Instructor: Fr. Dennis Klein, OP
dklein@dspt.edu

Office: Dominican School of Philosophy and Theology,
East Building, Second Floor, Room 115
Berkeley, CA
+1 (510) 883-2079
dklein@dspt.edu

Scheduled: Mon & Thurs: 8:10am – 9:30am

Office Hours: Mon: 9:45 – 11:30
Thurs: 9:45 – 11:30
(For a legitimate reason, other times can be made available.)

**COURSE DESCRIPTION:**

An introduction to the nature, method, sources, and structure of theology within the Roman Catholic tradition for the purposes of understanding its specificity and of enabling students to eventually contribute to the field through their own research. Focuses on the contribution made in this area by the writings of St. Thomas Aquinas and their reception. This subject necessarily touches upon the relationship between philosophy and theology, the theology of revelation, and the role of scripture, tradition, magisterium, faith, and reason in theology. The student will be apprenticed into the theological methodology through research and writing assignments, culminating in a proposal for a research paper (3.00 units).

**COURSE GOALS AND OUTCOMES:**

Through this course, students will come to an introductory grasp of key issues in fundamental theology, concerning theological method, revelation, scripture, and tradition; they should also become better able to discuss these issues in oral and written form, to engage in dialogue about them, and to engage in independent academic research on them. Specifically, upon successful completion of the course, students will become better able to:

- describe and apply the principles of theological method;
- describe the place of Scripture, tradition, Magisterium, faith, and philosophy in theology, demonstrating the appropriate use of each in their own theological work;
- present theological subjects to peers and instructors and lead them into discussions about it;
- use Church documents and the work of St. Thomas Aquinas for theological research.
FORMAT OF THE COURSE:
Seminar-style discussions about the readings and the subject matter—moderated at times by the instructor, at times by students on a rotating basis—fueled by short presentations of research and readings given by both the instructor and students.

MODALITY OF THE COURSE:
Due to the COVID-19 pandemic, DSPT courses for Fall 2020 will be offered online. For those who are not residing at St Albert Priory (SAP), 100% of class time of this course will consist of Zoom Meetings. Those in residence at SAP can attend in person.

INTENDED STUDENT PARTICIPANTS:
This is an introductory level Master’s course, intended for MDiv and MA students (and auditors with my permission). Although introductory, much of the subject matter is inherently difficult, due to its necessarily fundamental, theoretical, and philosophical nature. Thus, the course requires significant attention on the part of each student.

RECORDING POLICY:
It is not permitted to record any segment of this course or your conversations with your instructor or of in-class discussion, whether video or audio, without prior written permission of the instructor and all others being recorded. Any violation of this policy will be considered as a serious ethical breach and honor violation, and it will be adjudicated as such.
REQUIRED TEXTS

Note that a large number of texts are assigned for many lectures in this course, too many to read every passage they contain in careful detail. The purpose of assigning so many texts is not to require them all to be read in full detail, but to familiarize the students with the different resources and their general content and style, as well as to help the student to develop the skill of scanning texts to manage a large number of primary and secondary resources; to catalogue, collect, and annotate them in a way makes it easy to use them in future; and to identify the most relevant passages within them, such as those:
- which need to be read more carefully (because of their relevance to this course);
- which summarize the author’s argument or conclusions; and
- which have gained a particular historical significance over the ages, etc.

The student will need to learn how to manage well their allotted reading time for this class and may need to contact the instructor outside of class to make a reading plan or to be apprenticed into these skill sets.

Church Documents (Principle)
All of these resources available online for free, or the texts required from them will be provided by instructor. Listed chronologically.

First Vatican Council.
- *Dei Filius*: The Dogmatic Constitution on the Catholic Faith. (1870)
- *Pastor Aeternus*: First Dogmatic Constitution on the Church of Christ. (1870)

Pope Pius XII. *Humani Generis* (1950).

Second Vatican Council.
- *Lumen Gentium*: Dogmatic Constitution on the Church (1964)
- *Dei Verbum*: The Dogmatic Constitution on Divine Revelation (1965)


Congregation for the Doctrine of the Faith.
- *Donum Veritatis* (1990)

Pope John Paul II. *Ex corde Ecclesiae*: Apostolic Constitution on Catholic Universities (1990)

*Catechism of the Catholic Church* (1992)


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1 For a more detailed bibliographic entry on each of these texts, including information about how to obtain them and the different editions available, see the Bibliography for ST-1090 [handout, posted on Moodle]. For a list of readings to be assigned from these texts, see the Semester Plan [below].
Other Church Documents (Secondary, Promulgated by Commissions, Conferences, etc.)
All of these resources available online for free, or the texts required from them will be provided by instructor. Listed chronologically.

International Theological Commission.
- Theses on the Relationship between Ecclesiastical Magisterium and Theology (1975).


International Theological Commission.
- Theology Today: Perspectives, Principles and Criteria (2011)
- Sensus Fidei in the Life of the Church (2014).

Books that Each Student must Purchase:
Only the works listed below are required to be purchased by the student for the purpose of the class assignments. All other resources may be found online, or the relevant sections that we will be reading will be provided prior to class. (Of course, the student may want to purchase some of the other listed resources as part of their own professional library or may need to purchase them to assist them in preparing their research proposal for this course or to assist them in their future research.) Listed in Alphabetical Order, by Author’s Last Name.


[ISBN: 978-0898705386; $6-$12]


2 Prices are listed below as they were recently found at bookfinder.com (new/used, shipping included), although item prices are always subject to change. In some cases, other website sites will offer these same books at lower prices, especially in used condition. Although a 13-digit ISBN reference has been listed for a particular version to assist in the students search, other editions of these books can be purchased provided they are of the same year or newer.
Other Theological and Philosophical Works used in the Course

We will be reading selections from the following resources for this class, but it is not necessary to purchase them as the relevant section may either be found online, or we will be provided as a handout prior to class. Listed in Alphabetical Order, by Author’s Last Name.

Aquinas
  • *Summa theologiae*
  • *Summa contra Gentiles*


La Soujeole, Benoît-Dominique de. *Introduction to the Mystery of the Church* (2014).


ASSIGNMENTS AND OTHER REQUIRED ACTIVITIES:

Students will be required to attend class and participate in class discussions, to prepare oral presentations, to submit written assignments, and to take written exams.

SUBMITTING ASSIGNMENTS:

Students will need to submit their written assignment (Topic Suggestions, Research Paper Proposals, etc.) either electronically or in printed form. Assignments, whether written or electronic, must be completed and submitted by 7:00 AM of the due date for which they are listed. If a student intends to submit an assignment in writing but will not be on campus before that time on that specified day, it is that student’s responsibility to ensure it is submitted earlier so that it will be in the instructor’s inbox by the specified time.

Electronic submissions must be sent by an email attachment using a word document in the following format. The filename of the saved file must begin with the date, followed by student’s own surname and a brief title (example for a student named Neal Emery: “2020-10-25- Emery- Initial Proposal”). The main-body text should be in 12-point type and single-spaced with 1” page margins. Smaller fonts (11 or 10-point) can be used on block quotes and endnotes. See the “Grading Criteria,” later in this syllabus, for further details on what is expected.

The expectation is that all assignments will be turned in early or on time and assignments submitted late (without prior authorization of the professor) will generally be penalized and might not be accepted, resulting in an incomplete grade; if they are accepted, they may be penalized a full letter grade or more, and additional assignments may be assigned to make up for any inability to fully participate in the classroom discussions caused by the tardiness.

LIST OF ASSIGNMENTS AND REQUIRED ACTIVITIES:

Specifically, students will be assessed on:

1. Class Attendance and Active Participation in Discussions (10% of grade)

Students’ attendance and active participation in class lecture and discussion are integral parts of the course. Any student who misses three or more classes cannot receive a grade for the course. Quizzes on the assigned readings may also be given. Quizzes and Brief Assignments are not listed on the “Plan for the Semester” given below.
2. Oral Reports [with Handouts (Annotated Bibliography, Outline); Participation] (10% of grade)

Students will be assigned (or, in some cases, will choose) texts from the assigned readings that they are to present to the class as Oral Reports. The student must prepare an Outline (no more than one side of one page) for each Oral Report, along with an Annotated Bibliography of between 7-15 entries of resources related to the material but which are not listed in the syllabus.\(^3\)

The purpose of the bibliography is to identify resources needed to contextualize the readings, to substantiate any claims made by them, and to further investigate the subject matter. Each bibliography entry should include a 2-8 sentence summary of the contribution of that resource to the subject.

The bibliography and a short outline of the presentation is to be submitted to the instructor one week in advance of the presentation, prior to class, and may be submitted earlier if the student wishes to discuss potential resources with the instructor in advance. The number of students taking the class may affect how many times each student must prepare such reports. Each student should count on offering a report two to six times over the course of the semester. These Oral Reports are not listed on the “Plan for the Semester” given below.

Due to the number of students we have, the presentation will be short (between 8-10 minutes). We will have to be strict on the time, so you will be cut off if you have not concluded your presentation at the 10 minute point, and you will lose points on the presentation for not bringing it to a conclusion yourself before an external intervention.

The goal of your presentation is: (1) to present the larger subject the text addresses and (2) to consider why this text was chosen for this course, which is to say, what does this subject in general, and this text in particular tell us about the Nature and Method of Theology that we might not have known if we did not consider this subject and study this text.

Refer to the Guide for Oral Reports (Moderator’s Guide) for more details about what is required for the presentation, the annotated bibliography; handouts; written summaries of Oral Report, etc.

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\(^3\) While the bibliography can and should include any relevant texts listed in the required reading of the syllabus, such entries are not to be counted when tabulating the total number of entries, and therefore do not contribute to the minimum or maximum numbers listed above.
3. Research Paper Proposal (45% of grade)

Students are to do preparatory work as if for a research paper with 5000-7000 words in the main text, without writing the paper itself. It is to be on a topic pertaining to the course’s goals and outcomes, to be agreed upon by each student and me. The research must include not only the collection of bibliography, but also a significant amount of reading in the topic, so that an adequate Proposal, including a hypothesis, may be developed. The Proposal is to be completed according to the following assigned progression:

a. Topic Suggestions: (5% of grade)
Each student must put forward—submitted in written form before class, and then presented orally in class—one to three potential themes or topics of interest for the student’s theological research, including possible thesis statements (hypotheses) for each. Each student must be prepared to discuss these suggestions in class. There are few limits to the choice of topic provided that it (1) is ‘researchable’, (2) has a scope which is appropriate to masters or doctorate level research, (3) appropriately exposes and treats the ‘theological sources’ relevant to the topic, and (4) has the potential to further the field of theology. The topic or topics should also suit the goals of the course and the student’s own learning goals. Following the presentation in class, each student must then consult me to obtain final approval for the topic to be selected for their research proposal.

b. Initial Research Proposal (5% of grade)
With one topic approved, the student must next submit the Initial Proposal electronically, with 400-600 words in main text, i.e., not counting Outline or Bibliography (or notes, if any). The Initial Proposal is to follow the DSPT’s MA Thesis Proposal Guidelines form (found at the DSPT website), using that format. For the Research Proposal assignment, DSPT’s Proposal Guidelines take precedence over this syllabus in any points in which the two documents might differ.

The guidelines should be followed closely, and the headers required by it are mostly self-explanatory:
• Information: Includes student name, title of paper, date, and course number (“ST-1091”).
• Scope and Nature of the paper, including relevant background;
• Thesis Statement, which in this case is a hypothesis that could be revised as one pursued writing a research paper);
• Description, including
  (a) a description of methodology (a very brief description, of one to two sentences in length) and
  (b) a description of the project to be done, including a formal description of the kinds of primary sources to be consulted (not a bibliography, but a description of the criterion or criteria used to

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4 This works out to about 16-20 pages when using Times New Roman font, 1.5 line spacing and 1” margins. (See https://wordcounter.net/words-per-page)
5 Advice for topics: Make sure the topic is precise and very limited. It may seem so small as to be insignificant, but, in fact, you will need to understand a great deal about the topic in order to do research on one particular area.
select the sources, e.g., “all of the author’s writings in which our topic is treated extensively”), as well as secondary sources, naming the reasons, in both cases, for choosing that kind of source; the likely Significance of the work, to the field, to Church and/or society;

• Initial Bibliography including all primary sources and secondary sources (not meant to be exhaustive, but targeted at the needs of the paper), including at least some journal articles and some books, all in “Turabian” format. The number of bibliography entries required for the Initial Research Proposal is specified by the DSPT guidelines.

No Initial Proposal will be accepted without each of these elements. The student must then submit (electronically) the Initial Proposal for editing, to me and to two other students in the class (“respondents”), assigned by me.

Two separate supplemental documents should submit with the Initial Research Proposal:

• Proposed outline for the paper to be written (normally, as simple as a mere list of about three to five section headings); and

• Draft of your annotated bibliography in whatever state it is currently in. (Note: it is not expected to be complete at this point in your research, and there will be no penalties for it not being so). The bibliography required as part of the DSPT Thesis Proposal Guidelines should not be confused with the annotated bibliography, whose requirements are specified below.

c. Suggested Edits to Other Students’ Proposals (5% of the grade)

Each student will receive two Initial Proposals (from other students). Each student must then edit each of these received documents, making comments and corrections regarding substance, style, structure, spelling, grammar, etc. The student must then give two electronically Edited Copies, one for each of the two Initial Proposals, to both the writer and me.

Please add “(edited by “+ your initials + “)” to the end of the original filename. For example, if a student named Cheryl Smalley edited a Proposal, the file would be named as such: “2020-09-15- Emery- Initial Proposal (edited by CS)”.

I will evaluate each respondent on the quality of his or her editing and comments. Among other things, responses may: 1. point out insights that one has found to be particularly noteworthy; 2. indicate problems or offer criticisms in a helpful and constructive manner; 3. suggest a solution to a difficulty, either in the ideas discussed or in the manner of the presentation. Respondents’ comments should be concise; a single sentence should normally suffice for each comment. The respondent may include an overall evaluation (comment and critique) of no more than 100 words. The total amount of time spent on editing each Initial Proposal (including reading, correcting, and commenting on it) should be no more than one hour.

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d. Annotated Bibliography (5% of grade)

The bibliography should include between 10-20 entries, identifying the resources needed to substantiate the matter being investigated by the proposal and to explore the subject matter further, beyond the limits of proposal. The annotated bibliography to be submitted along with your research proposal is not to be confused with the bibliography which is submitted as part of the research proposal. The annotated bibliography is required to be submitted to the instructor at the same time as your research proposal, although it may always be submitted earlier if the student wishes to discuss potential resources with the instructor in advance or get other feedback.

- The annotated bibliography requires 10-20 annotated entries and is an informal document normally used to track your research, and to communicate with the professor directing the research and others collaborating and guiding your research.

- The research proposal is a formal document submitted to the committee who would normally approve your research project, and its bibliography entries are normally not annotated. The number of entries required in this bibliography is specified in DSPT’s *MA Thesis Proposal Guidelines* form mentioned above.

Each entry of the annotated bibliography must include a 4-8 sentence summary of the contribution of that resource to the subject. Annotations can speak about what is contained in the work; its context relative to the project or other works in the bibliography; or about how it was of use to you in preparing your presentation. They are intended to communicate to the reader not just what the text contains (what the text is trying to say), but also an assessment of how what it says is relevant (to others and to you). The annotations will help those who might want to pursue the subject later for their own research, and it helps the instructor to know what the student values in the text, and how the student is using it.

e. Finalized Research Proposal (20% of grade)

The Final Proposal (submitted electronically) is then to be sent to me. It should include any needed revisions based on advice from me and from the other students.

f. Presentation (5% of grade)

Each student is to give a very brief (5 min.) Presentation to the class on his or her own Finalized Research Proposal’s hypothesis. If there is sufficient time, other students will be encouraged to ask questions and to make constructive comments on the substance of the proposal.
4. Written Exams (35% of grade)

Two Written Exams on the course content, addressing the central issues of the course, will be given, to be completed by the students at home with strict time limits as specified by each exam. The expected answers should be both factually correct and extensive in length, but not necessarily exhaustive. The answers need not include technical footnote-style information or data; however, referring to a document’s author, title, and any natural way of referring to a part of it, is encouraged, as the student can best recall in a way suited to memory (e.g., “In the Vatican II document Dei Verbum, in a section discussing Tradition, …”). Use of abbreviations is permitted provided that the first instance of use is explicitly noted (e.g., “In number 2 of Dei Verbum (DV), the concept of revelation is… Later in DV, the document says that…”).

Computers are to be used to respond to the exam question, with the student working uninterrupted, alone, offline, without any other programs running and without the aid of any notes. Immediately after finishing, the exam is to be submitted to the instructor as a word document in an email attachment. See the “Grading Criteria,” later in this syllabus, for further details on what is expected. (Midterm=10% of grade, Final=25% of grade)

5. Brief Assignments (Bonus Points)

Certain Brief Assignments may be given, depending on the interests and abilities of the students, at the request of an individual student or group of students. Brief Assignments and Oral Reports are not listed on the “Plan for the Semester” given below. (Grading: Extra Credit, for no more than 5% of the total grade)

**CURRICULAR OUTCOMES:**

To see how the course goals and outcomes, and assignments map onto the institution’s goals and outcomes and those of the individual program, see “Curricular Outcomes Table” for ST-1090 [Handout, posted on Moodle].
EXPLANATION OF GRADES

Late work of any kind will generally not be accepted. Exceptions should be sought in well in-advance of the assignment and will only be accepted at the instructor’s discretion and will be subject to the penalties in grading mentioned above.

SUMMARY OF GRADING (TABLE)

A summary of grade composition is given in the following table:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1. Class Attendance and Active Participation in Discussions:</td>
<td>10%</td>
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<tr>
<td>2. Oral Reports, Outlines, &amp; Annotated Bibliographies:</td>
<td>10%</td>
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<tr>
<td>3. Research paper Proposals</td>
<td>45%</td>
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<tr>
<td>3a. Topic Suggestions (with brief presentation):</td>
<td>5%</td>
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<td>3b. Initial Proposal (with brief presentation):</td>
<td>5%</td>
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<tr>
<td>3c. Suggested Edits (to Other Students’ Proposals)</td>
<td>5%</td>
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<tr>
<td>3d. Annotated Bibliographies:</td>
<td>5%</td>
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<td>3e. Final Proposal:</td>
<td>20%</td>
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<td>3f. Presentation:</td>
<td>5%</td>
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<tr>
<td>4. Written Exams</td>
<td>35%</td>
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<td>4a. Midterm Exam:</td>
<td>10%</td>
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<td>4b. Final Exam:</td>
<td>25%</td>
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<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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</table>

DESCRIPTION OF GRADING

[See the Description of Grading for ST-1090 (Handout)]
# SEMESTER PLAN

## I. Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Sept 9th</td>
<td><strong>General Introduction</strong></td>
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<td>(Thursday) (Students should bring a copy of this syllabus to class for reference.)</td>
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<tr>
<td>Sept 13th</td>
<td><strong>Introduction to the Theological Method</strong></td>
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<td>(Monday) ITC, <em>Theology Today</em> (2011)</td>
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<td>Sept 16th</td>
<td><strong>Introduction to Research: Discussion of Suggestions for Research Topics</strong></td>
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<td>(Thursday) Each student must put forward during the class—and be prepared to discuss—one</td>
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<td>to three potential themes or topics of interest for the student’s own work, each topic</td>
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<td>or theme including a possible thesis statement. This class will be spent discussing these</td>
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<td>potential topics and themes; assessing the proposed thesis statements; and discussing</td>
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<td>what will be done with these proposals in the classes to come.</td>
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<tr>
<td>Sept 20th</td>
<td><strong>Introduction to Revelation</strong></td>
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<td>Sept 23th</td>
<td><strong>Introduction to St. Thomas Aquinas: SCG, ST, and The Compendium</strong></td>
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<td></td>
<td>(Thursday) Summa Contra Gentiles (SCG): bk. I, chaps. 1-9; bk. IV, chap. 1</td>
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<td></td>
<td>Summa Theologia (ST): Prolog; and bk. I, q. 1, arts. 1-8</td>
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<tr>
<td>Sept 27th</td>
<td><strong>Introduction to the Structure of Theology</strong></td>
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</tbody>
</table>
II. Scripture and Tradition

Sep 30th  Scripture and Tradition, part 1
   *ST*, bk. I, q. 1, arts. 9-10

Oct 4th  Scripture and Tradition, part 2
(Monday) Vatican I, *Dei Filius* (1870), chap. 2 (opt.: all)
   Vatican II, *Dei Verbum* (1965), nos. 1-13 (opt.: all)
   ** Handout: Study Questions for first Exam **

Oct 7th  Scripture and Tradition, part 3
   Preface,
   Introduction,
   Part II, “Hermeneutical Questions,” &
   Part III “Characteristics of Catholic Interpretation” (opt.: all)
   Benedict XVI, *Verbum Domini* (2010), nos. 1-49, esp. nos. 17-49
   ** Deadline: Submission of Topic for Research Paper Proposal Due **

Oct 11th  Scripture and Tradition, part 4
(Monday) Mansini (2018), chaps. 2-3, pp. 43-110
   ** Handout: First Exam Handed Out (Take Home, due Oct 15th) **

Oct 14th  Discuss Exam
(Thursday)
### III. Philosophy in Theology

**Oct 18th**  
(Monday)  
**Philosophy in Theology, part 1**  
Mansini (2018), chap. 5, pp. 143-183  
Presentation on the “Mysteries of Faith” (Scheeben, Garrigou-LaGrange)

**Oct 21st**  
(Thursday)  
**Philosophy in Theology, part 2**  
Mansini (2018), chap. 6, pp. 184-212  
Vatican I, *Dei Filius* (1870), chap. 4;  
*Humani Generis* (1950)

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**Oct 25th**  
(Monday)  
—Reading Week: No Class —

**Oct 28th**  
(Thursday)  
—Reading Week: No Class —

**Nov 1st**  
(Monday)  
**Philosophy in Theology, part 3**  
Pope Benedict XVI, “Faith, Reason and the University” (2006, ‘Regensburg Address’)

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IV. Faith and Theology

**Nov 4th**
(Thursday)  
**Faith and Theology, part 1**  
*ST II-II q. 1-2*  
*ST II-II q. 3-4*  
*ST II-II q. 5-6*

**Nov 8th**
(Monday)  
**Faith and Theology, part 2**  
Mansini (2018), chap. 7, pp. 213-243  
Presentation on the “Illative Sense” in Newman

**Nov 11th**
(Thursday)  
**Faith and Theology, part 3**  
*ST II-II q. 7-12*  
*ST II-II q. 13-16; q. 45, art. 2*  
Vatican I, *Dei Filius* (1870), Chap. 3

**Deadline: Initial Proposal for Research Paper with Bibliography Due **

**Nov 15th**
(Monday)  
**Faith and Theology, part 4**  
Vatican II, *Dei Verbum* (1965), no. 5  
*Cathechism of the Catholic Church* (CCC, 1992), nos. 153-184  
ITC, *Sensus Fidei in the Life of the Church* (2014)
V. Theology and the Magisterium

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/References</th>
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<tbody>
<tr>
<td>Nov 18th</td>
<td><strong>Theology and the Magisterium, part 1</strong></td>
<td>Mansini (2018), chap. 4, pp. 111-139</td>
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<td>Vatican I, <em>Pastor Aeternus</em> (1870)</td>
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<td><strong>Deadline: Corrections to Other’s Proposals for Research Paper Due</strong></td>
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<tr>
<td>Nov 22nd</td>
<td><strong>Theology and the Magisterium, part 2</strong></td>
<td>SCDF [CDF], <em>Mysterium Ecclesia</em> [1973]</td>
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<td><em>Code of Canon Law</em> [1983], nos. 747-755, 833</td>
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<td>Nov 25th</td>
<td>—Thanksgiving break: No Class—</td>
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<tr>
<td>Nov 29th</td>
<td><strong>Theology and the Magisterium, part 3</strong></td>
<td>Add these to the syllabus:</td>
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<td>CDF, <em>Doctrinal Commentary on the Concluding Formula of the Professio fidei</em> (1998)</td>
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<td>Pope John Paul II, <em>Ad tuendam fidel</em> (1998);</td>
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<td>Handout on the exercise of Magisterium</td>
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<td>Optional Texts:</td>
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<td>ITC, <em>On the Interpretation of Dogma</em> [1989])</td>
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<td><em>Gravissimum Educationis</em> (1966)</td>
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<td><em>Sapientia Christiana</em> (1979)</td>
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<td><em>Veritatis Gaudium</em> (2018)</td>
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<td>Cong. of Catholic Education: 3 Instructions on Higher Education (Dec 9th, 2020)</td>
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<td><strong>Deadline: Finalized Proposal for Research Paper with Bibliography Due</strong></td>
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Dec 2nd
(Thursday)

Theology and the Magisterium, part 4

“Land O’Lakes Statement” (1967)
ITC, *Theses on the Relationship between ... Magisterium and Theology* [1975]

Dec 6th
(Monday)

Theology and the Magisterium, part 5

Pope John Paul II, *Ex corde Ecclesiae* [1990].
CDF, *Donum Veritatis* (1990)
Mansini (2018), chap. 8, pp. 244-272

** Handout: Study Questions for Final Exam **

VI. Review and Exam

Dec 9th
(Thursday)

Course Review & Summary
Presentations

Dec 13th
(Monday)

Reserved Session

Reserve this day for a normal class session in your schedule. It will be used in the event that circumstances require rescheduling an earlier class or make evident the need to add an additional class session. In that case, attendance will be fully expected, as on any other class day.

Dec 16th
(Thursday)

Final Exam
TABLE OF CONTENTS

COURSE DESCRIPTION: ......................................................................................................................... 1
COURSE GOALS AND OUTCOMES: ........................................................................................................ 1
FORMAT OF THE COURSE: ..................................................................................................................... 2
MODALITY OF THE COURSE: .................................................................................................................. 2
INTENDED STUDENT PARTICIPANTS: ..................................................................................................... 2
RECORDING POLICY: .............................................................................................................................. 2
REQUIRED TEXTS: ................................................................................................................................. 3
   Church Documents (Principle) .............................................................................................................. 3
   Other Church Documents (Secondary, Promulgated by Commissions, Conferences, etc.) .................. 4
   Books that Each Student must Purchase ............................................................................................ 4
   Other Theological and Philosophical Works used in the Course ......................................................... 5
ASSIGNMENTS AND OTHER REQUIRED ACTIVITIES: ......................................................................... 6
   SUBMITTING ASSIGNMENTS: ........................................................................................................... 6
   LIST OF ASSIGNMENTS AND REQUIRED ACTIVITIES: ................................................................. 6
      1. Class Attendance and Active Participation in Discussions (10% of grade) .................................. 6
      2. Oral Reports [with Handouts (Annotated Bibliography, Outline); Participation] (10% of grade) .. 7
      3. Research Paper Proposal (45% of grade) .................................................................................... 8
      4. Written Exams (35% of grade) .................................................................................................... 11
      5. Brief Assignments (Bonus Points) .............................................................................................. 11
CURRICULAR OUTCOMES: .................................................................................................................... 11
EXPLANATION OF GRADES .................................................................................................................. 12
SUMMARY OF GRADING (TABLE) ...................................................................................................... 12
DESCRIPTION OF GRADING .................................................................................................................. 12
SEMESTER PLAN ..................................................................................................................................... 13
   I. Introduction ..................................................................................................................................... 13
   II. Scripture and Tradition .................................................................................................................... 14
   III. Philosophy in Theology .................................................................................................................. 15
   IV. Faith and Theology ........................................................................................................................ 16
   V. Theology and the Magisterium ........................................................................................................ 17
   VI. Review and Exam .......................................................................................................................... 18