods. In this course students will master a coherent body of Catholic theological material in order to broaden and deepen their intellectual skills for examining religious experience, religious questions and assertions, and to appreciate the interdisciplinary character of Catholic thought and imagination. As a religious tradition that privileges its past and that has been realized through diverse peoples, cultures and historical periods, Catholicism is profoundly apt to be studied religiously, theologically, and culturally.

At the outset, it is important for students to understand that three hours and forty-five minutes of focused study are expected for each class meeting and that a passive reading of texts will not suffice. Consequently, even when a reading assignment is not accompanied with a written assignment, students are strongly encouraged to take notes on what they have read, to attend to important terms and new vocabulary, and to bring their notes and questions to each class meeting.

Course Aims and Religious Studies Department Objectives

This course strives **(A)** to bring students to an academic understanding of and familiarity with the terminology, major concepts, cultural influences and subdivisions of Catholic theology; **(B)** to integrate students’ intellectual study of theology with their reflection on the practical implications of dogmatic and doctrinal statements for contemporary society and students’ own experience; and **(C)** to develop students’ capacity for analytic reading, complex thought and academic writing.

In order to realize this aim, this course engages the student learning goals and objectives that have been established by the Religious Studies Department at Santa Clara University.

1. In this course students explore human experience in such a way as to encounter foundational theological concepts (faith, belief and unbelief, virtue and vice, sin, and revelation). As they explore theological themes and terms, students gradually gain an understanding and appreciation of the rich dimensions of religious experience and expression. Throughout this course, students will be challenged to examine Catholic theological tradition from within various historical contexts and to relate this tradition to contemporary issues concerning faith, religious practice and real-life questions.

2. Through the ten-weeks of term, students build-up a body of theological knowledge which enables them to understand various aspects and methods of theological inquiry. Through careful study and class engagement, students will see how theological themes systematically illuminate the social, moral, and spiritual dimensions of human experience. Ultimately, it is the aim of this course for students to develop an appreciation of the interdisciplinary nature of Catholic theology and religious expression through art, architecture, literature, music, religious ritual and popular festivals.

Core Curriculum Learning Objectives in this Course

As mentioned above, this course fulfills Santa Clara's University's Core Curriculum requirement for Religion, Theology and Culture 2 (RTC 2). As such, students are challenged to engage in analysis of complex religious phenomena, to develop critical thinking skills, and to engage in theological reflection on human experience—its joys as well as its struggles.

CORE LEARNING OBJECTIVES FOR RTC 2

- 2.1 **Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief) [Complexity; Critical Thinking];**
- 2.2 **Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena [Complexity of Content as well as of Method; Critical Thinking];**
- 2.3 **Clarify and express Christian beliefs in light of their critical inquiry into the religious dimensions of human existence [Reflection; Critical Thinking].**

CLASS POLICIES

The classes begin punctually at the assigned time. Our comportment sets the academic tone and environment for our study. Therefore, the following points must be observed:

- a) **Appropriate academic decorum, respect and civility are expected.** No hats. No food. No drink, except for water.
- b) **Tardiness is unacceptable.** However, should you arrive late for class, come in and take your seat; at the end of class, it is appropriate to excuse yourself.
- c) **Class attendance and participation are required.** If you are miss class for any reason, know that it is your responsibility to get the notes for that class. Once you have obtained and reviewed these notes, you are welcome to meet with the instructor and present any questions that you may have.

Note:

—At **3 absences**, the final grade is subject to a drop of 15% (one grade point less than final course grade, e.g. an A, 4.0, becomes a B, 3.0).

—At **4 absences**, the final grade is subject to a drop of 25% (two grade points less than final course grade, e.g. an A, 4.0, becomes a C, 2.0).

—At **5 absences**, I would recommend that you withdraw from the course, since a final grade of F will be assigned.

Essays: Your work will be evaluated on content, clarity and logical presentation. Consequently, grammar and spelling affect your grade. It might be good for you to review the specific recommendations on writing for and participation in this course that are posted on *Camino*.

Note:

-- If an essay is **24 hours late**, your grade is subject to a 10% drop (one grade less than the grade

that would have been given, e.g. an A, 4.0, becomes a B, 3.0).

-- If an essay is **36 hours late**, your grade is subject to a 20% drop (two grades less than the grade that would have been given, e.g. an A, 4.0, becomes a C, 2.0).

-- If an essay is **48 hours late**, your grade is subject to a 30% drop (three grades less than that would have been given, e.g. an A, 4.0, becomes a D, 1.0).

ACADEMIC INTEGRITY PLEDGE

The Academic Integrity Pledge is an expression of our University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity Pledge applies to all students, and it states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this course. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

DISABILITIES RESOURCES

If you have a disability for which accommodations may be required in this course, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours or by appointment. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources Office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. Students with approved accommodations of time-and-a-half need to talk with me as soon as possible. Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at (408) 554-4109.

ACCOMMODATIONS FOR PREGNANCY AND PARENTING

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

DISCRIMINATION AND SEXUAL MISCONDUCT (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at (408) 554-3042, or bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>.

ASSESSMENT

1. In this course students are subject to **announced and unannounced quizzes**. These short “surprise” quizzes test a student’s understanding of and ability to articulate important theological terms and definitions, as well as to identify significant historical personages and events. The content for these quizzes is drawn from assigned readings and in-class lecture.

Students are pressed to **define and analyze specific themes in systematic theology**. By way of written expression, students need to demonstrate their **insight into complex and diverse religious phenomena** (such as, a Catholic understanding of tradition, historic and contemporary Christian understandings of faith, or the complex development of gospel text) **and explore the religious dimensions of human experience** (such as, the human quest for meaningfulness or the human capacity to love) (cf. Core Objective 2.1).

Through **essays and in-class exams** students are challenged to demonstrate their intellectual inquiry into theological themes and to reflect upon human experience and history. As such, students are continually invited to explore human experience in order to gain practical insight into the strengths and weaknesses of Catholicism’s theological assertions.

2. As a way of developing their analytic skills and academic reflection, students are required to **write précis** on specific reading assignments. Through these informal **writing assignments**, students need to identify in a concise manner an author’s **central insights and argumentation**. At the conclusion of each précis, a student also includes three questions that emerge from his or her reflection on the text. In addition to providing a basis for in-class discussion and group work, the instructor will also review and comment on each of these writing assignments.

Based on class readings and discussions, writing assignments and examinations, students will be **evaluated on their ability to articulate and to analyze complex theological concepts and assertions**. It is challenging to learn the essential steps in effective critical thinking. Consequently, students need to practice these skills on various theological topics so that they can understand how to think critically in academic and personal contexts. Through examinations and take-home essays, students will **compare and utilize various disciplinary approaches to religious phenomena** (such as, the theological anthropology that is contained in the teaching of Rabbi Jesus, or the relationship between the prophetic gestures of Jesus in his mortal ministry and the Christian liturgical experience of Eucharist) (cf. Core Objective 2.1 and 2.2).

3. In the final weeks of this course, students examine the historical, biblical and theological claims that surround the death and resurrection of Jesus, as well as the ecclesial and eschatological assertions that flow from this central Christian *mystery*. In the third and final part of the course, students should have sufficient theological background and understanding to **clarify and express beliefs in light of their critical inquiry** into the “Easter event,” and to engage in an academic consideration of Christianity’s understanding **into the religious dimensions of human existence** (cf. Core Objective 2.3).

The question of Jesus’ resurrection lies at the very heart—*the foundation*—of Christian faith, and shapes the way of Christian life and its *raison-d’être*. Consequently, this final topic offers itself as the perfect subject for Christian **theological examination and synthesis**. Concepts and themes that are developed in first and second parts of this course, come together in this final part of TESP 50: Catholic Theology: Foundations. The students’ final essay and their final examination will invite them to **engage their theological understanding and to offer a modest synthesis regarding this *mystery* that ultimately informs and enlivens Catholic intellectual life and imagination** (cf. Core Objectives 2.1, 2.2 and 2.3).

YOUR FINAL GRADE IN THIS COURSE

Your final grade in this course is based upon **class participation (10%)**, scores from an unspecified number of announced and unannounced **quizzes** and short **précises** that are based on course readings **(15%)**, two **major exams (30%)**, two **take-home essays (15%)**, and the **final examination (30%)**.

Grading Scale

10 —9.4	A
9.3—9.0	A-
8.9—8.7	B+
8.6—8.3	B
8.2—8.0	B-
7.9—7.7	C+
7.7—7.3	C
7.2—7.0	C-
6.9—6.7	D+
6.6—6.3	D
6.2—5.9	D-

IMPORTANT DATES FOR FALL QUARTER 2017:

First Major Examination: Wednesday, October 11 (This exam will be 55 minutes in length)

Note: Friday, October 13, is the last day to drop this course without a W.

Second Major Examination: Friday, November 3 (This exam will be 55 minutes in length)

Note: Friday, November 3, is the last day to drop this course with a W.

Monday, November 20 through Friday, November 24 – University Holiday for Thanksgiving

Final Examination:

TESP 50-01 (58764), MWF 8:00 – 9:05 am

Final Exam: 9:10 am to 12:10 pm, Monday, December 4, 2017

TESP 50-02 (58768), MWF 10:30 – 11:35 am

Final Exam: 9:10 am to 12:10 pm, Friday, December 8, 2017

Note: The final examination for these courses is held at the time that has been established by the Registrar's Office and published in the *SCU Schedule of Classes*. Consequently, there are to be **no exceptions**. Thank you for your understanding.

ASSIGNMENTS:**Monday, September 18**

For the next two weeks, your assigned reading is from “Faith and Revelation,” by Avery Dulles, S.J., a .pdf file that has been sent to you by way of e-mail.

MODULE ONE: REVELATION**Assignment 1: Read for the class meeting on Wednesday, September 20**

- 1.0 REVELATION, page 92
- 1.1 The Concept of Revelation, pages 92-93
- 1.2 Types of Revelation, pages 93-95

Assignment 2: Read for the class meeting on Friday, September 22

- 1.3 The Modes of Communication, pages 95-98
- 1.4 Special Revelation in Salvation History, pages 98-99

Assignment 3: Read for the class meeting on Monday, Monday, September 25

- 1.5 Revelation and the Religions, pages 99-101
- 1.6 Revelation: Past, Present, and Future, pages 101-104

MODULE TWO: FAITH**Assignment 4: Read for the class meeting on Wednesday, Wednesday, September 27**

- 2.0 FAITH, page 104
- 2.1 The Concept of Faith, pages 104-105
- 2.2 The Virtue and the Act of Faith, pages 105-106
- 2.3 Formal and Material Objects of Faith, pages 106-108

Assignment 5: Read for the class meeting on Friday, September 29

- 2.4 Faith and Knowledge, pages 108-110
- 2.5 Properties of Faith: Supernaturality, Certainty, Freedom, Obscurity, pages 110-112
- 2.6 Implicit and Explicit Faith, pages 112-113
- 2.7 Faith and Salvation, pages 114-116
- 2.8 Summary: Faith and Revelation, pages 116-117

MODULE THREE: TRANSMISSION OF REVELATION**Assignment 6: Read for the class meeting on Monday, October 2**

- 3.0 TRANSMISSION OF REVELATION
- 3.1 Testimony, pages 117-18
- 3.2 The Bible, pages 118-20

Assignment 7: Read for the class meeting on Wednesday, October 4

- 3.4 Tradition as a Source of Doctrine, pages 120-21
- 3.5 Loci of Tradition, pages 121-23
- 3.6 The Hierarchical Magisterium and Infallibility, pages 123-24

Assignment 8: Read for the class meeting on Friday, October 6

- 3.7 Non-infallible Teaching, Religious Submission, and Dissent, pages 125-26
 4.0 CONCLUSION: FAITH, REVELATION, AND THEOLOGY, page 127

Week 4

On Monday, October 9,

We will review for our First Major Exam which will be on Wednesday, October 11.

First Major Examination on Wednesday, October 11: This exam will be 55 minutes in length.

MODULE FOUR: JESUS' MORTAL MINISTRY—PROCLAIMING THE GOSPEL OF GOD**Assignment 9: Read for the class meeting on Friday, October 13,**

Gerhard Lohfink, *Jesus of Nazareth: What He Wanted, Who He Was* (Collegeville, MN: A Michael Glazier Book, 2012), Chapter 1 — The So-Called Historical Jesus (pp. 1-23). Hereafter, this text will be identified as *LOHFINK*.

NOTE: Today, Friday, October 13, is the last day to drop without a W.

Week 5**Assignment 10: Read for the class meeting on Monday, October 16**

LOHFINK

Chapter 2 — The Proclamation of the Reign of God (pp. 24-38)

Assignment 11: Read for the class meeting on Wednesday, October 18

LOHFINK

Chapter 3 — The Reign of God and the People of God (pp. 39-58)

Assignment 12: Read for the class meeting on Friday, October 20

LOHFINK

Chapter 5 — The Call of Discipleship (pp. 72-85)

Chapter 6 — The Many Faces of Being Called (pp. 86-99)

Week 6**Assignment 13: Read for the class meeting on Monday, October 23**

LOHFINK

Chapter 7 — Jesus' Parables (pp. 100-120)

Assignment 14: Read for the class meeting on Wednesday, October 25

LOHFINK

Chapter 9 — Jesus' Miracles (pp. 128-152)

Assignment 15: Read for the class meeting on Friday, October 27*LOHFINK*

Chapter 13 — The Life of Jesus: Living Unconditionally

Week 7**Assignment 16: Read for the class meeting on Monday, October 3***LOHFINK*

Chapter 15 — Decision in Jerusalem (pp. 245-268); and

Chapter 17 — His Last Day (pp. 269-287)

We will also review for our Second Major Examination which will be on Friday, November 3**On Wednesday, November 1, the Feast of All Saints, there will be no class.****Second Major Examination on Friday, November 3:** This exam will be 55 minutes in length.**NOTE: Today, Friday, November 3, is the last day to drop this course with a W.****Week 8 MODULE FIVE: THE PASCHAL MYSTERY — CHRISTIAN LIFE AND LOVE****Assignment 17: Read for the class meeting on Monday, November 6***LOHFINK*

Chapter 18 — The Easter Events (pp. 288-307)

In class on Wednesday, November 8

Begin viewing the recent film, "Risen."

In class on Friday, November 10

Finish viewing the film, "Risen."

Week 9**Assignment 18: Read for the class meeting on Monday, November 13**

Speaking of God through the Experience of Symbol

Victor Warnach, "Symbol and Reality in the Eucharist," pages 59-64.

Assignment 19: Read for the class meeting on Wednesday, November 15

Michael Himes, "Living Conversation: Higher Education in a Catholic Context," page 225-241.

Assignment 20: Read for the class meeting on Friday, November 17

Adolfo Nicolás, S.J., "Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today," Mexico City, April 23, 2010.

Thanksgiving Holiday — November 18 - 26

Week 10 **REPETITIO MATER STUDIORUM EST**

Monday, November 27 *REPETITO*

Wednesday, November 29 *REPETITO*

Friday, December 1 **Review for the Final Examination in TESP 50**

FINAL EXAMS FOR TESP 50 – FALL QUARTER 2017

TESP 50-01 (58764), MWF 8:00 – 9:05 am

Final Exam in Kenna Hall 104: 9:10 am to 12:10 pm, Monday, December 4, 2017

TESP 50-02 (58768), MWF 10:30 – 11:35 am

Final Exam in Sobrato Hall 19: 9:10 am to 12:10 pm, Friday, December 8, 2017

