COURSE DESCRIPTION

Description in Undergraduate Catalogue: 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.

This course is an introduction to the fundamental truths of faith that are witnessed in the special revelation of God the Father and preserved in the life, worship, and teachings of the Catholic Church. The course is structured around the following dogmatic professions to be discussed in three parts: Part One on Faith and Revelation, Part Two on Trinity and Christology; Part Three on Human Salvation, Sacraments, and the Church. A number of dogmas are also discussed as they are related to the above dogmatic professions, like creation, sin, grace, Mary, Tradition, Magisterium et al. These dogmatic professions will be presented in its socio-historical context that provides occasions for discusses of and further reflections on the mysteries of the faith with the goal of making them intelligible. For example, the first and second centuries provide the historical occasion for the first part of the semester, the early church provides the historical occasion for the second part, and the Middle Ages/Reformation and modern period provides the occasions for the third part.

As this course is part of the core curriculum, it is assumed that students come from a wide variety of backgrounds and possess different religious beliefs (or have none at all). No previous knowledge of Christianity is expected, and all points of view will be welcome and respected.

LEARNING OUTCOMES

A student successfully completing this course will understand a Catholic doctrine (or the connections between particular Catholic doctrines) at a genuinely theological level, and express their understanding in clear and effective analytical writing. The nature of understanding in question is a demonstration in writing not only what Christians profess by faith about the select dogmatic materials covered in class, but also how those professions were made intelligible in the particular socio-historical context that provided the occasions for further discussion and reflection. These objectives also entail
introductory knowledge of basic theological concepts and methods, as well as the major figures and movements in the Catholic theological tradition. And in order to achieve these goals in a way consistent with a Catholic liberal arts education, students will undertake a close and accurate reading of representative primary writings in the historical periods covered in class (especially the Ecumenical Councils and key theologians) and take examination weighted heavily on essay questions in order to foster critical thinking and writing skills. Connections between the theological subject matter with other disciplines like philosophy and history will be made together with the student’s own life experience.

**COURSE REQUIREMENTS AND GRADING**

The final grade will be determined based on quizzes (10%), short writing assignments (20%), papers (15%), and examinations (55%).

**Class Participation & Attendance**

Attendance is expected. The course was developed in such a way that students who are frequently absent will have grave difficulty passing the examinations. Consequently, *Students who miss eight entire classes will fail automatically.*

**Six Quizzes (10%)**

Eight quizzes will be scheduled throughout the semester. I will drop the two lowest quiz-grades. The purpose of the quizzes is to test for basic comprehension of the assigned reading. *Note also that no make-up quizzes will be given for any reason, not even in cases of tardiness or excused absences.* In other words, if you come into class after I have passed out the quizzes, then you cannot take that quiz.

**Twelve Short Writing Assignments (20%)**

There will be twelve short writings assignments (SWA) scheduled throughout the semester. They will be graded on a pass/fail basis, and due dates/times and instructions are give in the course schedule. Unless otherwise noted, these are one-page assignments on a primary or secondary reading assignment. Students are expected to provide written responses to topics that will be discussed in detail during the class lecture and will be the basis of essay questions on the examinations.

Papers must be submitted electronically through Turnitin before or on the day and time indicated in the course schedule (Class ID: 13247105; Password: THEO2301).¹ No late submissions will be accepted. Turnitin provides a confirmation of receipt (including date and time of submission), so assume the upload is not successful if confirmation is not received. This confirmation will be the only criterion I use to determine timely submissions.

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¹ To set up an account with Turnitin: 1) Navigate to [www.turnitin.com](http://www.turnitin.com) 2) click on the “Create Account” line, select “Student” 3) Enroll in the course by entering the Class/section ID and Enrollment password.
Two Four-to-Five-Page Papers (6% and 9%)

The writings outcomes focus on analysis: the breakdown of things into their parts in order to understand the whole and the relationships of its constitutive parts. The pedagogical approach adopted here is a pair of clarifying papers (six total pages of formal writing). More specifically, both papers will deal with a Church teaching as expressed in an authoritative document like a Creed or conciliar document (e.g., the Council of Nicea in 325). As such, your entire paper should revolve around that conciliar document and the key terms, formulas and concepts contained therein.

These papers must be submitted electronically through Turnitin by the day and time indicated in the course schedule. No late submissions will be graded. Turnitin provides a confirmation of receipt (including date and time of submission), so assume the upload was not successful if confirmation was not received. This confirmation will be the sole criterion I use to determine timely submissions.

In Blackboard (Course Documents) there is a folder, “Writing Guides,” in which you will find the following aids:

1) A book on how to write a theology paper with very helpful information on sources (Introduction to Theological Research). I strongly recommend this as many student often use inappropriate sources (like internet sources that have not been peer reviewed).

2) A rubric, title page and formatting instruction that I expect students to follow. In other words, you should submit you papers with the rubric and title page.

3) Some Guidelines for These Papers—Whenever I see major problems in papers, I add to the list of guidelines.

4) The grading rubrics for these papers.

5) Folders with the primary source material and some secondary source material to get students started.

6) A submission check list.

General Instructions—In the two formal writing assignments please provide footnotes and a bibliography based on the Chicago Manuel of Style (16th edition). An electronic version of Chicago can be found in the electronic databases of our library. Each paper is a clarifying/expository paper on a dogmatic theme as expressed in a particular primary source material. Therefore, the focus of your paper will be on that primary source material and direct citation from it alone are appropriate. In addition, you will also need to consult secondary material that will greatly help you in your research. You will need to reference appropriately the use of these sources in the footnote of your paper. To help get you get started, I provide some important secondary sources in Blackboard. The sources will likely contain more information that is needed, and they range in difficulty. Note also that in addition to the sources that I have provided, I want you to track down and locate at least three other secondary resources. I will provide specific instruction in class.

Before you upload your paper into Turnitin, save your doc file as follows: Last Name_First Name_Paper One.
Paper One—The first paper is a clarifying paper or exposition on the Church’s teaching of mystery of the Triune God as solemnly defined at the Council of Nicea in 325 (which condemned Arianism). In Blackboard (Writing Guides…Paper One Trinity) you will find a few secondary readings on Arianism and the Council of Nicea, and you will need to find at least three additional sources.

Paper Two—The second paper is a clarifying paper or exposition on the Church’s teaching of papal infallibility as solemnly defined at the First Vatican Council in 1870. In Blackboard (Writing Guides…Paper) you will find a copy of Vatican I, *First Dogmatic Constitution on the Church of Christ* that solemnly defined papal infallibility (see chapter 4) and few secondary sources on the same subject. You will need to find at least four additional sources from peer-reviewed sources.

Three Exams (14%, 18%, and 23%)

The exams will cover material from your readings and the class lectures. The format will include objective questions (matching of theological terms, true/false, and multiple-choice) that are drawn from the assigned reading, and subjective questions (essay questions) that are drawn from the primary reading which are the basis of the class lectures and discussions (hence, don’t miss class). The second exam will be cumulative in that I filter the subjective questions of previous test(s) into the objective questions of the following test(s). The study guides for all examinations are in Blackboard. In it you will find all the possible essay questions for the examinations, and whatever essay question I do not put on the exam as an essay question will be given as an objective question. Therefore, you have in advance all the possible essay questions for all examinations.

The essay questions are weighed more heavily than the objective questions, so let me be very clear about my expectations with regard to the essay questions. Because you are given the study guide with its list of possible essay questions on the first day of class, I expect all students to have formulating written responses to the essay questions several times before the day of the exam, that is, students should have written a response before class based on a careful reading of the secondary and primary readings, after class based on the class lecture/discussion and further reflection on the secondary and primary readings, and again while preparing for the exam. Consequently, *I expect your essays to be of a very high quality*, that is, accurate, clear, concise, and intelligible. If at any time you have trouble understanding the reading or formulating a written response, then I have provided four occasions to work out these issues: 1) because you have carefully read the assigned reading and tried to formulate a written answer before coming to class, whatever problems or questions you have can be addressed in class on the day the subject matter is discussed; 2) if after reformulating your answer after that class you still have questions, then these can be handled in the next class period when I open the class with a review; 3) if you encounter more problems afterwards, then these can be handled in the in-class review on the class period before the exam; 4) and if you still have problems, then come by my office or send me an email. Note also that in addition to these many opportunities to understand the material students are also encouraged to go to the **Tutorial Services Center** in Crooker for additional help.
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 at least twenty-four hours before date of the scheduled examination. Note also that make-up exams are usually essay exams that are 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); 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 before the start of the class period that immediately follows the exam day. 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). 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 students’ responsibility to schedule a time to take the exam preferably before s/he leaves on the trip in order to avoid the very difficult make-up exam.

**Criteria for Grading Standards**

**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.

**Grading Scale**

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Students with Disabilities

Any student who feels that he/she 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 documented disability needing academic accommodations is requested to speak with Deborah Jones as early as possible. All discussions will remain confidential. Students with disabilities will also need to contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-2169 or 6953.

Academic Integrity

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. 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 faculty member, either a mark of zero for the work in question or the grade of “F” for the course.

Required Texts

4. All other readings and study questions will be posted in Blackboard under “Course Documents” (BB).
5. Each student will also need a copy of the Bible. If you do not already own one, then they are readily available in the library. Any translation is fine; although, you may want to avoid old translations like the King James Version.

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2 The 3rd edition is revised with additional chapters, content, and page numbers. Hence, I strongly suggest that you do not use the 2nd edition of this textbook.
CLASS SCHEDULE

PART ONE: FAITH AND REVELATION

1. **Tuesday, August 23**—Introduction to Course

2. **Thursday, August 25**—A primer on a theological anthropology. What is Faith?
   What is the relationship between faith and reason?
   - **CTT, 1-16; 453-55 (Science and Theology)**
   - **CCC § 142-165, 176-184, 1812-1832 (Note: § means bolded paragraph number, not page number)**
   - **Bible: Romans 1:18-23 (= Romans, chapter 1, verses 18-23)**
   - **BB: Lecture Notes _What is Faith?**

3. **Tuesday, August 30**—What is Theology? What is the source for the content of faith?
   What is Divine Revelation? What are the stages of Revelation?
   - **CTT, 135-138; 438-439 (Theology of Revelation).**
   - **CCC § 50-73.**
   - **BB: Vatican II: *Dogmatic Constitution on Divine Revelation*, §1-6, 14-16 (*Dei Verbum*).**
   - **BB: Pope John Paul II, *Ex corde ecclesiae* (selections)**
   - **Due: Short Writing Assignment (SWA) 1 before start of class**—In Blackboard there is a file “Study Questions_Trent_Vatican2.” Provide brief written responses to the question contained there.

4. **Thursday, September 1**—The Transmission of Revelation: What is the necessary relationship between Oral Tradition (sacred Tradition), Written Tradition (Bible), and the Magisterium (teaching authority of the Church)?
   - **CCC § 74–100.**
   - **Bible: II Thess. 2:15: “So then, brothers and sisters, stand firm and hold fast to the traditions that you were taught by us, either by word of mouth or by our letter” (NRSV).**
   - **BB: Council of Trent: Session 4, First Decree (8 November 1546).**
   - **BB: Vatican II: *Dogmatic Constitution on Divine Revelation (Dei Verbum)*, §6-10.**
   - **Due: SWA 2 before start of class.** In 1990 Pope John Paul II published his historic Apostolic Constitution called *Ex corde ecclesiae* (“From the heart of the church”). The constitution served as a kind of magna carta for Catholic colleges and universities. While reading the assigned sections assigned on Thursday, provide a one-page written analysis that incorporates the following issue: What is a Catholic University (i.e., distinct identity, goal, mission, etc.)? What place does Theology and Philosophy have at a Catholic University (e.g., is it essential? Value? Etc.)? Setting aside the issue of tuition costs, is there any advantage or benefit to attending a Catholic liberal arts university like UST as opposed to a school like University of Houston?
5. **Tuesday, September 6**—How Did the Biblical Canon Developed? Here the necessary link between Bible, Tradition, and Magisterium will be demonstrated.
   - CTT, 19-25; 91-96. **Quiz 1 over CTT 19-25; 91-96.**
   - CCC § 120-127.

**Wednesday, September 7**—Due SWA 3 before 11:59PM CST. St. Irenaeus of Lyon is writing *Against Heresies* to counter the false teachings of Gnosticism. For each of the two sections, what is it that Irenaeus wants to argue and based on what evidence? In other words, why does he consider the Gnostic teaching to be heretical?

6. **Thursday, September 8**—No Class

7. **Tuesday, September 13**—What is Divine Inspiration? Here the necessary connection between faith and history will be demonstrated.
   - CTT, 25-58. **Quiz 2 over CTT, 25-58.**
   - BB: Vatican II: *Dogmatic Constitution on Divine Revelation*, ¶11-13 (*Dei Verbum*)
   - CCC § 101-108
   - Bible: 2 Timothy 3:16-17; 2 Peter 1:20-21

8. **Thursday, September 15**—What is the relationship between faith and science (scientific methods of interpretation)?
   - CTT, 98-103, 112-116
   - CTT, 119-129. **Quiz 3 over CTT, 119-129.**
   - CTT, 450-52 (Quest for the Historical Jesus)
   - CCC § 109-119, 131-141, 639-658
   - BB: Vatican II: *Dogmatic Constitution on Divine Revelation*, ¶21-26 (*Dei Verbum*)

9. **Tuesday, September 20**—Examination 1 (only over Part One: Faith and Revelation)

**PART TWO: TRINITY AND CHRISTOLOGY**

10. **Thursday, September 22**—No Class

11. **Tuesday, September 27**—A Catechetical Introduction to the Christian Profession of Faith regarding Trinity and Christology?
   - CCC § 249-260, 456-483
   - Bible: Matthew 28:19; 1 Corinthians 12:4-6; 2 Corinthians 13:13; Ephesians 4:4-6
   - Bible: Philippians 2:5-8; 1 John 4:2
   - Suggested Reading—*Regula Fidei* (in BB located in handouts)
12. **Thursday, September 29**—What are Docetism and Adoptionism (Christological Heresies)? What is Their Soteriological Problem? What is Modalism (Trinitarian Heresy)?
   - CTT, 142-158. **Quiz 4 over CTT, 142-158.**
   - BB: Kereszty, 222-227
   - **Due: SWA 4 before the start of class**—In a one-page, single-spaced paper, provide an executive summary of the following chapter found in Blackboard: F. J. Sheed, *Theology and Sanity* (New York: Sheed & Ward, 1946), 64-73 (Chapter 6: Three Persons in One Nature). Please upload in “SWA 4” not in “First 4to5-Page Paper.”

13. **Tuesday, October 4**—No Class

14. **Thursday, October 6**—What is Jesus’ Relationship to God the Father? What is Arianism? What is the response to Arianism at the Council of Nicea 325 & Council of Constantinople I 381)?
   - CTT, 162-179.
   - BB: Kereszty, 227-229
   - BB: Council of Nicea I (AD 325)
   - BB: Council of Constantinople I (AD 381)

**Tuesday, October 11**—Fall Break (No Class).

15. **Thursday, October 13**—What are the two approaches to defining who or what Jesus is (School of Antioch & School of Alexandria)? What is Apollinarianism? What is Nestorianism?

**Saturday, October 15**—Due First Four-to-Five-Page Paper before 11:59PM CST

16. **Tuesday, October 18**—What contribution did the Council of Ephesus 421 make to Christology? What is Monophysitism? What is the Hypostatic Union as defined at the Council of Chalcedon 451?
   - CCC § 487-511
   - BB: Council of Ephesus 431 (excerpt)
   - BB: Kereszty, 240-248
   - BB: Council of Chalcedon 451 (excerpt)
   - BB: Kereszty, 248-250

17. **Thursday, October 20**—No Class

18. **Tuesday, October 25**—Examination Two (just over Part Two: Trinity and Christology)

**PART THREE—SOTERIOLOGY, SACRAMENTS, AND ECCLESIOLOGY**

19. **Thursday, October 27**—Catechetical Introduction to Soteriology: What does it mean for a sinner to be justified (Forensic vs. Causative Justification)?
Due SWA 5 before start of class—Compare and contrast Galatians 2:15-3:29, James 2:14-26. In your writing response, be sure to account for the relationship between faith and works according to Paul and the Epistle of James.

Saturday, October 29—Due: SWA 6 before 11:59PM CST—Of the study questions in Kereszty (p. 503-505), provide short written responses to the following questions: #7, 8, 12-16, 21, 23. This assignment will be counted twice in the grade book.

20. **Tuesday, November 1**—What is Pelagianism? What is Donatism? What contribution does St. Augustine of Hippo and the Council of Carthage (411 and 418) make to soteriology?
   - CTT, 182-192.
   - BB: Handout on the Council of Carthage
   - Augustine, *Confessions* Books 1-2

21. **Thursday, November 3**—What contribution does St. Augustine’s *Confessions* make to soteriology (cont.)?
   - Augustine, *Confessions* Book 8

22. **Sunday, November 5**—Due SWA 7/8 before 11:59PM CST—Since this assignment will require more than one page, I am counting it twice in the grade book. Write a written response to the questions in “Study Questions_Augustine” found in Blackboard.

23. **Tuesday, November 8**—Why did the divine Logos become man and die on the cross? To whom did Jesus die? How do the following theories of the atonement answer this question: The Moral Theory, The Ransom Theory, and Anselm’s Theory?
   - CCC § 599-623.
   - CTT, 236-250
   - BB: Anselm of Canterbury, *Meditations on Human Redemption*
   - Due SWA 9 before start of class—Write a written response to the questions in “Study Questions_Anselm” found in Blackboard.

24. **Thursday, November 10**—Excursion on Theological Methodology: What is the relationship between faith and reason (Scholastic Theology vs. Nominalism)
   - CTT, 274-280, 289-296

25. **Tuesday, November 15**—What is a sacrament? What is the Real Presence? What is the difference between transubstantiation and consubstantiation?
   - CTT, 317-323, 327, 333-349 (Quiz 7 over CTT, 317-349).
   - BB: Luther, *Babylonian Captivity* (selections)
25. **Thursday, November 17**—What is the Sacrament of Reconciliation? What contribution does the Council of Trent make to sacramental theology?

- **Due SWA 10 before start of class**—The dogma of transubstantiation was solemnly defined at the Fourth Lateran Council (1215 AD) and reiterated again at the Council of Trent (1551 AD). Martin Luther rejected Catholic teaching on this matter and upholds instead the doctrine of consubstantiation. Based on a careful reading of Luther and Trent, formulate a written response to the following questions: 1) what exactly is “transubstantiation” as solemnly defined at Trent? 2) Why exactly does Luther reject this Church teaching? 3) What does Luther believe instead about Christ’s presence in the Eucharist (he does not use the term “consubstantiation” but his teaching is so-called today).

26. **Tuesday, November 22**—Historical Introduction to Ecclesiology (What is the Church?)—What is Apostolic Primacy? What is Petrine Primacy? What is Apostolic Succession? What is Petrine Succession?

- **Due SWA 11 before start of class**—Based on a reading of Trent, formulate a written response to the following questions: 1) what are the parts of this sacrament? 2) What is the fruit of this sacrament? 3) What does contrition entail? 4) What is “confession” and confession of what specifically? 5) What is satisfaction?

27. **Tuesday, November 29**—What contributions does Vatican I make to ecclesiology? What is Papal Infallibility? What are the Criteria for Papal Infallibility?

- **Due SWA 12 before start of class**—In a one-page, single-spaced paper, provide an executive summary of the following chapter found in Blackboard: Avery Dulles, *Magisterium* (Naples, FL: Sapientia Press, 2007), 59-81 (Chapter 6: The Scope of the Magisterium: Infallibility).

28. **Thursday, December 1**—What contributions does Vatican II make to ecclesiology? What is the difference between the ordinary and extraordinary magisterium?

- **Due SWA 13 before start of class**—In a one-page, single-spaced paper, provide an executive summary of the following chapter found in Blackboard: Avery Dulles, *Magisterium* (Naples, FL: Sapientia Press, 2007), 59-81 (Chapter 6: The Scope of the Magisterium: Infallibility).
- BB: Vatican II, *Lumen Gentium (Dogmatic Constitution on the Church)*, paragraph 25

**Saturday, December 3: Due Second 4-5 Page Paper before 11:59 PM CST**

29. **Tuesday, Dec. 13 from 8:00 AM to 10:30 AM—Final Examination (Please bring a bluebook and a pencil)**

**Please Note:** Any part of this syllabus is subject to modifications and any changes will be placed in BB and announced in class.