THEO2301/3311 Teachings of the Catholic Church
William Diem, STD
University of St. Thomas
Fall 2015

Sect. A: MWF 10:10-11 Strake 201
Sect. B: MWF 11:10-12:00 Strake 201
Sect. E: TuTh 9:35-10:50 Strake 206

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Office Hours:
    Mondays and Wednesdays 9:30-10:00, 13:30-15:00
    Tuesdays and Thursdays 13:30-15:00

Course Description and Objectives
Introduction to the fundamentals of Catholic dogmatic theology, the science of sacred doctrine, as
revealed in Scripture and Tradition and defined by the Magisterium of the Church.

A student successfully completing this course will understand at least two Catholic doctrines at a
genuinely theological level, and express their understanding in clear and effective analytical writing. Such a
student will demonstrate, through a series of exams, both a clear and accurate understanding of the
particular doctrines covered in the course and a basic familiarity with the theological basis for those
doctrines.

Requirements and Dates
Test 1 10% Sept. 28 (A,B) 29(E)
Test 2 20% Nov. 9 (A,B) 10 (E)
Test 3 (Final Exam) 40% As Scheduled by the Registrar
Prospectus 1 -- Sept. 21
Paper 1 10% Oct. 16
Prospectus 2 -- Nov. 2
Paper 2 15% Nov. 25
Meeting 2% ---
Class Participation 3% ---

and Preparation

Without prejudice to subsequent, applicable policies, the general rule in cases in which a student seeks an
exception to these dates is that promptness in communication is essential: If you foresee a conflict or
anticipate needing extra time, e.g., to finish a paper, contact me as soon as possible bringing the situation to
my attention.

Texts
Required:


Other required readings will be provided by the professor over the course of the semester.

Recommended:


Papers

The student will submit two papers over the course of the semester. Each paper will be between 1700 and 2200 words. The purpose of each paper will be to explain a specific point of Catholic doctrine, particularly answering the questions: What does the Church teach on this topic? and Why does the Church hold this teaching? The paper will make use of at least one patristic source (i.e., a Christian writing from before 750), and at least one magisterial document (i.e., an official Church document, e.g., a document promulgated by a council. NB: the Catechism of the Catholic Church will not satisfy this requirement.).

Prospectuses

The student will submit a prospectus for each paper. The prospectus will include a brief description of the precise topic of the paper (about a paragraph) as well as an annotated bibliography. The annotated bibliography will be a list of the works that are being used for the paper (pinpointing specific locations in larger texts) that briefly notes the relevance of each work to the topic of the paper.

Prospectuses are not grades, but submitting a satisfactory prospectus in a timely fashion is a prerequisite to being considered for an extension or a rewrite.

Meeting

Each student will--one his own initiative--meet with the professor once outside of the class, in order to discuss some question related to the material of the course. Typically this should be done during scheduled office hours, although if a student’s schedule does not permit this, alternative times will be scheduled at mutual convenience. If you foresee that you will not be able to meet with me during scheduled office hours over the course of the semester, contact me no later than Oct. 9th so we can begin the process of finding a suitable alternative time to meet.

Meetings within the three business days preceding a test, or after 1 December will not satisfy this requirement. Meetings that are principally for the purpose of disputing a grade, preparing for a test, or clarifying information about the requirements of an assignment will not count. Meetings at which the student’s only question is of matters of fact that should have been easily resolved without the professor will not count.
Schedule of Topics
(Unless otherwise instructed, aim to stay in the readings one line item ahead of where we finished the previous class.)

Introduction: Nature of Theology

Revelation and Faith (Vatican I, *Dei Filius*, c.2 and canons)
  - Scripture
  - Tradition
  - Magisterium (Vatican II, *Lumen Gentium*, no. 25; Augustine *Against the Fundamental Epistle of Manichaeus* c.5; Tertullian, *Proscription Against Heretics*, 15-21, 27-28, 32, 35-37, 42)
  - Faith (*Dei Filius*, c. 3-4)
    - Faith’s relation to reason

God as One (F. Sheed, *Theology and Sanity*, pp. 52-71; *Dei Filius*, c. 1)
  - Existence of God
  - Divine attributes
  - God as Personal
  - God’s Relation to Creation

God as Triune
  - Scriptural Data (Prov. 8; Wis. 7; Col. 1:13-20; Heb. 1; Jn. 1:1-18; Jn. 14:10-26)
  - The Trinitarian Heresies
  - The Developed Teaching (Augustine, *City of God*, Bk. 11, 24-26; Council of Florence, *Decree for the Jacobites*)

Creation
  - Angels (Tobit 12:11-22)
  - Man (Gen. 1:1-2:24)
  - The Fall (Gen. 3)

Christ and the Incarnation
  - The Scriptural Data (Jn 8:51-59; Jn. 10; Lk. 1:26-38)
  - The Christological Heresies
  - The Developed Teaching

The Order of Grace
  - The State of Grace (Jn. 15)
  - The Process of Justification (Council of Trent, *Decree on Justification*)

The Church (Mt. 16:13-20; Mt. 18:15-18; Jn. 20:19-23; Mt. 28:16-20; Ignatius of Antioch, *To the*
Philadelphians)
Marks
Mission (Clement of Rome Letter to the Corinthians cc. 40-44)

Sacraments
In General
Baptism (Jn. 3:1-21)
Confession (Jn 20:19-23)
The Eucharist (Jn. 6; 1 Cor. 11:17-34)

The Four Last Things (Mt. 7; Mt. 25)

Policies

Computers and Electronics: The use of electronics in class for any reason other than to take notes or consult reading is not permitted.

Attendance: At the equivalent of two weeks of missed class two percentage points will be deducted from the final grade. For every absence thereafter, points will be deducted at a rate of three points per week. A late arrival will be accounted 1/3rd of an absence. Arriving more than 1/5th of the way into class may, at the instructor’s discretion, be accounted 2/3rds or 3/3rds of an absence.
ABSENCES WILL NOT, AS A RULE, BE EXCUSED.
If you arrive late, it is incumbent on you to confirm you were recorded as present.
NB: Absent or late students are responsible for everything that they missed in class. This includes not only the content of class notes and discussion, but also information, direction and guidance about upcoming assignments and readings as well as materials that may have been handed out (so if I return a test or give a handout at a class you missed it is your responsibility to come to me in a timely fashion to request it). Consequently, if you miss all or part of a class you should promptly confer with other students to get notes and learn what else you may have missed.

Cancellation: If the instructor is 20 minutes late, class is cancelled. If I can foresee that I will be late or have to miss class, I will attempt to communicate it to the class in a timely manner.

Tests taken in the Testing Center
Anyone who is taking a test in the testing center--for any reason--should notify me of the scheduled time at least either 48 hrs (if the time is on or before the time it was originally scheduled) or 24hrs (if you are taking it after the time it was originally scheduled) in advance.
Note that it will be considered a form of academic dishonesty to obtain from those who have taken the test before you or to give to those who are to take the test after you detailed information concerning what in particular is on the test.

Missed evaluations: It is expected that students will take all exams at the scheduled time. If a student foresees that he will miss a test for any reason it is incumbent on him to notify the professor as soon as
possible—in time to take the test early if at all possible.

Normally there are no make-up examinations. In the case of hospitalization or some other personal emergency the student may request a make-up examination well before the date of the scheduled examination. Note also that make-up exams may be more difficult than the normal exams.

In order to request a make-up exam, please note the following instructions: 1) Request must be made well in advance of the examination (i.e., not on the day of the exam), specifically they should be made as soon as the reason requiring an alternate time is apparent; 2) After I approve the request, you must call the Testing Center (713-525-3160) to schedule an appointment. The make-up exam must be taken within two business days of the originally scheduled test. Note that I may approve a request conditional on your subsequently substantiating the reason for not being able to take the test as scheduled. 3) After you schedule an appointment with the Testing Center, send me your testing schedule via email (after which, I can send the make-up exam over to the Testing Center); This email should be sent at least 48 hrs or 12hrs before the scheduled time respectively as the test is to be taken prior to or after the originally scheduled test period.

If there is an unforeseeable, last-minute emergency that prevents you from taking the exam and prevents you from scheduling an alternate time to take the exam in advance, note the following: First, time is of the essence in contacting me and in making up the test—delay on either of these points may result in your not being allowed to make up the test.; Second, no make-up test that was arranged on or after the day of the exam will be graded or counted without evidence (e.g., a doctor’s note) establishing that the student (a) could not reasonably have taken the test at its originally scheduled time, and (b) that the student could not reasonably have foreseen (a).

Failure to follow these instructions explicitly could result in a zero for that exam.

Please note that student athletes and those eligible to travel with a team are responsible for all materials on the day(s) missed. If a trip occurs when an examination is schedule, then it is the student’s responsibility to schedule a time to take the exam preferably before he leaves on the trip in order to avoid the very difficult make-up exam.

Papers

It is expected that papers will conform to norms of English grammar, spelling, mechanics, and idiom. It is strongly recommended that you have someone proofread your work. Further, papers are to conform to the norms set forth in Turabian. Citations should be presented in footnotes (what Turabian terms “notes-bibliography style”).

Papers are to be typeset entirely in a single 12pt serif font (e.g., Times New Roman). The body of the paper is to be double spaced, excepting block quotations.

Papers are to have the student’s last name and the page number on the upper right corner of all pages except the first.

In lieu of a title page, on the first page they should have the following header, single spaced, on the top left corner:

Author’s Name
Class number and name (E.g., THEO3349: Christ and the Moral Life)
Professor’s name
Date Submitted

Below this, after skipping a line, the title of the paper should be produced, singles spaced, centered,
Papers Submitted Late
Late submissions will receive a deduction according to the following schedule:

-2%—Within 1hr. of the deadline (If the paper was due at class, and if you were present for class, then this will be interpreted to mean within 1 hr of the time class was dismissed.)
-5%—Within 12hrs. of the deadline
-10%—Within 24hrs of the deadline
-15%—Within 36hrs of the deadline
-25%—Within 48hrs of the deadline
Thereafter the paper will not be accepted for credit.

Academic Dishonesty
Students should be acquainted with the University’s "Policy on Academic Dishonesty" found in the Undergraduate Catalog. According to that catalog:
Every offense against academic honesty seriously undermines the teaching-learning process for which the University exists, and such offenses will be dealt with expeditiously according to the following criteria.
Academic dishonesty includes but is not limited to:

1. Cheating on an examination or test; for example, by copying from another’s paper or using unauthorized materials before or during the test;
2. Plagiarism, which represents as one’s own the work of another, whether published or not, without acknowledging the precise source;
3. Knowing participation in the academic dishonesty of another student, even though one’s own work is not directly affected;
4. Deceiving or misrepresenting to the professor or an agent of the school in order to obtain special treatment with respect to a graded assignment or requirement of the course.
5. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

The penalty for an incident of academic dishonesty is, at the discretion of the instructor, either a mark of zero for the work in question or the grade of “F” for the course.

Conduct during tests: For the sake of academic integrity, the following are not permitted during a test:

- Leaving the room during a test. Use the restroom prior to accepting the test or after turning it in.
- Having any written material (other than the test itself) visible. Notes, study guides, textbooks, and
electronics (including cell phones) must remain out of sight for the duration of the test.

- Talking. You may speak only to the proctor of the test. Don't whisper to your neighbor if your pen goes dry.
- Wandering eyes. Keep your eyes clearly on your own paper. Do not cover your eyes during a test.

**Plagiarism**

Plagiarism can be succinctly defined as presenting another person’s words, ideas, or work as though it were your own. It is a serious academic infringement. It is your responsibility as an author to be sure that you understand what constitutes plagiarism. If you are unsure whether your use of a source could be considered plagiarism you should consult with the instructor prior to submitting your paper.

Some common examples of plagiarisms:

- Quoting verbatim from a source without indicating that the text is a quotation (e.g., not including quotation marks or indenting it as a block quotation), and crediting the source.
- Paraphrasing a source without indicating that you are paraphrasing a particular source (E.g., without including something like, ‘According to MacIntyre, . . .’ or ‘Hume thinks that . . .’).
- Incorporating text from a source into your work, and changing a few words, or dropping a clause. This is like paraphrasing, and—as in paraphrasing—it needs to be clear where your thought stops and another person’s starts.
- Using the results of someone’s research in your writing without crediting the source. Results of someone’s research can include things like someone’s data, arguments, theses, or conclusions: anything that someone else produced through work or creativity. This does not, include things that are not original such as well-known data or commonplace ideas. If you can find it in a general reference work (like an encyclopedia) without attribution, or if several other reputable sources produce the same material without attribution, then it is safe to assume that it is common. If you aren’t sure whether something is original or common, assume it is original.

Having someone else write part or all of your paper will, in this class, be considered academic dishonesty, subject to the same consequences as plagiarism.

Note that using another student’s detailed drafts, outlines, or notes for a paper will generally constitute academic dishonesty.

**Attending other sections**: I generally have no problem with people sitting in on another section than they are enrolled in. However,

- It is your responsibility to make sure that I know you were present and mark you as such.
- The sections may not be at the same place in the material, hence you will be responsible for getting the notes from another student for any material that you might miss.
- This policy does not apply to tests: Unless you have some particular reason for needing to take the test at an alternate time, and have gotten permission in advance from the instructor, you will not be allowed to take the test with a later section.
Students with Disabilities

Any student who believes that he may need academic accommodations in order to meet the requirements of this course—as outlined in the syllabus—due to presence of a disability, should contact the Office of Counseling and Disability Services (C&DS). The following statement was prepared by the C&DS:

Any student with a disability requiring accommodations in this course is encouraged to contact Counseling and Disability Services in Crooker Center. Their offices can be reached at (713) 525-6953 or 2169.

If you have been granted an accommodation allowing you to take tests in the testing center, you should schedule a time to take the test directly with the testing center (on the day of the test, unless I have specifically approved another time). You should then forward the time and date that you have scheduled to take the test to me at least 48 hrs in advance of that time.

If you have an academic accommodation allowing you to record lectures, these recording are for your exclusive use; you are not permitted to share them.

Grades

A range = Superior, exceptional, outstanding. The assignment demonstrates critical, informed, and creative theological inquiry that reflects superior understanding of essential theological/historical concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = Good. The assignment demonstrates ready command of full range of concepts and shows some critical, informed, and creative inquiry that reflects above average understanding of essential theological/historical concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = Acceptable. The assignment demonstrates satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.

D range = Below average. The assignment demonstrates reasoning that is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = Unsatisfactory. In one or more of the following ways the student: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) was involved in plagiarism or cheating.
Grade Scale
A  93-100  
A-  90-94  
B+  86-89  
B   83-85  
B-  80-82  
C+  77-79  
C   74-76  
C-  70-73  
D   66-69  
D-  60-65  
F   0-59

Changes to the Syllabus
This syllabus may be changed by the instructor as necessary. Substantive changes to the syllabus will be appropriately communicated to the class.