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Scheduled: Tues: 8:10am – 11:00am

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

COURSE DESCRIPTION:

Intermediate level seminar in historical theology for MA students and PhD candidates which explores - through a series of assigned readings and seminar style discussions - historical movements in Catholic Theology in the first half of the 20th Century from the viewpoint of dogmatic theology and their underlying philosophical commitments. Among others, we will look at the various movements branded under the heading of 'Modernism', 'Liturgical Reform', 'Neo-Scholasticism', 'Ressourcement', and 'La Nouvelle Théologie'. Students' evaluations will be based primarily on class participation in seminar style class discussions of the readings, the occasional moderating of these discussions, short written assignments, and the completion of a research paper. With the permission of the instructor, students may take this course at a 3000 level (with lesser requirements writing and research).
COURSE GOALS AND OUTCOMES:¹

Through this course, students will come to a deeper grasp of key issues in fundamental theology, namely: of the use of philosophy in theology; and of the 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 the principles of theological and philosophical methods taught at DSPT, applying them to analyze speculative theological proposals from the early 20th Century;
- describe the historical use of Scripture, tradition, Magisterium, faith, and philosophy in the theological debates of this time period while demonstrating the appropriate use of each in their own analysis of them;
- present theological and philosophical 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. Students will often be given a choice of texts with the expectation that they will prepare a short presentation (10 minutes) of the main points of that text so that those students who chose another text can have some basic understanding of what was presented in it and how it applies to the course.

MODALITY OF THE COURSE:

DSPT courses for Fall 2020 will be offered in person on campus. For those who are unable to attend for a legitimate reason, discussed at least one week ahead of time with the professor, the option may be extended to attend the class using Zoom.

INTENDED STUDENT PARTICIPANTS:

This is an intermediate Master’s level course, intended for MA students in philosophy or theology. Auditors or MDiv students may request to be allowed to attend, and permission to attend will depend on the student’s ability to participate at an appropriate level. Although introductory, much of the subject matter is necessarily and inherently difficult, due to its fundamental, theoretical, and philosophical nature. Thus, the course requires significant attention on the part of each student.

¹ To see how the course goals, outcomes, and assignments map onto the institution’s goals and outcomes and those of the individual program, see “Curricular Outcomes Table” for STPH-4220 [Handout, posted on Moodle].
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 READINGS:

Church Documents (Principle)

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

Pope Pius IX:  • Quanta Cura (1864).
• Syllabus errorum (1867).
• Etsi multa luctuosa (1873).

Pope Leo XII:   • Aeterni Patris (1879)

Pope Pius X:   • Lamentabili sane exitu (1907).
• Pascendi dominici gregis (1907).

Books that Each Student must Purchase

The following 5 works listed below are required to be purchased by the student for the purpose of the class assignments. All other required resources for this class may be found online, or the relevant sections that we will be reading will be provided prior to class. Listed in Alphabetical Order, by Author’s Last Name.


[$82-$90]


2 For a more detailed bibliographic entry on each of these texts, see the Bibliography for STPH-4220 [handout, posted on Moodle]. For a list of readings to be assigned from these texts, see the Semester Plan [below].

3 Prices are listed below as they were recently found at abebooks.com or 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.

ASSIGNMENTS AND OTHER REQUIRED ACTIVITIES:

Students will be required to attend class and actively participate in class discussions, to prepare occasional oral presentations and written assignments, and to prepare a research paper.

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. Course Attendance and Active Participation in Discussions (30% of grade)

Students’ attendance and active participation in class lecture and discussion are integral parts of the course. Any student who misses two more classes without prior authorization by the professor may be penalized by up to a full letter grade; a student that misses three or more classes cannot receive a grade for the course.

Quizzes on the assigned readings may also be given to promote discussion and will be part of the participation grade. If one or more students is obviously not familiar with the assigned readings or well-prepared for discussion, the professor may assign additional take-home written assignments to those students; these will also be part of the participation grade.

4 To see how the course goals, outcomes, and assignments map onto the institution’s goals and outcomes and those of the individual program, see “Curricular Outcomes Table” for STPH-4220 [Handout, posted on Moodle].
2. Presentations of Assigned Readings [and handouts] (20% of grade)

When a choice of texts is offered, the student will generally be free to choose between them, although the professor may need to assign a different text in certain cases to ensure that all of the most important texts of the course are being presented.

In those cases where there is a choice of text, it will sometimes be necessary that one of the students prepares a short, oral presentations of the main points of the text they are reading so that those students who read other texts can benefit from the text as well. This task will be distributed among the students in such a way that each student presents the same number of texts (the goal will be to have each student present 2-3 times, but that will depend on the actual number of students in the class).

The presentation of each student should last about 10 minutes and should normally include a one-page handout with a general outline of the presentation or summary of the article for the benefit of those that did not read the text. Presentations will be penalized
• for being too short (less than 8 minutes) or too long (greater than 12 minutes), or
• if the quality of the handout is poor in content or presentation.

Following the presentation, the student who presented is expected to take an active part in facilitating any discussion of the text which follows.

Quality of Presentation. Students who are new to the material or who are not experienced at presenting texts are encouraged to discuss the material they are reading with each other or with the professor prior to presenting to achieve a certain degree of proficiency with the text and confidence in the material and their own ability to communicate it and to respond to questions.

Quality of Handouts. One week prior to their first and second presentation, students are required to submit any handouts they are producing for feedback from the professor. For all other presentations, handouts may be submitted one week prior, but this is generally not necessary unless the student received a poor grade on their earlier handouts.

Goal of Presentation and Handout. The goal of your presentation and the handout 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 subject we are studying. One common error in presentations is to get so bogged down with the material that the “big picture” is not clearly communicated; another common error that the presenter is so focused on the “big picture” that the specific details and nuances of the actual text are not adequately presented.

Refer to the Guide for Oral Reports (Moderator’s Guide) with more details about the presentation, the handouts and leading class discussion, etc.

3. Research Paper (50% of grade)

Students are required to submit a topic proposal, a research proposal, an annotated bibliography and a research paper with 5000-7000 words in the main text, to successfully complete this class. It is to be on

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5 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)
a topic pertaining to the course’s goals and outcomes, to be agreed upon individually in a discussion between each student and the professor. The initial research must be done relatively early in the class, and it includes not only the production of a bibliography, but also sufficient reading in the topic, so that an adequate Proposal with a strong hypothesis and an adequately annotated bibliography, may be developed. The Proposal is to be completed according to the following assigned progression:

a. Topic Suggestions: (5% of overall grade; 10% of research paper grade)

Each student must put forward—submitted in written form to the professor—two to three potential themes or topics of interest for the student’s theological research, including a possible thesis statements (hypotheses) and an annotated bibliography with at least 4-6 entries for each proposed topic. 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 level research, (3) appropriately exposes and treats the ‘theological sources’ relevant to the topic, and (4) promises some potential to further the field of theology if it were developed in more detail (than it will be for this course).6 The topic or topics should also be aligned with central topic of this course and the student’s own learning goals.7

The topic may be developed in consultation with the professor, but always at the student’s initiative and with sufficient lead time to incorporate whatever feedback is obtained.

b. Initial Research Proposal (10% of overall grade; 20% of research paper grade)

Once the topic has been approved, the student must next submit a more formalized research proposal 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). For the Research Proposal assignment, DSPT’s Proposal Guidelines take precedent 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 (“STPH-4220”).
- 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

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6 While the research project is to be undertaken for the sake of personal research (i.e.- improving the student’s own knowledge about the given topic), the topic chosen must be investigating an open question in philosophy or theology that would have the potential to advance the field of theology or philosophy (for the eventual benefit of other theologians or philosophers in the field) if research was continued at the masters or doctorate level. Thus, the student’s paper presents not only their own understanding of the topic and the personal research they have done to achieve it, but also what they have learned about the topic that suggests that further research in the area would relevant or beneficial to other theologians or philosophers in the field.

7 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.
(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 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 “Turbian” 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 is encouraged to submit the Initial Proposal for feedback well in advance of the actual date it is due.

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: neither the bibliography or the annotations are 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. Annotated Bibliography (10% of overall grade; 20% of research paper 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 the entries on its bibliography are not annotated. The number of entries required in the bibliography submitted along with the proposal is specified in DSPT’s MA Thesis Proposal Guidelines form mentioned above.

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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 help the student take stock of the resources they have gathered, and it helps the instructor to know what the student values in each text within the bibliography, and how the student intends to make use of it.

**d. Finalized Research Paper** (25% of overall grade; 50% of paper grade)

The Final Paper (submitted electronically) should include any needed revisions based on advice from me and from the other students.

4. **Brief Assignments** (Bonus Points)

Certain Brief Assignments may be given, depending on the interests and abilities of the students, *at the request of the individual student or group of students*. These Assignments are not listed on the “Plan for the Semester” given below. (Grading: **Extra Credit**, for no more than 10% of overall class grade.)

**Curricular Outcomes:**

To see how the course goals, outcomes, and assignments map onto the institution’s goals and outcomes and those of the individual program, see “Curricular Outcomes Table” for STPH-4220 [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:

1. Class Attendance and Active Participation in Discussions: 30%
2. Presentations: 20%
3. Research Paper
   3a. Topic Suggestions (with brief presentation): 5%
   3b. Initial Proposal (with brief presentation): 10%
   3c. Finalized Annotated Bibliography: 10%
   3d. Finalized Research Paper: 25%

Total: 100%

DESCRIPTION OF GRADING
[See the Description of Grading for STPH-4220 (Handout)]
SEMESTER PLAN

I. Introduction

Sept 7th (Tuesday) General Introduction
(Students should bring a copy of this syllabus to class for reference.)

II. Precursors to the Theological Movements of the Early 20th Century

Sept 15th (Tuesday) The History of Liturgical Reforms Prior to the 20th Century
• Pecklers, Ch. 1, *The Unread Vision*, 1-24.

Sept 22nd (Tuesday) Philosophical Thinkers & Movements that Influenced 20th Century Theology
Select any one of the following articles from *The Blackwell Companion to Nineteenth-Century Theology* (2010), on which you will give a short presentation to the Class (10 min):
• Adams, “Ch. 1- Kant”, 2-30.
• Helmer, “Ch. 2- Schleiermacher”, 31-57.
• Fergusson, “Ch. 3- Hegel”, 58-75.
• Holmes, “Ch. 4- Coleridge”, 76-96.
• Law, “Ch. 5- Kierkegaard”, 97-118.
• Turner, “Ch. 6- Newman”, 119-138.
• Livingston, “Ch. 7- Natural Science and Theology”, 141-164.
• Lamm, “Ch. 8- Romanticism and Pantheism” (2010), 119-138.

Theological Movements that Influenced 20th Century Theology
Select any one of the following articles from *The Blackwell Companion to Nineteenth-Century Theology* (2010), on which you will give a short presentation to the Class (10 min):
• Hinze, “Ch. 9- Roman Catholic Theology: Tübingen”, 187-213.
• Nesmiyanova, “Ch. 10- Russian Theology”, 214-234.
• Bebbington, “Ch. 11- Evangelicalism”, 235-250.
• Law, “Ch. 12- Kenotic Christology”, 251-279.
• Lamm, “Ch. 13- Mediating Anglicanism: Maurice, Gore, and Temple”, 280-300.
• Link-Wicczorek, “Ch. 14- Mediating Theology in Germany”, 301-318.
• Bratt, “Ch. 15- America: Confessional Theologies”, 319-338.
• Jenson, “Ch. 16- America: Transcendentalism to Social Gospel”, 339-357.
• McFarlane, “Ch. 17- Reformed Theology in Scotland and the Netherlands”, 358-374.
• Prickett, “Ch. 19- The Bible and Literary Interpretation”, 395-411.
• Pattison, “Ch. 20- Skeptics and Anti-Theologians”, 412-433.
• Chapman, “Ch. 21- History of Religion School”, 434-454.
• Pattison, “Ch. 22- The Bible and Theology”, 455-467.
• Axt-Piscalar, “Ch. 23- Liberal Theology in Germany”, 468-485.
Sept 29th (Tuesday)  **The Rise of Neo-Scholasticism in the 19th Century** [1850s-1890s]
- *Aeterni Patris* (1879)
- Choose one of the following three texts:
  - Mettepenningen, Part I, Ch. 2 in *Nouvelle Théologie…* (2010), 15-30; or

**Early Forms of Modernism in the 19th Century** [1860s-1890s]
- *Syllabus errorum* (1864)

Oct 6th (Tuesday)  **Early Stages of the Nouvelle Théologie: The First Ressourcement** [1890s]
Select either the single chapter of Kirwan listed below, or the two chapters of Mettepenningen listed below, on which you will give a short presentation to the Class (10 min):
- Kirwan, Ch. 2 in *An Avant-garde…* (2018), 69-95.
  - or -
- Mettepenningen, Part I, Ch. 1 in *Nouvelle Théologie…* (2010), 3-7.
- Mettepenningen, Part I, Ch. 3 in *Nouvelle Théologie…* (2010), 31-40.

III. The Liturgical Reform Movement of the Early 20th Century

Oct 13th (Tuesday)  **Reid, Ch. 2, The Organic Development of the Liturgy**, 73-141.

Oct 20th (Tuesday)  **Pecklers, Ch. 2, The Unread Vision**, 25-80.

Oct 27th (Tuesday) —Reading Week: No Class—
IV. Neo-Scholasticism of the early 20\textsuperscript{th} Century

**Nov 2\textsuperscript{nd} (Tuesday)**

**Later forms of Neo-Scholasticism**
- Robert Royal, “The Thomist Revival and Preconciliar Catholic Thought”, 31-78

**Later forms of Modernism**
- *Pascendi dominici gregis* (1907)
- *Lamentabili sane exitu* (1907)

V. The *Nouvelle théologie* of the early 20\textsuperscript{th} Century [1910s-1940s]

**Nov 10\textsuperscript{th} (Tuesday)**

*Select one of the following authors* (two chapters from Kirwan or one from Mettepenningen):
- Kirwan, Ch. 4 in *An Avant-garde Theological Generation* (2018), 96-134.
- Kirwan, Ch. 5 in *An Avant-garde Theological Generation* (2018), 135-155.
- or -

**Nov 17\textsuperscript{th} (Tuesday)**

*Select one of the following articles*:
- Kirwan, Ch. 6 in *An Avant-garde Theological Generation* (2018), 156-203.
- or -
- Boesma, Ch. 3 in *Nouvelle Theologie and Sacramental Ontology* (2009), 86-115.

**Nov 24\textsuperscript{th} (Tuesday)**

*Select one of the following articles*:
- Kirwan, Ch. 7 in *An Avant-garde Theological Generation* (2018), 204-251.
- or -

**Nov 26\textsuperscript{th} (Thursday)** —Thanksgiving break—
VI. Analysis, Sources and Influences of these Movements of the First Half of the 20th Century

Dec 1st 1950’s-1960’s  
(Tuesday) Select one of the following articles:  
- Kirwan, Ch. 8 in Avant-garde Theological Generation (2018), 252-280.  
  - or -  
  - Mettepenningen, Part II, Ch. 3 in Théologie, New Theology (2010), 115-140.  

Dec 6th Select any one of the following articles from A Movement for Renewal in Twentieth-Century Theology (2014) or propose another article from any source on the subject, on which you will give a short presentation to the Class (10 min):  
- Simmonds, “Jansenism: An Early Ressourcement Movement?”, 23-35  
- Daley, “Knowing God in History and in the Church: Dei Verbum and Nouvelle …”, 333-352.  

VII. Review  
Dec 15th No Assignment  
(Tuesday)  
- Research Papers are due
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