

**TESP 50-01, Section 51179 — Spring 2017**  
**CATHOLIC THEOLOGY: FOUNDATIONS**  
**MWF 8:00—9:05 am**  
**Sobrato Hall 19**

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### **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**

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 required text for this course will be supplemented by material that will be selected and prepared by the instructor and posted on *Camino*. 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].**

### **ASSIGNMENTS AND 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**).

### **IMPORTANT DATES AND 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 SPRING QUARTER 2017:

April 14, Good Friday – University Holiday

**First Major Examination: Monday, April 24** (This exam will be 55 minutes in length)

Friday, April 28, is the last day to drop this course without a W.

**Second Major Examination: Wednesday, May 17** (This exam will be 55 minutes in length)

Friday, May 19, is the last day to drop this course with a W.

Monday, May 29, Memorial Day – University Holiday

**Final Examination: Tuesday, June 13<sup>th</sup>, starting at 1:30 pm and ending at 4:30 pm.**

**Note:** The final examination for this course will be held at the time that has been established by the Registrar's Office and published in the *SCU Schedule of Classes*. However, if you have a Tuesday/Thursday course that starts at 2:00 pm, please give Father Scholla notice on or before Wednesday, April 12<sup>th</sup>. Outside of this scheduling conflict, there are **no exceptions**. Thank you for your understanding.

### CLASS POLICIES

The class begins punctually at 8:00 am. 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.

### 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](mailto: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/>.

## Reading Assignments for TESP 50: CATHOLIC THEOLOGY—FOUNDATIONS

NOTE: It is necessary to regularly check *Camino* for any additional required course material.

### COURSE—PART ONE: FAITH AND REVELATION

#### Week 1: REVELATION

##### Monday, April 2

##### Part One: Assignment 1

In the chapter, "Faith and Revelation," by Avery Dulles, S.J., read: "Revelation," "The Concept of Revelation," and "Types of Revelation," pages 92-95.

Who was Avery Dulles, S.J.? What was his familial and educational background? Where did he do his undergraduate studies? With whom did he graduate?

##### Wednesday, April 4

##### Part One: Assignment 2

In "Faith and Revelation," read: "The Modes of Communication," and "Special Revelation in Salvation History," pages 95-99.

##### Friday, April 6

##### Part One: Assignment 3

In "Faith and Revelation," read: "Revelation and the Religions," and "Revelation: Past, Present, and Future," pages 99-104.

Students also need to read on *Camino* (A) the **Introductory Comments** for this course, as well as to study the instructor's reflections on (B) **Critical Thinking and Theological Inquiry** and (C) **Paradigmatic Shifts and the Nature of Human Knowing**.

After you have studied the course syllabus and its methodology, read the short, but dense text by **Karl Rahner, S.J. on faith** and offer a written response to the questions on that handout.

#### Week 2: FAITH

##### Monday, April 10

##### Part One: Assignment 4

In "Faith and Revelation," read: "Faith," "The Concept of Faith," "The Virtue and the Act of Faith," "Formal and Material Objects of Faith," and "Faith and Knowledge," pages 104-110.

##### Wednesday, April 12

##### Part One: Assignment 5

In "Faith and Revelation," read: "Properties of Faith: Supernaturality, Certainty, Freedom, Obscurity," "Implicit and Explicit Faith," and "Faith and Salvation," pages 110-116.

#### Good Friday, April 14 — University Holiday

O King of the Friday  
Whose limbs were stretched on the cross  
O Lord who did suffer  
The bruises, the wounds, the loss,  
We stretch ourselves  
Beneath the shield of thy might,  
Some fruit from the tree of thy passion  
Fall on us this night!

*From the Irish*

**Week 3: TRANSMISSION OF REVELATION****Easter Monday, April 17****Part One; Assignment 6**

In "Faith and Revelation," read: "Transmission of Revelation," "Testimony," and "The Bible," pages 117-120.

**Easter Wednesday, April 19****Part One: Assignment 7**

In "Faith and Revelation," read: "Tradition as a Source of Doctrine," and "Loci of Tradition," pages 120-23.

**Easter Friday, April 21****Review for our First Major Exam on Monday, April 24**

In "Faith and Revelation," read: "The Hierarchical Magisterium and Infallibility," "Noninfallible Teaching, Religious Submission, and Dissent," and "Conclusion: Faith, Revelation, and Theology," pages 123-127.

**WEEK 4**      + + + + + + + + + +**COURSE—PART TWO: CHRISTOLOGY — ENCOUNTERING JESUS AND HIS MINISTRY****Monday, April 24****Part Two: Assignment 1**

**First Major Examination:** This exam will be 55 minutes in length.

Read in the entirety of Paul's letter to the Philippians.

**Wednesday, April 26****Part Two: Assignment 2**

Read the entirety of gospel according to Mark.

**Friday, April 28****Part Two: Assignment 3***LOHFINK*

Chapter 1 — The So-Called Historical Jesus (pp. 1-23)

**Note:** There is a short writing assignment due on Monday.

**NOTE: Today, Friday, April 28, is the last day to drop without a W.**

**WEEK 5**      + + + + + + + + + +**Monday, May 1****Part Two: Assignment 4***LOHFINK*

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

**Wednesday, May 3****Part Two: Assignment 5***LOHFINK*

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

**Friday, May 5****Part Two: Assignment 6***LOHFINK*

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

**WEEK 6**      + + + + + + + + + +



**Monday, May 8** **Part Two: Assignment 7**

*LOHFINK*

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

**Wednesday, May 10** **Part Two: Assignment 8**

*LOHFINK*

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

**Friday, May 12** **Part Two: Assignment 9**

*LOHFINK*

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

**WEEK 7**      + + +   + + +   + + +

**Monday, May 15**

Review for the Second Major Examination on Wednesday, May 17

**Wednesday, May 17** **Part Two: Assignment 11**

**Second Major Examination:** This exam will be 55 minutes in length.

*LOHFINK*

Chapter 13 — The Life of Jesus: Living Unconditionally (pp. 216-229)

**Friday, May 19** **Part Two: Assignment 12**

*LOHFINK*

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

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

**NOTE: Today, Friday, May 19, is the last day to drop this course with a W.**

**WEEK 8**      + + +   + + +   + + +

**COURSE—PART THREE: THE PASCHAL MYSTERY — CHRISTIAN LIFE AND LOVE**

**Monday, May 22** **Part Two: Assignment 13**

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

**Wednesday, May 24** **Part Three: Assignment 1**

Speaking of God through the Experience of Symbol

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

Viewing of the recent film, "Risen."

**Friday, May 26** **Part Three: Assignment 2**

Viewing and Discussion of "Risen."

**WEEK 9**        + + + + + + + + +**Monday, May 29 — Memorial Day**        **University Holiday**

“My fellow Americans,  
ask not what your country can do for you,  
ask what you can do for your country.”

**John Fitzgerald Kennedy (May 29, 1917 - November 22, 1963)**

**Wednesday, May 31****Part Three: Assignment 3**

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

**Friday, June 2****Part Three: Assignment 3**

John W. O’Malley, S.J., “How the First Jesuits Became Involved in Education,” page 43-62.

**WEEK 10**        **REPETITIO MATER STUDIORUM EST****Monday, June 5**        *REPETITO***Wednesday, June 7**        *REPETITO***Friday, June 9**        **Review for the Final Examination**

**Final Examination: Tuesday, June 13<sup>th</sup>, starting at 1:30 pm and ending at 4:30 pm.**

**Note:** The final examination for this course will be held at the time that has been established by the Registrar’s Office and published in the *SCU Schedule of Classes*. However, if you have a Tuesday/Thursday course that starts at 2:00 pm, please give Father Scholla notice on or before Wednesday, April 12<sup>th</sup>. Outside of this scheduling conflict, there are **no exceptions**. Thank you for your understanding.