

The Christian Theological Tradition

Theo 101, section PW4, Fall 2017

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Office hours:*

9 a.m. – noon, Wednesdays

Other times by appointment

* *Appointments are not required but are welcome, even during normal office hours. This helps insure that I don't get called away to another meeting, and avoids scheduling conflicts with other students.*



Course Description

This course is designed to acquaint students with the contents of the Bible and with Christian history, especially in the context of the Catholic tradition. Through careful reading of a core of common texts and a variety of written assignments, students are expected to attain a basic understanding of human experience in the light of major areas of theology, including revelation, God, creation, Jesus and the Church.

Course Objectives

- *Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) in order to carry a core theological literacy into future classes.*
- *Developing skill in expressing oneself orally or in writing, through class discussions and regular writing (plus re-writing!) assignments.*
- *Learning to analyze and critically evaluate ideas, arguments, and points of view, especially by doing a “close reading of texts” that respectfully seeks to engage people of faith from other times and worldviews.*

Writing Across the Curriculum (WAC)

This course fulfills one the “Writing Intensive (WI)” requirements in the four-course WAC requirement of the UST core curriculum. In writing-intensive courses, students learn to practice writing as a process: generating and developing ideas, offering helpful feedback to others, using feedback from instructors and peers to revise drafts, and editing near-final drafts. This writing process is used to promote critical thinking as well as to produce quality academic writing – and in this class, to learn theology.

Course Readings & Resources

- Cory and Landry, eds., *The Christian Theological Tradition*, 3rd edition (CTT)
- Luther, *On Christian Liberty*
- New Oxford Annotated Bible, 4th edition
- Online readings via Canvas

Assignments & Evaluation

Assignment	Due date(s)	Percentage
Daily reading response	Beginning of almost every class	10
Occasional quizzes	Often enough to prepare you to take midterm and final exams	5
3- to 4- p. essay	October 19 (also note preparatory assignments on Sept. 26 and Oct. 10)	20
4- to 6- p. paper	December 14 (also note preparatory assignments on Nov. 16 and Nov. 30)	20
Midterm exams	September 28 and November 14	15
Final Exam	December 22	20
Participation & attendance	all semester!	10

Daily reading response (DRR): Unless otherwise indicated, every student should hand in a single page at the beginning of every class, with 100-200 words (total) that provide these items:

- Your name, of course!
- A short quote from one of the readings that you could unpack and place into context if asked.
- A “key question” that you believe could help the class pry open central issues in the day’s materials. Provide an explanation for why your question is central, not tangential.

Your professor may randomly select 1-2 of these as discussion starters in class. But if you definitely want your quote or your question to help shape the day’s discussion, your best chance of that will be to email your “daily reading response” to him by 7:00 p.m. the previous day.

Formal writing assignments:

- **3- to 4-page essay:** Your essay should in some way relate to the challenge of how we name God. Specific topics will emerge from the “key questions” that you identify in your daily reading responses.
- **4- to 6-page paper:** Specific topics can again emerge from the “key questions” that you identify in your daily reading response. But two basic approaches are preferred:

The Center for Writing
Before you write, as you write, and after you write

Peer consultants in the Center for Writing provide free individualized conferences at any stage of the writing process to share strategies for: **getting started; understanding the assignment; writing a thesis statement; incorporating evidence; organizing your ideas; revising and editing.**

Days	Hours	Location	Appointments Recommended	Walk-Ins Welcome
Mondays – Thursdays	9am – 8pm	JRC 361	✓	✓
Fridays	9am – 12 noon	JRC 361		✓
Sundays	6pm – 9pm	OSF 102		✓

Go to www.stthomas.edu/writing to:

- Make appointments
- Access “e-tutoring” for online support
- Check APA, MLA, and other formatting guidelines for your formal papers.

Questions? Call (651) 962-5601 or email Dr. Susan Callaway at writing@stthomas.edu.

- Do a paper that interprets one of the biblical texts we have studied, and that explores a theological question it raises.
- Answer a question that relates to one of the seven big theological themes that we will be encountering in this class.

Related assignments:

Thesis statements and outlines in preparation for these essays, as well as revisable first drafts, are required, but will be graded in conjunction with your final products.

Exams: Mid-term exams will test terms and concepts introduced in the first parts of the course. The final exam will test terms and concepts from the last part of the

course, but it will also ask essay questions that require you to synthesize the course as a whole.

About attendance: Significant absences will affect your grade in various ways. Each student will be allowed two unexcused absences* over the course of the semester, but after that each unexcused absence will reduce a student's participation grade by 5%. The direct hit on your participation grade is only the beginning, however. It is rarely possible to fully "make up" for missed classes. If you must miss a class, you (not your professor) are responsible to compensate as best you can by borrowing notes or handouts from other students.

*(*Absences will only be excused for medical and family emergencies, or for participation in UST-related events as explicitly requested by other UST faculty or staff.)*

About participation: Constructive participation in discussions is the key to a good "participation" grade. Students learn in different ways, however. Some learn by thinking out loud, some need to listen a while before forming their own conclusions, and some feel more comfortable conversing on-line. Even for more reserved students, classroom discussion is an important way to think through questions and ideas, so all students are expected to participate in classroom discussions regularly. Students who are more comfortable sharing on-line can **solidify** their participation grade by participating in the Discussion board for this class (on the Canvas course site). Wherever you engage in discussion, reserved students are hereby assured (and assertive students hereby warned) that well-reasoned and respectful contributions to class will value more than the sheer quantity of a student's interjections.

About promptness: My policy is to reduce the grade on any late assignment by half of a letter grade per day late, except in cases of documented medical or family emergencies. Also, in some cases, handing assignments in late will deprive you of the benefits of in-class peer review.

About academic integrity: The requirements of academic integrity preclude the unacknowledged use of other people's words and ideas in one's own writing. Such use is known as "plagiarism." Information on [UST policies regarding academic integrity](#) is available in the catalog and in the [student policy book](#). It is your responsibility as a student to understand these policies, recognize plagiarism and avoid it. As applied to this class, academic integrity does **not** preclude discussions on readings, brainstorming, or mutual assistance in formulating approaches to assignments. Peer-review process will allow you to compare your work with others and learn from what they are doing. But **direct collaboration must end, however, when each student begins writing**. Your written work, quizzes and exams must be your own.

For students with disabilities: Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, Autism, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog>.

Grading scale	94-100	A	74-76.99	C
	90-93.99	A-	70-73.99	C-
	87-89.99	B+	67-69.99	D+
	84-86.99	B	64-66.99	D
	80-83.99	B-	60-63.99	D-
	77-79.99	C+	<60	F

Course Outline & Schedule

Your professor reserves the right to make changes in this schedule of topics, readings, and tasks. Any changes will be minor and announced in advance.

Items designated as “OPTIONAL READINGS” are ones that your professor is likely to summarize in class, and are listed here to allow for review or further study as part of writing assignments. Students will only be held responsible for lecture material that refers to these optional readings, however, not to the readings themselves.

Date	Topic	Reading / Assignment
Introductions:		
9/7	Course introduction	This syllabus!
9/12	“Faith seeks understanding” – or why and how to study theology	“How to read Thomas Aquinas” (online) Aquinas, <i>Summa Theologiae</i> , I.1.1 (online) CTT ch 1, “Introduction” (pp 1-17)
Module 1. God:		
9/14	“What are you, then, my God?”	Augustine, <i>Confessions</i> , bk 1 (online)
9/19	An unmoved God or a wild God?	Aquinas, <i>Summa Theologiae</i> I.2.3 (online) Genesis 1:1 – 2:4 (Bible OT pp 11-13) Exodus 3 (Bible OT pp 86-87)
9/21	God ... <i>our Mother?!?</i>	CTT sidebar on language about God (pp 38-39) OPTIONAL READING: LaCugna, pp 99-108 from “God in Communion with Us” (online) Julian of Norwich, <i>Showings</i> , chs 5, 27, 57-61 (online)
9/26	Why Theo-ology matters!	LaCugna, “The Practical Trinity” (online) Due in class: Thesis + outline for essay.
9/28	Midterm exam #1	
Module 2. Humanity (aka “theological anthropology”):		
		Flannery O’Connor, “Revelation” (online)

10/3	The human condition – do we have the courage to ask?	CTT ch 2, “The Primeval Story” (pp 29-41) Genesis 2 – 3 (Bible OT pp 13-16)
10/5	How can something so good be evil?	Augustine, <i>Confessions</i> bks 2 & 4 (online)
10/10	Vatican II and the hope of human friendship	CTT pp 431-440 on the Second Vatican Council <i>Gaudium et spes</i> , abridged, pp. 1-6 (online) Due in class: Draft of essay

Module 3. Creation:

10/12	Is the world ultimately good or endlessly at war?	CTT ch 10, “Augustine of Hippo” (pp. 181-193) OPTIONAL READING: Selections from the Enuma Elish (online)
10/17	Peace on the horizon	Augustine <i>Confessions</i> bk. 7 (online)
10/19	Vatican II and the work of human solidarity	<i>Gaudium et spes</i> , abridged, pp. 6-10 (online) Due in class: 3- to 6-page essay, along with all marked-up preparatory work. Due via Canvas: e-file of the same essay.

Module 4. Jesus Christ (aka “Christology”):

10/24	Does the Bible have a plot?	Quickly skim CTT ch 3, “God’s Covenant with Israel,” in order to establish overall chronology (pp 42-59) CTT ch 4, “Judges, Prophets, Kings” (pp 60-73) CTT ch 5, “Second Temple Judaism” (pp 74-89)
10/26	So what were we expecting?	2 Samuel 7 (Bible OT pp 455-456) Isaiah 52-53 (Bible OT pp 1038-1040) Daniel 7 (Bible OT pp 1247-1249) CTT ch 6, “Jesus and the Gospels” (pp 97-117)
10/31	“And who do you say that I am?” – Jesus’ ministry and proclamation	Mark 1:1 - 8:21 (Bible NT pp 1792-1806)

11/2	“And who do you say that I am?” – Jesus’ suffering, death & resurrection	Mark 8:22 – 16:8 (Bible NT pp 1807-1824)
11/7	“And who do you say that I am?” – Jesus the eternal Word and Christ	John 1 (Bible NT pp 1881-1885) CTT ch 8, “Christianity after the Apostles” (pp 141-160) CTT pp 165-171 on the development of doctrines of Trinity and Incarnation
11/9	God for us!	Augustine, <i>Confessions</i> bk 8 (online)

Module 5. Salvation (aka “soteriology”)

11/14	Midterm exam #2	
	How are we saved?	Galatians (Bible NT pp 2042-2051)
11/16	But wait! What is salvation in the first place?	Aquinas, <i>Summa Theologiae</i> III.1.2 (online) Genesis 12, 15 & 17 (Bible OT pp 28-29, 31-32, 33-35) Exodus 19-20 (Bible OT pp 108-112) Due in class: Thesis + outline for paper
11/21	So, can we save ourselves?	CTT ch 18, “Martin Luther” (316-331) Luther, <i>On Christian Liberty</i>
11/28	If not, why then do good works?	CTT ch 20, “The Catholic Reformation” (pp 351-362) Council of Trent, sessions 4, 6, 7, & 22 (online)
11/30	The power of transformed lives	<i>The Martyrdom of Perpetua and Felicity</i> (online) Due in class: Draft of paper

Module 6. Church (aka “ecclesiology”)

12/5	Can a Christian be “spiritual but not religious?”	Daniel, “You Can’t Make This Up” (online) <i>Gaudium et spes</i> abridged, pp. 10-12 (online) McEntyre, “Choosing Church” (online)

12/7	And when the Church falls short?	<p>McLaughlin, "Women, power, and the pursuit of holiness in medieval Christianity" (online)</p> <p>Catherine of Sienna, letter to Gregory XI (online)</p> <p>OPTIONAL READING: John Paul II, Jubilee 2000 prayer on Day of Pardon (online)</p>
12/12	Where in the world is the Church?	<p>Hollerich & Schlabach, "The Coming of Global Christianity" (online – draft chapter for new edition of CTT)</p> <p>Jenkins, "The Next Christianity" (online)</p>
Module 7. Revelation		
12/14	Retrospective: scripture, tradition, experience, and reason	<p>CTT pp 275-283 on medieval scholasticism and Thomas Aquinas</p> <p>Hey and Roux, "Wesley and Beyond" (online)</p> <p>OPTIONAL READING: Selections from <i>Dei Verbum</i> (online)</p> <p>Due in class: 4- to 6-page paper, along with all marked-up preparatory work. Due via Canvas: e-file of the same paper.</p>
12/22	<p>Final exam: 10:30 a.m. - 12:30 p.m.</p>	