



DT 511: FUNDAMENTAL THEOLOGY
 Fall 2019, Monday and Thursday, 10:30-11:45
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✠ “In His goodness and wisdom God chose to reveal Himself and to make known to us the hidden purpose of His will by which through Christ, the Word made flesh, we might in the Holy Spirit have access to the Father and come to share in the divine nature.” DV, 2 ✠

COURSE DESCRIPTION

This course introduces the fundamental issues and categories of the science of theology and its methodology. It includes a consideration of divine revelation, the virtue of faith, the development of doctrine, and the nature of magisterial authority.

COURSE OBJECTIVES

1. The most important objective of this course is to instill an appreciation of the great pastoral importance of being able to think theologically. To this end, this course enables you to:
2. understand theology at the level of its most fundamental categories (revelation, faith, doctrine, etc.),
3. understand theology at the level of its most foundational dynamics (communion, contextualization, ressourcement, interpretation, traditioning, the exercise of authority, etc.), and
4. develop your skills in reading and understanding theological texts, and begin to develop and/or practice and improve your skills in theological thinking and communication.

M.DIV. AND M.A. DEGREE PROFILES

The qualities and desired outcomes of SHSST’s M.Div. Profile which are nurtured through this course are:

Qualities	Desired Outcomes	SLO
H.7. Open to other viewpoints	c) Exhibits an ability to appreciate historical-cultural contexts.	8
S.6. Respectful of Ecclesial Authority	b) Manifests mature spirit of trust, dialogue, and cooperation with authority.	7

I.1. Faithful to the Word of God and magisterial teaching	a) Employs a sound understanding of the sources of Catholic teaching, including Scripture and ecclesial documents. b) Delineates the distinctions between the deposit of faith and its theological expressions. c) Witnesses to the unity of faith and its authentic diversity of theological expression.	1, 7 4, 7 8
I.2. Committed to sound interpretation and application of Scripture	i) Understands the dynamic between human and divine authorship of Sacred Scripture as it is reflected in Catholic biblical criticism.	6
I.3. Articulate in expressing the Tradition and the dogmas of the Church	a) Distinguishes the interpretative roles of theology and Magisterium. b) Articulates the Catholic understanding of Scripture and Tradition as sources of revelation. o) Identifies the role of the theological virtues in the Christian life	7 2, 5 3, 4
I.4. Formed by a comprehensive assessment of Church History	g) Contextualizes dogma in its historical development and explains its historical implications.	8
I.10. Disciplined in the life-long pursuit of truth and understanding	g) Demonstrates familiarity with current theological publications.	9
P.2. Skilled in preaching and teaching	i) Exhibits a familiarity with proper resources.	9

The qualities and desired outcomes of SHSST's M.A. Profile which are nurtured through this course are:

Qualities	Desired Outcomes	SLO
1. Foundational Knowledge	Employs appropriately the foundational theological concepts underlying Christian doctrine and biblical interpretation.	1, 2, 3, 4, 8

2. Analytical Skill	Elucidates and assesses the major theories, academic sources, methodological approaches, and scholarly schools related to area of concentration (Scripture, Systematics, Spirituality).	5, 6, 7
4. Research Facility	Executes investigative research that draws on theoretical perspectives and/or analytical methods in order to assess core theological/exegetical/spiritual issues and advance interpretative arguments in relation to those issues.	9

STUDENT LEARNING OUTCOMES

By the end of this course, the student will be able to

1. Identify the nature of theology and fundamental theology. [I.1.a; MA1]
2. Demonstrate an understanding of the nature of divine revelation. [I.3.b; MA1]
3. Explain the theological meaning of the virtue of faith. [I.3.o; MA1]
4. Relate the virtue of faith to propositional statements of truth and reason in general. [I.1.b.; I 3.o; MA1]
5. Articulate an understanding of the Word of God as an ongoing relationship of Scripture and Tradition. [I. 3.b; MA2]
6. Understand the dynamic between human and divine authorship as articulated in *Dei verbum* and reflected in Catholic biblical criticism. [I.2.i; MA2]
7. Describe the relationship between theological reasoning and magisterial authority. [S.6.b; I.1.a; I.1.b.; I.3.a; MA2]
8. Appreciate the role of historical development in the articulation and understanding of dogma, doctrine, and Catholic theology. [H.7.c.; I.1.c.; I.4.g.; MA1]
9. Identify scholarly publications including academic journals that are important for situating contemporary theological discussions. [I.10.g.; P.2.i.; MA4]

TEXTS

1. *The Documents of Vatican II.*
2. Dulles, Magisterium: *Teacher and Guardian of the Faith.*
3. O’Collins, *Rethinking Fundamental Theology.*
4. On POPULI:
 - John Paul II, *Pastores Dabo Vobis*, #53.
 - Joseph Ratzinger, *The Nature and Mission of Theology*, “The Spiritual Basis and Ecclesial Identity of Theology.”
 - Chenu, *Faith and Theology*, “The Unity of Faith” and “The Eyes of Faith”
 - Avery Dulles, *The Assurance of Things Hoped For*, 192-95, on “Propositional Faith?”
 - First Vatican Council, *Dei Filius*, ch. 4, “On Faith and Reason.”
 - John Paul II, *Fides et Ratio*, ch. 4, “The Relationship between Faith and Reason.”
 - Yves Congar, *The Meaning of Tradition*, ch. 1, “Tradition and Traditions.”
 - Chenu, *Faith and Theology*, “Orthodoxy and Heresy.”
 - Latourelle and Fisichella, eds., *Dictionary of Fundamental Theology*, s.v., “Dogma.”
 - Nichols, *The Sacred Cosmos*, ch. 5, “Evolution.”

- Thompson, *Between Science and Religion*, ch. 7, “The Path of Critical Openness.”
- Avery Dulles, *The Survival of Dogma*, ch. 12, “The ‘Irreformability’ of Dogma.”

MUTUAL EXPECTATIONS

My expectations are that you will:

1. be well-prepared for every class, which will mean investing the time in the careful reading and study of assigned tests,
2. participate in class, specifically that you will be attentive to lectures and willing to contribute to class discussions, and
3. hand in all assignments on time.

You can expect that I will:

1. be well-prepared for every class,
2. be a sympathetic listener who values your questions, opinions, and insights,
3. make myself available to you outside of class, and
4. assess and grade your work in a fair manner.

Please let me know if there are any expectations or needs you have of which I may not be aware.

COURSE GRADE	GRADE SCALE
1. First Exam 30%	A 100-96 C 80-76
2. Second Exam 30%	AB 95-91 CD 75-71
3. Paper 30%	B 90-86 D 70-66
4. Participation 10%	BC 85-81 F 65 and below

COURSE ASSIGNMENTS

1. Midterm ‘Bring-Back’ Exam: Handed out on Th., 10/3 and due before the start of class on Th., 10/10.
2. Final ‘Bring-Back’ Exam: Handed out on M., 11/25 and due before the start of class on Th., 12/5.
3. A Course Paper: M.Div. students have two options. The first is to write on one of the four following course topics: revelation, faith, tradition, or authority. *The genre of this paper is an adult catechesis talk*, i.e., an exposition of the topic in the light of faith and intended as part of adult faith formation. I.e., *your task is to synthesize and communicate the content and implications of faith*. The paper should define, explain, show implications, and—very importantly—make necessary and inspiring connections to the actual living of the Christian life. It should pull together the essential features and dynamics of your topic in a way that portrays something of the whole. The length of this paper is to be between 6 and 9 pages. While this may require you to be selective, you must not oversimplify. Each topic is complex and an awareness of that complexity should be reflected in your paper.

With regard to style and form, all papers must conform in every way to SHSST’s Style Manual. *Finally, this is not a research paper; your main sources are the books, articles, and discussions of this class. Nonetheless, your sources must*

include at least two not used in class. This assignment is due before the start of class on M., 11/25.

4. The second option for M.Div. students is this *requirement* for M.A. Students on Plan B: In order to develop and practice the skills necessary to write your M.A. essay, I am requiring you to write a research paper of 9-12 pages in length. Your topic may be either the same as for the above paper or any question or topic within Fundamental Theology. This assignment is due before the start of class on M., 11/25.

CRITERIA FOR PAPERS

1. On or before 11/7, you must email the draft of your paper to the Writing Skills Associate, Dr. Robert Gotcher (rgotcher@shsst.edu). Dr. Gotcher will then review the paper and give you feedback, using our standardized Writing Rubric.
2. Dr. Gotcher will arrange a 20-minute appointment with each of you to share his feedback before you submit the completed paper.
3. Course papers will be assessed and graded using the Writing Rubric.

LATE WORK POLICY

Extensions on tests and papers will be granted only in specific extreme circumstances, such as serious personal illness or unexpected time away for family emergencies. Beyond such grave circumstances, do not request an extension; rather, please inform me that you will be submitting the assignment late, i.e., after the beginning of class on the due date. The assignment will be graded as all other work, but the grade for the assignment will be adjusted downward one grade level every seven days past the due date (e.g., from ‘AB’ to ‘B’).

CLASS PARTICIPATION

All class members are required to contribute actively in class discussion. The class participation grade will be determined based upon the following criteria:

A I have made a significant contribution to this course by providing thoughtful oral comments during every class, listening attentively to others, being well-prepared by actively engaging the assigned readings, and taking an active leadership role in discussions.

AB More often than not, I provide thoughtful oral comments, actively listen, am well-prepared, engage the readings, and take an active leadership role, but some days my level of engagement might be better categorized as solid and sufficient.

B I consistently contribute in class, by making solid oral comments (although not necessarily during every class session), listening well, by being sufficiently prepared for discussion, reading all the assigned readings, and being an active participant (although I don’t normally take a leadership role).

BC I provide oral contributions in about half the classes, but otherwise I am pretty quiet or my comments do not seem to advance the conversation because they are either not germane or are repetitive; I listen to others, but can

sometimes seem to be losing focus on the train of thought in class; I read the material but do not always seem to have understood its main points, which hampers my ability to offer comments or ask questions in class; I am rather passive in class discussion, although I respond when called upon.

C I do participate, but not consistently because I do not proactively offer oral comments, am sometimes distracted so that I do not always actively listen to others, have not finished some of the assigned readings, and/or do not take any responsibility for fostering the conversation.

CD I inconsistently contribute in class, my comments usually do not always advance the discussion, I fairly regularly interrupt or ignore others who are speaking, I sometimes appear disengaged from the conversation.

D I rarely contribute orally in this course, although I continue to come to class and/or I don't get a lot of the assigned reading finished on time.

F I never participate in class and/or I have been absent more than four times.

LEARNING ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe you have a disability requiring an accommodation, please know that we welcome students with disabilities and will make reasonable accommodations to assist you. The first step is to contact the Registrar, participate in an interview, and begin the process to provide documentation about the accommodations you will need. We can advise and assist you during the process, and upon completion provide you with an accommodation letter. This letter must be shared with your instructors as early as possible, each semester that you request accommodations.

Accommodations are also offered for ESL students. The SHSST School Handbook (pp. 59–62) describes those who qualify and the process. Students need to make an appointment with their professor and discuss accommodations at the beginning of the semester.

ACADEMIC INTEGRITY

Using another person's words or unique ideas without citing the source in a submitted assignment for a course is plagiarism. As intellectual theft and academic dishonesty, it signifies a lack of the moral integrity required of theology students and seminarians. The School Handbook (Chapter VII, Section H) details the academic and institutional consequences for plagiarism, which can include dismissal from the school. All students are required to be familiar

with and abide by this policy. In all cases of plagiarism by a seminarian, the incident will be reported to the sponsoring diocese or religious institute.

CLASS RECORDING POLICY

I have no objections, in principle, to students recording our class sessions. It must be understood, however, that the recordings are never to be posted in any public venues, such as on the internet. Beyond personal use, they may be shared only with members of this class and never with anyone not presently registered for the course.

OFFICE

It is very important to me to be available to you outside of class. My office is under the chapel, room 191. You may want to call first to see if I am there (x4663), but it is not necessary.

COURSE SCHEDULE

Date	Readings and Topics
PART ONE: INTRODUCTION	
8/26	No Class
<i>What are Theology and Fundamental Theology?</i>	
8/29	Read John Paul II, Pastores Dabo Vobis, #53 and Dulles, <i>Magisterium</i> , Appendix G, pp. 137-144.
9/5	Read Ratzinger, “The Spiritual Basis and Ecclesial Identity of Theology.”
9/9	Read O’Collins, <i>Rethinking</i> , ch. 1.
PART TWO: THE FOUNDATIONS OF THEOLOGY	
<i>Revelation</i>	
9/12	Read Vatican Council II’s <i>Dei Verbum</i> , ch. 1 and O’Collins, <i>Rethinking</i> , ch. 4.
9/16	Read Dictionary, s.v., “Revelation” and view Revelation PP presentation as synopsis.
9/19	Read O’Collins, <i>Rethinking</i> , chs. 5-6.

Date	Readings and Topics
9/23 9/26 9/30	<p style="text-align: center;"><i>Faith ...</i></p> Read O'Collins, Rethinking, ch. 7. Chenu, "The Unity of Faith" and "The Eyes of Faith" and Dulles, "Propositional Faith." <p style="text-align: center;"><i>... and Reason</i></p> Read Vatican Council I's Dei Filius, ch. 4 and Canon #4 and John Paul II, Fides et Ratio, ch. 4.
10/3 10/7 10/10	<p style="text-align: center;"><i>Tradition and the Traditioning Process</i></p> Read Dei Verbum, ch. 2. Read Congar, "Tradition and Traditions." Read O'Collins, Rethinking, ch. 8.
10/14 10/21 10/24	<p style="text-align: center;"><i>Scripture</i></p> Read Dei Verbum, chs. 3-6. Read O'Collins, Rethinking, ch. 9. Read O'Collins, Rethinking, ch. 10.
10/28 10/31 11/4	<p style="text-align: center;"><i>Authority and Revelation</i></p> Read Dei Verbum #10 and Dulles, <i>Magisterium</i> , Appendices D & E and chs. 1 & 4. Read Dulles, <i>Magisterium</i> , ch. 7. Read Dulles, <i>Magisterium</i> , Appendices F, H, & I and Chenu, "Orthodoxy and Heresy."
11/7 11/11 11/14 11/18	<p style="text-align: center;"><i>The Development of Doctrine and the Irreformability of Dogma</i></p> Read Dictionary, s.v., "Dogma." Read Dulles, "The 'Irrreformability' of Dogma." <p style="text-align: center;"><i>Development of Doctrine: The Case of Evolution</i></p> Nichols, <i>The Sacred Cosmos</i> , ch. 5. Thompson, <i>Between Science and Religion</i> , ch. 7.

Date	Readings and Topics
PART THREE: CONTEMPORARY FUNDAMENTAL THEOLOGIES	
11/21	<i>Joseph Ratzinger</i> Read Boeve & Mannion, eds. <i>The Ratzinger Reader</i> , 13-37.
11/25	<i>Edward Schillebeeckx, O.P.</i> Read Schillebeeckx, <i>Interim Report on the books Jesus and Christ</i> , 3-19.
12/2	<i>Karl Rahner, S.J.</i> Read Richard Viladesau, “Revelation, Christ, and Fundamental Theology,” 7-12.
12/5	Last Day of Class