

E-3000 Introduction To Moral Theology FALL 2019

Catholic Theological Union

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The Erica & Harry John Family Chair in Catholic Theological Ethics

Class Meets: Wednesdays 7:00 – 9: 45 P. M.

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CTU Mission Statement

The mission of Catholic Theological Union is to prepare effective leaders for the Church, ready to witness to Christ's good news of justice, love, and peace.

Course Description

This course will examine the foundations of the Christian moral life. It begins with a brief historical overview of the Vatican II shift in moral theology which provides a contextual basis for understanding contemporary Catholic moral theology and ethical methods. This will be followed by an examination of methods used in moral theology and concepts that are fundamental to the discipline of moral theology including freedom and moral agency, moral norms, and moral reasoning as well as the place of Scripture, tradition, and authority in moral decision making. Special consideration will be given to contributions of the science-theology dialogue with neuroscience in understanding moral development, capability, and culpability. Consideration will be given to both the private and public dimensions of moral decision-making as well as the richness of the tradition as a source for moral wisdom.

Student Learning Goals

Upon completion of the course students will be able to:

1. Demonstrate an understanding of the Catholic moral tradition. [MDiv 2,3; MA 1; MAPS/MA-in 1]
2. Critically appropriate contemporary methods of Christian ethics. [MDiv 2,3; MA 1; MAPS/MA-in 1]
3. Demonstrate the knowledge and skills needed to develop a professional, pastoral response in the area of morality. [MDiv 1,2,3; MA 1; MAPS/MA-in 1]
4. Value a positive cooperative relationship between science and moral theology in dialogue for Christians.
5. Articulate and explain basic neuroscientific concepts & their relevance for moral capacity, capability, & deciding.

Required Texts

Current required and recommended booklist is available on the [D2L](#) home page. Please login to D2L and near the top of the D2L home page click the Course Book List tab.

1. Bretzke, James T. *A Morally Complex World: Engaging Contemporary Moral Theology*. Collegeville, MN: Michael Glazier, 2004. ISBN 0-8146-5158-5
2. Salzman, Todd A. and Michael G. Lawler. *Virtue Ethics & Theological Ethics: Toward a Renewed Ethical Method* Maryknoll: Orbis Books, 2018. 9781608337545 e-book; 9781626983045 paper; 9781608337545 ebook
3. Curran, Charles E. *The Development of Moral Theology: Five Strands*. Washington, DC: Georgetown Press, 2013. ISBN 978-1-62616-019-4 [This book is available for FREE DOWNLOAD through the Bechtold Library. You must be logged in to the Library website]
4. Additional readings MAY be assigned and will be posted on D2L. It is the student's responsibility to check D2L on a regular basis for posted readings.

Recommended Texts

1. Bretzke, James T. *Handbook of Roman Catholic Moral Terms*. Washington, DC: Georgetown Press, 2013. ISBN 978-1-62616-003-3
2. Keenan, James F. *Moral Wisdom: Lessons and Texts from the Catholic Tradition*. 2nd ed. Lanham, MD: Rowman & Littlefield Publishers, 2010. ISBN 978-1-44220-296-2
3. Lamoureux, Patricia, and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*. Maryknoll, NY: Orbis Books, 2010. ISBN 978-1-57075-881-2

Assessment of Student Performance

Course Grades will be based upon the following:

1. Regular Class Participation

The students need to demonstrate preparation of assigned readings in advance of each class session or activity. It is expected that students will read the **Required Readings** before each class session as indicated in the Schedule of Assignments given below. **Supplemental Readings** allow students to pursue topics further.

2. Written Assignments

Please notice that Written Assignments will differ according to your Degree Program.

Students in **MDiv, MAPS, MA in Specialized Ministries (MA-in), and Certificate Students (CE)** will be required to do the assignments given in **Section a.** as listed below. Reminders of the due dates for those assignments are noted on the syllabus in **red.**

Academic MA Students – (MAGen and MAREs) will be required to do the assignments given in **Section b.** as listed below. Reminders of the due dates for those assignments are noted on the syllabus in **blue.**

Each written assignment should exhibit methodological skills and comprehension of the material as well as the ability to appropriate and integrate the material within the context of lived experience (Student Learning Goals 1 & 2). At least one of the written assignments will require students to demonstrate an ability to respond pastorally in the area of moral theology (Student Learning Goal 3). Criteria used in grading the written assignments, related to the student learning goals are included with each assignment at the end of this Syllabus.

a. MDiv, MAPS, MA in Specialized Ministries (MA-in), and Certificate Students (CE):

Four Types of Required Written Assignments

Insight Papers (10% of final grade) Write 2 Insight Papers. **Please use the structure for the paper** given in the document, **Insight Papers** provided on the WELCOME section of the course page on D2L You will find the Rubric for grading of these papers there, as well. The purpose of these papers is to focus and integrate learnings from the historical and developmental background of Catholic moral theology. The respective assignment due dates are noted on the **Schedule of Assignments** (below) as follows: Papers are due at the end of class **September 11th and, September 18th. 5pts X2 = 10pts**

- 1) Article for Pastoral Magazine (20% of final grade) **DUE in D2L Assignments AT or BEFORE 6:59 P.M. CDT, October 2nd** See below – *Directions for Writing Article for Pastoral Magazine and the Rubric for grading*
- 2) Essay on Ethical Method (35% of final grade) **DUE in D2L Assignments AT or BEFORE 6:59 P.M. CDT, October 30th** See below - *Directions for Writing Essay on Ethical Method* and the Rubric for grading.
- 3) Final Assignment (35% of final grade) **DUE in D2L Assignments AT or BEFORE 6:59 P.M. CST, December 11th** See below – *Directions for Final Assignment: Response to Pastoral Situation & Rubric for grading*

All Course Assignments are **DUE 6:59 p.m. CST December 11th**. Note that at 7:00 p.m. the **D2L** link will no longer allow you to upload your paper. You will be locked out of the site.

b. MA Students (MA Res & MA Gen):

Three Types of Required Written Assignments

1. Abstract & Analysis Papers (15% of final grade) **Please use the structure for the paper** given in the document, **Abstract & Analysis Paper** provided on the WELCOME section of the course page on **D2L** . You will find the Rubric for grading of these papers there, as well. The purpose of these papers is to focus and integrate learnings from the historical and developmental background of Catholic moral theology. The respective assignment due dates are noted on the **Schedule of Assignments** (below) as follows: Abstract & Analysis Papers are due at the end of class **September 11, 18, 25, & October 2. 3.75pts X4 = 15pts**

2. Essay on Ethical Method (35% of final grade) **DUE in D2L Assignments AT or BEFORE 6:59 p.m. CDT, October 30th** See below - *Directions for Writing Essay on Ethical Method* and the Rubric for grading.
3. Research Paper See below – **MA Research Paper Assignment**
 - a) **Meet with the professor to discuss a Research Topic.** It is the student's responsibility to schedule an appointment. E-mail the professor with 2 or 3 times you will be available to meet. Based on that discussion, submit a short written description of your research paper topic **DUE in D2L Assignments AT or BEFORE 6:59 p.m. CDT, October 9. (5% of final grade)**
 - b) Submit a substantive **Thesis Statement** and an **Annotated Bibliography** **DUE in D2L Assignments AT or BEFORE 6:59 p.m. CST, November 6 (5% of final grade)**

The research paper will normally be between 15-18 pages and must not exceed 20 pages including notes and bibliography. **(40% of final grade) DUE in D2L Assignments AT or BEFORE 6:59 p.m. CST, December 11.**

3. Complete the Science For Seminaries Surveys

- a. Complete the Science For Seminaries PRE-COURSE SURVEY found on the WELCOME Section of D2L
- b. Complete the Science For Seminaries PRE-COURSE SURVEY found on the WELCOME Section of D2L

All Course Assignments are **DUE 6:59 p.m. CST December 11th**. Note that at 7:00 p.m. the **D2L** link will no longer allow you to upload your paper. You will be locked out of the site.

Schedule of Assignments

Items not in textbooks are posted on **D2L** ; See **WELCOME** Section **D2L** for additional important information.

SESSION I September 4 WELCOME !! Introductions and Mapping A Moral Methodology

Required Readings

- Bretzke, *A Morally Complex World*: Ch. 1- Mapping a Moral Methodology
 Curran, *Development of Moral Theology*: Chapter 5, '2nd Vatican Council,' 224-249 & "Conclusion," 253-284.
D2L Richard M. Gula, "The Shifting Landscape of Moral Theology," *Church* 25/1 (Spring 2009):44-53
D2L John Noonan, "Development in Moral Doctrine," *Theological Studies* 54 (1993):662-77.
D2L Tobias Winright, "Pope Francis on Capital Punishment: a Closer Look," *America Magazine*, August 17, 2018.
D2L Revised # 2267 of the Catechism of the Catholic Church – *Rescriptum "ex Audentia SS.m"*, 02.08.2018.

Recommended Readings – Posted on D2L

- B. Lonergan, *The Transition; from a Classicist world-view to "Historical Mindedness,"* in *Second Collection*, (Philadelphia: Westminster, 1974), 1-9.
 Johan de Tavernier, "Pluralism and Religious Truth," in Linda Hogan, ed., *Applied Ethics in a World Church*, (Maryknoll: Orbis Books, 2008), 278-87.
 James Walter, "The Question of the Uniqueness of Christian Morality," in Todd Salzman, ed., *Method and Catholic Moral Theology*, (Omaha: Creighton University Press, (2003), 157-76.
 Jayne Hoose, "Dialogue as Tradition," in Bernard Hoose, Ed., *Moral Theology for the Twenty-First Century*, (New York: T&T Clark, 2008), 57-66.
 Gerard J. Hughes "Applying a Moral Principle," in Bernard Hoose, Ed., *Moral Theology for the Twenty-First Century*, (New York: T&T Clark, 2008), 51-57.

SESSION II September 11 Engaging Contemporary Moral Theology: Methodology, Natural Law, & Moral Norms

MA Res & MA Gen Students Abstract & Analysis Paper # 1 DUE **MDiv, MAPS, MA in, CE Students Insight Paper #1 DUE**

Required Readings

- Bretzke, *A Morally Complex World*: Ch. 2- Natural Law and Moral Norms: Moving Along the Rational Claims Axis
D2L Constance Vilanova, "People now need to learn to do good because it's no longer a given," *LaCroix International*, August 29, 2018.

Recommended Readings – Posted on D2L

- Aline H. Kalbian, "Where have all the Proportionalists gone?" *Journal of Religious Ethics*, 30 no. 1 (Spr 2002): 3-22.
 Louis Janssens - Artificial Insemination-Ethical Considerations - *Louvain Studies* 3 (Sp 1970): 3-29.
 Louis Janssens - Personalist Morals - *Louvain Studies* 8 (Sp 1980): 5-16.

SESSION III September 18 Engaging Contemporary Moral Theology: Scripture and Ethics

[MA Res & MA Gen Students Abstract & Analysis Paper # 2 DUE](#) [MDiv, MAPS, MA in, CE Students Insight Paper #2 DUE](#)

Required Readings

Bretzke, *A Morally Complex World*: Ch. 3-Scripture & Ethics

[D2L](#) William C. Spohn, "The Use of Scripture In Moral Theology," *Theological Studies*, 47 no. 1 (Mar 1986): 88-102.

[D2L](#) B. Bowe & T. Nairn, "The Bible & Moral Theology: Pitfalls and Possibilities," *NewTheology Review* 15/1 (Feb. 2002): 32-43.

Recommended Readings – Posted on D2L

M. Farley, "Feminist Ethics," in *Feminist Ethics and the Catholic Moral Tradition*, Readings in Moral Theology #9, (Mahwah, NJ: Paulist Press, 1996), 5 - 10.

W. O'Neill, "African Moral Theology," *Theological Studies* 62/1 (March 2001): 122-40.

J. Bretzke, "Moral Theology Out of East Asia," *Theological Studies* 61/1 (March 2000): 106-22.

J. Bretzke, "Cultural Particularity and the Globalization of Ethics in the Light of Inculturation," *Pacifica*. 9 (F 1996):69-86.

B. Massingale, "The African American Experience and U.S. Roman Catholic Ethics," in Jamie T. Phelps, ed., *Black and Catholic*, (Milwaukee: Marquette University Press, 1997), 79-101.

Richard R. Gaillardetz, "Engaging Magisterial Activism Today." *Horizons*, 39 (2012): 230-251

SESSION IV September 25 Engaging Contemporary Moral Theology: Conscience

[MA Res & MA Gen Students Abstract & Analysis Paper #3 DUE](#)

Required Readings

Bretzke, *A Morally Complex World*: Ch. 4 - Sanctuary of Conscience

[D2L](#) W. C. Spohn, "Conscience & Moral Development," *Theological Studies* 61 (2000):122-38.

[D2L](#) Michael G. Lawler & Todd A. Salzman, "Following Faithfully - The Catholic Way to Choose the Good" *America Magazine* [on-line January 22, 2015]

[D2L](#) James F. Keenan, "Examining Conscience," *America* 214/11 Whole No. 5124 (April 4-11, 2016):15-17.

[D2L](#) Richard R. Gaillardetz, *By What Authority?*, Ch. 8 "How do the Popes and the Bishops Exercise Their Teaching Authority," 135-154 **and** Ch. 9 "What is the Role of Dogma and Doctrine in the Church," 154-175.

[D2L](#) *Amoris Laetitia* [D2L](#) *Amoris Laetitia NCR Study Guide*

[D2L](#) Michele Dillon, "What do we know about how Catholics inform their consciences?" NCR-online, June 18, 2018.

Recommended Readings – Posted on D2L

Anne Patrick, "Conscience as Process: Choosing Our Common Good," *Liberating Conscience*, (New York: Continuum, 1996), 200 – 35.

J. Fuchs, "Conscience and Conscientious Fidelity," in Charles Curran, ed., *Moral Theology: Challenges for the Future*, (New York: Paulist Press, 1990), 108-24.

Richard R. Gaillardetz, *By What Authority?*, Ch.7 "How Do We Understand the Magisterium Today?," 113-134.

C. Curran, "Hierarchical Church Teaching," in *Conscience*, Readings in Moral Theology #14, (Mahwah, NJ: Paulist Press, 2004), 65-81.

A. Dulles, "Authority and Conscience," *Church* 2 (1986): 8-15.

Elizabeth Sweeney Block, "A Call to Action: Global Moral Crises & the Inadequacy of Inherited Approaches to Conscience," *Journal of the Society of Christian Ethics* vol. 37 no. 2 (Fall-Winter 2017): 79-96.

SESSION V October 2 Engaging Contemporary Moral Theology: Norms and Casuistry

[MA Res & MA Gen Students Abstract & Analysis Paper # 4 DUE](#) [Article Pastoral Magazine MDiv, MAPS, MA in, CE Students DUE](#)

Required Readings

Bretzke, *A Morally Complex World*: Ch. 5 - Modes of Moral Discourse Method **and** Ch. 6 - Casuistry with a Human Face

[D2L](#) James Keenan, "Return of Casuistry," *Theological Studies* 57 (1996): 123-39.

[D2L](#) James Keenan, "Applying the 17th Century Accommodation to HIV," *Theological Studies* 60 (1999): 502-509.

[D2L](#) William C. Spohn, "The Reasoning Heart: An American Approach to Christian Discernment," *Theological Studies* 44 (1983): 30-52.

[D2L](#) R. McCormick, "What Does Discernment Mean?" in *Corrective Vision*, 55-68.

[D2L](#) Tom Roberts, "Hierarchy and the need for a 'culture of vulnerability'," *National Catholic Reporter*, May 22, 2019

SESSION VI October 9 Engaging Contemporary Moral Theology: Casuistry, Sin and Failure

GenMA & ResMA Research Topic DUE

Required ReadingsBretzke, *A Morally Complex World*: Ch. 7-Sin & Failure[D2L](#) S. B. Ridgley, "Decentering Sin: First Reconciliation & Nurturing of post-Vatican II Catholics," *Journal of Religion* 86/4 Oct 2006, 606-34.[D2L](#) Kenan B. Osborne, "Preaching Reconciliation: Five Fundamental Issues," *Preach* (January/February 2004):28-29, 32-33.[D2L](#) D. Nothwehr, "Are We Preaching Enough About Sin? No." *Preach* (Jan/Feb 2004):35-36.[D2L](#) C. Gould & J. Kasner, "Lost and Found: Catechesis on the Care of Creation," *New Theology Review* Vol 26, No 2 (2014): 88-95.[D2L](#) H. Myanatty, "The Concept of Social Sin," *Louvain Studies* 16 (1991): 3-26.[D2L](#) M. Pfeil, "Doctrinal Implications for Magisterial Use of the Language of Social Sin," *Louvain Studies* 27 (2002): 132-152.**Recommended Readings – Posted on D2L**A. Patrick, "Narrative and the Social Dynamics of Virtue," *Concillium* 191 (1987): 69-80.Darlene Fozard Weaver, "Taking Sin Seriously," *Journal of Religious Ethics* 3/1 (2003):45-74Ronald Kotulak, "God, Free Will . . . And The Genome," Science Section, *Chicago Tribune*, February18, 2001.Mark Silk, "As We Forgive Those . . .," *Religion in the News* Vol. 9 No. 2 (Fall 2006):6.Eve Tushnet, "The Case for Public Penance," *America Magazine*, Vol 220, and No.4 (March 4, 2019):28-34.Peter Lucier, "The Path of Penance," *America Magazine*, Vol. 220, No. 12, (May 27, 2019): 37-40.Ryan Darr, "Social Sin & Social Wrongs: Moral Responsibility in a Structurally Disordered World" *Journal of the Society of Christian Ethics* vol. 37 no. 2 (Fall-Winter 2017):21-37.**SESSION VII October 16 Reading WEEK – NO CLASSES****Part II - Virtue and Theological Ethics – Toward a Renewed Ethical Method**

In this section of the course we focus on a virtue ethics method. We will pay special attention to how all of the various dimensions of the Catholic moral tradition play a role in (1) formulating a method (2) determining moral character, and (3) deciding moral issues. In particular, we will attend to the role of neuroscience in unfolding a better understanding the "human person integrally and adequately considered," who always stands at the center of moral deciding as the subject and/or object of any such determination.

See: Sybrina Y. Atwaters, Rebecca Jeney Park-Hearn, and Ariana Monique Salazar, "Science in Seminaries: 8 New Findings and 5 Next Steps for Schools to Engage," *Colloquy Online*, (Summer 2017): 1-3

Also see: Spotlight on Theological Education, *Religious Studies News*, May 2019.

SESSION VIII October 23 Catholic Ethical Method**Required Readings**Salzmann & Lawler, *Virtue & Theological Ethics*, Introduction and Ch. I, Catholic Ethical Method, 1-60.[D2L](#) Lawler & Salzmann, "Human Experience and Catholic Morality," *Irish Theological Quarterly* 76(1) 35–56[D2L](#) John Haught, "Introduction," and "Is Faith Opposed to Science?" in *Science & Faith: A New Introduction*, 1-20.**Recommended Readings – Posted on D2L***Letter of His Holiness John Paul II to Reverend George V. Coyne, S.J. Director of the Vatican Observatory.*

Giuseppe Tanzella-Nitti, "Science and the Catholic Church's Mission,"

F. LeRon Shults, "Religion and Science in Christian Theology," in *Routledge Companion to Religion and Science* (2012), 3-11.Gary B. Ferngren, "Christianity and Science," in *Routledge Companion to Religion and Science* (2012), 58-67.John Polkinghorne, "Science & Religion in Dialogue," In *Science & Religion in the 21st Century*, 158-171.

SESSION IX October 30**Virtuous Perspective**

[GenMA & ResMA Ethical Method Essay DUE](#) [Ethical Method Essay MDiv, MAPS, MA in, CE Students DUE](#)

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 2, Virtuous Perspective, 61-92.

[D2L](#) Richard R. Gaillardetz, *By What Authority?*, Ch.10 "What is the Sense of the Faithful?" 179-199.

[D2L](#) Philippe Rochat, "Self-consciousness and the Origins of an Ethical Stance," in ed., Bhoomika Rastogi Kar, *Cognition and Brain Development*, 157-167.

[D2L](#) Patricia S. Churchland, "Brain-Based Values," in *What Neuroscience Tells Us about Morality*, (Princeton: Princeton University Press, 2011), Chapter 2, e-book no page #s.

Recommended Readings – Posted on D2L

Rafael Martínez, "Experience" *Interdisciplinary Encyclopedia of Religion and Science*,

Peter M. J. Hess, "Catholic Insights Regarding the Science-Theology Dialogue," Features, Feb 17, 2015.

Francis Schrag, "Does Neuroscience Matter For Education?" *Educational Theory*, Vol. 61, No. 2 (2011): 221-237.

Gary Umhoeffer, "Teaching by Example: Staff Interactions at Catholic Colleges as Models of Christian Love," *Journal of Catholic Education*, vol.37 no. 2 (2018): 195-218.

SESSION X November 6**Virtuous Perspective & Ethical Method**

[MA Res & MA Gen Students Thesis Statement & Annotated Bibliography DUE](#)

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 3, Virtuous Perspective and Ethical Method, 93-125.

[D2L](#) Michael L. Spezio, "The Neuroscience of Emotion and Reasoning In Social Contexts; Implications for Moral Theology," *Modern Theology* 27:2 (April 2011): 339-356.

[D2L](#) Michael L. Spezio, "The Cognitive Sciences," in *Routledge Companion to Religion and Science* (2012), 285-202.

[D2L](#) Charlene P.E. Burns, "Christianity and the Cognitive Sciences," in *Routledge Companion to Religion and Science* (2012), 308-317.

Recommended Readings – Posted on D2L

Rich Heffern, "Consciousness: Science's Biggest Mystery," *National Catholic Reporter*, February 8, 2008,

Steven Pinker, "The Mystery of Consciousness" *Time* (Jan. 19, 2007)

David Chalmers, "The Puzzle of Conscious Experience," *Scientific American*, 273 (1995).

SESSION XI November 13**Human Dignity****Required Readings**

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 4, Human Dignity, 127 – 163.

[D2L](#) Noreen Hertzfeld, "Human Directed Evolution, A Christian Perspective," In *Routledge Companion to Religion and Science* (2012), 591 – 601.

[D2L](#) John Haught, "Are We Special?," in *Science & Faith: A New Introduction*, 120 -132.

[D2L](#) Anthony Quinton, "The Soul" *Journal of Philosophy*. Vol. 59 (15), 1962.

Recommended Readings – Posted on D2L

John Hare, "Evolutionary Theory and Theological Ethics," *Studies in Christian Ethics* 25(2) 244-254.

Ted Peters, "Models of the Soul: Comparing Concepts."

Darcia Narvaez and Jenny L. Vaydich, "Moral Development and Behavior Under the Spotlight of the Neurobiological Sciences," *Journal of Moral Education*, Vol. 37, No. 3, (September 2008): 289–312.

SESSION XII November 20**Formulation and Justification of Principles and Norms**

[Petitions for EXTENSIONS or INCOMPLETES Due](#)

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 5, Formulation and Justification of Principles & Norms, 165-196.

[D2L](#) A.C. Weissenbacher, "Ten Principles for Interpreting Neuroscientific Pronouncements Regarding Human Nature," *Dialog: A Journal of Theology*, Volume 54, Number 1 (Spring 2015): 40-50.

[D2L](#) Ilija Delio, "Brain Science & the Biology of Belief: A Theological Response," *Zygon*, vol. 38, no. 3 (Sept. 2003): 573-584.

[D2L](#) Malcolm Jeeves, "Psychologizing and Neurologizing about Religion." In eds. ReManning & Byrnen, *Science & Religion in the 21st Century*, 75-87.

Recommended Readings – Posted on D2L

John Haught, "Can Science Explain Intelligence?" in *Science & Faith: A New Introduction*, 93 -104.
 Sam Harris, "Life Without Free Will" (Blog)

SESSION XIII

December 4

Conscience and Virtuous Perspective

Last Class Meeting

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 6, Conscience and Virtuous Perspective, 197 – 226.

Recommended Readings – Posted on D2L

Patricia S. Churchland, "Religion and Morality," in *What Neuroscience Tells Us about Morality*, (Princeton: Princeton University Press, 2011), Chapter 8, e-book no page #s.

John Haught, "Can We Be Good Without God?," in *Science & Faith: A New Introduction*, 105 – 119.

Ray Kurzweil, "The Coming Merging of Mind and Machine," *Scientific American*, March 23, 2009

- ❖ Please complete the **Science For Seminaries POST- COURSE SURVEY** using the link found on the **WELCOME SECTION** of D2L. **Thank you!**

Exam Week December 11

MDiv, MAPS, MA-in,CE): Response to Pastoral Situation DUE MA Res & MA Gen Students Research Papers DUE

1. Please upload your paper on D2L - Exam Week content block. Please be sure to use the link for the paper assignment **for your Degree Program**
2. Please complete the **Science For Seminaries POST- COURSE SURVEY** using the link found on the **WELCOME SECTION** of D2L. **Thank you!**
3. All Course Assignments are **DUE 6:59 p.m. CST** Note that at 7:00 p.m. the **D2L** link will no longer allow you to upload your paper. You will be locked out of the site. **See Late Paper Policy (#4, below)**

General Expectations and CTU Policies

NOTE: The **CTU Student Handbook** is posted on the opening panel of D2L, at the right side of the opening page.

1. **Failure to complete ALL Required Assignments** will result in an "F" grade for the course
2. **Attendance** at all class sessions is expected.
3. **Students are responsible for checking D2L** regularly for assignments, updates, and other postings as directed in this syllabus and the Course Calendar (See Welcome Section of the D2L course page).
4. Normally **no late assignments** will be accepted. Assignments for this course are due on the dates and times designated for each assignment on the Schedule of Assignments found on pp. 3-7 of this syllabus.
5. **Any breach of academic integrity such as cheating or plagiarism will be sanctioned according to the CTU Academic Integrity Policy.** (See the Student Handbook) Sanctions include the following: lowering of the grade on the assignment, failure for the assignment, failure for the course, and suspension or dismissal from CTU. Academic integrity demands that a student acknowledge all sources employed in the preparation of written assignments, whether in the use of exact quotations or in substantial reproduction of ideas. Failure to do so is plagiarism, which is a breach of the CTU Academic Integrity Policy. Please consult the "Writing and Research Tools" section of D2L for assistance in proper styles of citation. For examples of plagiarism, see Chapter One of the *CTU Writing Handbook*.
6. **Use of bias free language is expected** (See the Student Handbook): Faculty and students are expected to use inclusive, nondiscriminatory language when referring to human beings in classroom presentations and discussions, in written materials and papers for courses, and in projects or thesis. While recognizing the complexity of the cultural contexts and theological issues around the question of how we name God, all are also encouraged to use gender neutral or gender-balanced language and imagery in so far as possible when they speak about God.

7. **Copyright** (See the Student Handbook)
It is the intent of Catholic Theological Union (CTU) that all members of the CTU community adhere to the provisions of the United States Copyright Law (Title 17, USC, Section 101 et seq) and all related legislative acts. CTU expects those using materials which are or may be copyright protected to be familiar with and comply with copyright law. For more information about copyright go to: <http://www.copyright.gov/title7/92chap1.html#107> .
8. **NO EXTENSIONS or INCOMPLETES** will be granted without proper forms from the Registrar's Office. Do not presume that professor will grant your request. **Requests must be submitted prior to November 20, 2019.** (See the Student Handbook, "Extension/Incomplete," p. 32 available on D2L) All assignments for this course must be posted on D2L.
9. See the **CTU Student Handbook** for the Grading Scale and for calculating your grade point.
10. **You are responsible** for being aware and for following all policies and procedures outlined in the version of the **CTU Student Handbook** that is posted on the opening panel of **D2L**, at the right side of the page.

Grading Scale:

97 -100 A+	87 - 89 B+	77 -79 C+	67 - 69 D+
93 - 96 A	83 - 86 B	73 -76 C	63 - 66 D
90 - 92 A-	80 - 82 B-	70 -72 C-	60 - 62 D- Below 60 F

Grading of Formal Written Work

General Criteria:

The style must follow the guidelines set in the *CTU Handbook of Writing* (See D2L). All assignments must use bias free English language *CTU Handbook of Writing* (See D2L). Any form of plagiarism will result in an "F" grade for the course. Note this includes resubmission of work done in another course – without the current professor's permission – see *CTU Student Handbook*.

The "A" range:

These grades reflect superior work which is well above the average level of competency in writing. Work at this level reflects an ability to critically engage the material being discussed. This would include an ability to analyze texts and ideas in a way that interests and excites the reader and that assists the reader in viewing the issue in a new light. The work will be coherent and have a well-formulated argument or thesis which the reader will easily be able to grasp. This includes a logical progression of ideas between and within paragraphs giving the paper a sense of wholeness. Writing at this level will be fluid, clear, precise, and grammatically correct. It will not only make sense, the reader should find it compelling.

The "B" range:

These grades reflect work that is above average. It will be obvious to the reader that thought has been given to the topic. In general summary and narrative have been avoided in favor of critical analysis. The writing contains a clearly stated thesis or argument which provides the shape of the work. In general, all parts of the paper support and strengthen the thesis. Ideas will be adequately developed and an effort to be clear and coherent will be apparent. On the whole the work will flow well and contain few, if any, grammatical errors.

The "C" range:

Work at this level indicates competence, but also exhibits problems. Sufficient thought may not have been given to the topic. There might be too heavy a reliance on summary or narrative rather than argument and critical analysis. The thesis may be uninteresting and not excite or engage the reader or the thesis may not be sufficiently developed. The work may lack unity with little logical progression or connection of thoughts between and within paragraphs. The relation of all parts of the work to the central argument or thesis may be unclear, and the style of writing may be too colloquial or obscure, thus, making it difficult for the reader to understand and follow your position. The lack of clarity or coherence may be directly related to poor grammar and weak writing skills.

Directions for Essay on Ethical Method

DUE in D2L Assignments on or before October 30 2019, 6:59 P.M. CDT

All students in all degree programs please follow these directions

- ❖ Compare the Basic Goods Theory / Conservative / Physicalist and the Revisionist /Progressive / Personalist approaches to ethical method.
 - ✓ Describe each method
 - ✓ Indicate clearly where and why science and social sciences would be utilized
 - ✓ Identify the similarities and differences between the two methods
 - ✓ Indicate which method you find most compelling and say why you find it compelling.
- ❖ Your essay should be between four (4) and five (5) pages in length.
- ❖ It should be double spaced with 1" margins in 12pt Times New Roman font
- ❖ Each page – except for the title page – must be numbered.
- ❖ Use *Chicago Manual of Style* (eMS) Documentation I form for footnotes/endnotes to cite any sources used. See the CTU *Writing Handbook* for further information.
- ❖ This is not a research paper; use only the Bretzke text and class notes and materials on D2L from lectures based on Todd Salzman, *What Are They Saying About Catholic Ethical Method*.
- ❖ A Bibliography with all the pertinent information may be an additional page.

Assessment Grid for Assignment: Essay on Ethical Method

<u>25 pts.</u>	A Range	B Range	C Range
Content 5 points 10 points 5 points	<ul style="list-style-type: none"> ✓ Description of Basic Goods Theory and Revisionist approaches are clear and accurate ✓ Similarities and differences of the approaches are presented in a clear and coherent manner ✓ You indicate which method you find most compelling and provide solid, coherent rationale and arguments in support of your choice 	<ul style="list-style-type: none"> ✓ Description of Basic Goods Theory and Revisionist approaches are not completely clear or accurate ✓ Similarities and differences of the approaches are not completely clear and coherent ✓ You indicate which method you find most compelling but rationale and arguments in support of your choice are unclear and/or lack coherence 	<ul style="list-style-type: none"> ✓ Description of Basic Goods Theory and Revisionist approaches are incomplete and/or inaccurate ✓ Similarities and differences of the approaches are unclear and incoherent ✓ You indicate which method you find most compelling but do not provide rationale and arguments in support of your choice
Style and Grammar 2 points 3 points	<ul style="list-style-type: none"> ✓ The essay is presented in a coherent and grammatically correct manner ✓ Citations, if needed, are presented in the appropriate style 	<ul style="list-style-type: none"> ✓ The essay is for the most part presented in a coherent and few, if any, grammatical errors occur ✓ Citations, if needed, are presented but are inconsistent or the inappropriate style 	<ul style="list-style-type: none"> ✓ The essay is presented in a manner that is unclear or incoherent because of grammatical errors or weak writing skills ✓ Citations, if needed, are inconsistent, or inappropriate

Directions Academic MA Final Research Paper

Final paper DUE in D2L Assignments at or before **December 11, 2019 6:59 P.M. CST.**

Part I: Meet with Professor & a Short Written Description of your Research Paper Topic 5 POINTS

Meet with the professor to discuss a research topic. In preparation for this conversation keep in mind that **neuroscience and/or other hard sciences** need to be one dimension of the evidence you consider. Based on that discussion, submit a short written description of your research paper topic no later than **October 9, 2019, 6:59 P.M. CDT.**

Part II: A Substantive Thesis Paragraph and an Annotated Bibliography 5 POINTS

Submit a substantive thesis paragraph and an annotated bibliography no later than **November 6, 2019, 6:59 P.M. CDT.** Use **Chicago Manual of Style.** See the **CTU Writing Handbook.**

Part II	A Range	B Range	C Range
Thesis Paragraph 2 POINTS	clear and precise; the reader will easily grasp the trajectory of the research, questions being asked, and/or claims being made.	somewhat vague leaving the reader uncertain about the trajectory of the research, questions being asked, and/or claims being made.	The thesis paragraph is incoherent and the thesis or purpose of the paper is missing leaving the reader with no sense of the trajectory of the Research, questions being asked, and/or claims being made.
Annotated bibliography should be both informative and evaluative. That is, the annotation should provide a brief summary of the work being cited and also indicate how The work informs your research. 3 POINTS	Bibliography is presented in appropriate style. The annotation is informative, evaluative, and grammatically correct. There are at least 10 sources cited. At least 2 sources must be from scientific journals or books	A style other than Chicago Manual Style Documentation I is used for citations. The annotation is missing one of the components And/or contains some grammatical errors. There are at least 7 sources cited. Only 1 science source is used	The bibliography is inconsistent and/or incomplete. The annotation is incomplete and/or contains many grammatical errors. There are fewer than 7 sources cited. No science sources are used.

40 POINTS Part III : The Final Research Paper DUE December 11, 2019 6:59 P.M. CST

- ✓ The final research paper will normally be between 15-18 pages and must not exceed 20 pages including notes and bibliography.
- ✓ The paper should be double spaced with pages numbered from the first page of the text.
- ✓ Please keep the bias-free language policy in mind as you work on this assignment.
- ✓ Be sure to use proper citations. **Footnotes** (not endnotes) should be used. Use **Chicago Manual Style** Documentation I. See the **Writing Handbook** for more information.
- ✓ Any form of plagiarism will result in an F for the assignment. See the Writing Handbook for description and examples of plagiarism. **Grading grid for PART III of this assignment is on the next 2 pages.**

All Course Assignments are **DUE 6:59 p.m. CST December 11th**. Note that at 7:00 p.m. the **D2L** link will no longer allow you to upload your paper. You will be locked out of the site.

PART III – Assessment Grid for Final Academic MA Research Paper Assignment

Part III	A Range	B Range	C Range
<p>Thesis and introduction</p> <p align="center">10 POINTS</p>	<p>The introduction to the paper will include a well formulated argument or thesis and provide a clear indication of the progression of the paper in a way that the reader will easily grasp the Trajectory of the research, questions being Asked, and/or claims being made.</p>	<p>The introduction to the paper includes an argument or thesis but does not necessarily provide the reader with a clear sense of the trajectory of the research, questions being asked, and/or claims being made.</p>	<p>The introduction either does not include thesis or the thesis is not sufficiently developed: the reader is left wondering what the purpose of the paper is.</p>
<p>Articulation of facts</p> <p align="center">5 POINTS</p>	<p>Data and facts presented are accurate, relate to the issue, and are clearly explained; data and facts are well integrated and support the claims being Made; data and facts are from appropriate and credible sources.</p>	<p>Data and facts presented are vague and not clearly explained; sources are identified but are not pertinent to the topic; some data and facts are not from appropriate and credible sources</p>	<p>Data and facts presented are inaccurate or incomplete; sources used are inappropriate, irrelevant to the topic, or are not cited.</p>
<p>Articulation of theological perspectives</p> <p align="center">10 POINTS</p>	<p>The moral tradition, magisterial teachings, and theological and ethical perspectives on the topic are presented accurately, well integrated and support the claims being made; the sources used are appropriate and credible.</p>	<p>Presentation of the moral tradition, magisterial teachings, and theological and ethical perspectives are unclear or not completely accurate; sources used are not relevant and/or are not appropriate And/or credible.</p>	<p>Presentation of the moral tradition, magisterial teachings, and theological and ethical perspectives are inaccurate or not present; sources used are inappropriate, irrelevant to the topic, or are not Cited.</p>
<p>Analytical and interpretative work in the paper including, if appropriate, critique of positions presented. This includes use of science sources and principles.</p> <p align="center">10 POINTS</p>	<p>The paper presents a clear and consistent analysis of the topic; any critique is pertinent to. The material and the claims being made; critique does not go. Beyond the evidence provided; convincing evidence is presented to support the thesis and claims being made in the paper.</p>	<p>In general, all parts of the paper support and strengthen the thesis. Ideas will be adequately developed and an effort to. Be clear and coherent will be apparent; critique, if present, is not completely pertinent to. The material and the claims being made Or goes beyond the evidence provided.</p>	<p>The thesis is not sufficiently developed; the work lacks unity and there is little logical progression or connection of thoughts between and within paragraphs. It is unclear how different parts of the paper relate to the central argument Or thesis.</p>

Continued

Part III	A Range	B Range	C Range
Style and grammar 3 POINTS	The work as a whole will be coherent, clear, precise, and grammatically correct. Not only will it make sense, the reader will find it compelling.	Ideas will be adequately developed and an effort to be clear and coherent will be apparent; on the whole, the work will flow well and contain few, if any, grammatical errors.	The writing style may be too colloquial. Or obscure, making it difficult for the reader to understand and follow the claims being made. Lack of clarity or coherence may be directly related to poor grammar and weak writing skills.
Footnotes and bibliography 2 POINTS	Both are presented in the appropriate style; the bibliography reflects Master's level research.	A style other than Chicago Manual of Style is used for citations and/or the bibliography does not reflect Master's level research.	Inconsistent style is used and/or the bibliography is incomplete and/or does not reflect Master's level research.

Directions for Assignment: Article for Pastoral Magazine

DUE in D2L Assignments at or before October 2, 2019, 6:59 P.M. CST

Catholic Catechists is a monthly publication for interested Catholics in your country of origin, particularly lay volunteers who work in parish based faith formation programs such as religious education and RCIA, but who have had no formal theology training.

Write a 1,000-1,250 word article on conscience and the moral life. The article should present a clear description of a contemporary understanding of conscience, including its relationship to the moral life and the need to both form and inform conscience.

This is NOT to be written as an academic piece; rather it is to be a theologically sound piece written for the educated lay reader who is active in faith formation in his or her parish or diocese.

Your article must be at least 1,000 words long but not exceed 1,250 words. It should be double spaced with 1" margins in 12 pt. Times New Roman font and include page numbers. Since this is not an academic piece footnotes/endnotes should be avoided.

If you do quote a source, use *Chicago Manual of Style* (CMS) Documentation I form to cite it. If you choose to paraphrase be very careful to do so in a way that avoids any form of plagiarism. See the *CTU Writing Handbook* for further information.

Please keep the bias-free language policy in mind as you work on this assignment. Be sure to use proper citations. Any form of plagiarism will result in an F for the assignment. See the *Student Handbook* and the *CTU Writing Handbook* for descriptions and examples of plagiarism.

- ❖ If you struggle with writing and / or English, help is available! We especially respect the difficulty written work may present for students for whom English is a second (or third) language. You are encouraged to seek assistance with your written work at the **Writing & Resource Center**: located in room 338 for drop in help with writing and presentation skills.
- ❖ Contact: Kathleen Martin, kmartin@ctu.edu.

Assessment Grid - Article for Pastoral Magazine

20 pts.	A Range	B Range	C Range
Content			
5 points	<ul style="list-style-type: none"> ✓ Description of a contemporary understanding of conscience is clear and accurate 	<ul style="list-style-type: none"> ✓ Description of a contemporary understanding of conscience is not completely clear or accurate 	<ul style="list-style-type: none"> ✓ Description of a contemporary understanding of conscience is incomplete and / or inaccurate
5 points	<ul style="list-style-type: none"> ✓ The relationship of conscience to the moral life is presented in a clear and coherent manner 	<ul style="list-style-type: none"> ✓ The relationship of conscience to the moral life is not completely clear or coherent 	<ul style="list-style-type: none"> ✓ The relationship of conscience to the moral life is unclear and incoherent
5 points	<ul style="list-style-type: none"> ✓ The discussion of formed and informed conscience is clear and coherent; Indicates use of science & social science 	<ul style="list-style-type: none"> ✓ The discussion of formed and informed conscience is unclear and/or lacks coherence; Unclear indication of use of science & social science 	<ul style="list-style-type: none"> ✓ The discussion of formed and informed conscience is unclear and inaccurate; No indication of use of science & social science
Style and Grammar			
1 point	<ul style="list-style-type: none"> ✓ The article is presented in a coherent and grammatically correct manner. 	<ul style="list-style-type: none"> ✓ The article is for the most part presented in a clear manner and there are few, if any, grammatical errors. 	<ul style="list-style-type: none"> ✓ The article is presented in a manner that is unclear or incoherent; this might be directly related to poor grammar or weak writing skills.
4 points	<ul style="list-style-type: none"> ✓ The language used is appropriate to the style of writing required for a magazine whose readers are interested lay people. 	<ul style="list-style-type: none"> ✓ The language used is sometimes inappropriate to the style of writing required for a magazine whose readers are interested lay people. 	<ul style="list-style-type: none"> ✓ The language used is for the most part inappropriate to the style of writing required for a magazine whose readers are interested lay people.

Directions for Final Paper Assignment - "My Response to a Pastoral Situation"

DUE in D2L Assignments at or before December 11, 2019, 6:59 P.M. CST

All Course Assignments are **DUE 6:59 p.m. CST December 11th**. Note that at 7:00 p.m. the **D2L** link will no longer allow you to upload your paper. You will be locked out of the site.

A series of faith formation sessions for parents of children preparing for First Reconciliation is being held in your parish. As a member of the staff, you have been asked to be the presenter for the session on the theological foundations of what the children are learning in preparation for First Reconciliation to their parents. The purpose is to enhance parents' ability to assist in preparing their children to receive the sacrament.

The evening's schedule is as follows:

7:00-7:05	Welcome
7:05-7:15	Opening Prayer
7:15-8:15	Theological Foundations Including Q & A
8:15-8:25	Practical Information about Next Session: Time, Place, Logistics, etc.
8:25-8:30	Closing Remarks

During your presentation the following question is raised:

"The material you've provided and your comments tonight seem to focus a lot on love and relationships. There's not much talk about sin. If I'm supposed to help my daughter know what to do and what not to do, I need help knowing what counts as a sin and what doesn't count as a sin, so she'll be prepared for her first confession Can you please help me out here?"

Part I

The first part of the assignment is to ***answer this parent's question***. This should be done in a way that is appropriate to the situation. That is, the length and tone of the response should reflect the setting. A good strategy is to record your answer and then transcribe it. Remember this is an **oral** response, so the language will be more informal.

Part II

The second part of the assignment is to ***provide a theological and scientific rationale for the answer given to the parent***. This should be based on the readings and class discussions.

It should also contain a brief description of the parish which provides a context for your response: Is it a middle class parish? An urban parish? Diverse parishioners? An ethnic parish?

Part II should not be longer than five (5) pages. It should be double spaced with 1" margins in 12pt Times New Roman font and include page numbers; *Chicago Manual of Style* Documentation I should be used to cite sources used. Footnotes are preferred. See the *CTU Writing Handbook* for further information.

Since this is not a research paper, there is no need to add a bibliography; all the pertinent information will be in the first citation of a source. Please keep the bias-free language policy in mind as you work on this assignment. Be sure to use proper citations. Any form of plagiarism will result in an F for the assignment. See the *Student Handbook* and the *CTU Writing Handbook* for descriptions and examples of plagiarism.

- ❖ If you struggle with writing and/or English, help is available! We especially respect the difficulty written work may present for students for whom English is a second (or third) language. You are encouraged to seek assistance with your written work at the **Writing & Resource Center**: located in room 338 for drop in help with writing and presentation skills.
- ❖ Contact: Kathleen Martin, kmartin@ctu.edu.

Assessment Grid for Final Paper Assignment
“My Response to a Pastoral Situation”

	A Range	B Range	C Range
Part I Response to the Parent’s Question 40% = 14 points	<ul style="list-style-type: none"> ✓ The description of the parish is clear and precise 4 points ✓ The response is realistic and appropriate to the context; i.e. tone, language, and length of response are appropriate given the audience, setting, and parish context 10 points 	<ul style="list-style-type: none"> ✓ The description of the parish is not clear 4 points The response is not entirely appropriate to the context; the length is inappropriate, or the tone is not quite right given the audience, setting, and parish context (too theological, too dismissive, and/or too simplistic, etc. or somewhat lacking in pastoral sensitivity.) 10 points 	<ul style="list-style-type: none"> ✓ There is no description of the parish 4 points The response is not appropriate to the context; the length is inappropriate; the tone is inappropriate given the audience, setting, and parish context (too theological, too dismissive, and/or too simplistic, etc.); little, if any, pastoral sensitivity is exhibited. 10 points
Part II Theological Rationale 60% = 21 points	<ul style="list-style-type: none"> ✓ The theological rationale for the response is clear and accurate; appropriate citations in support of theological rationale are provided; the reasons for the particular pastoral approach taken are appropriate to the context. 12 points ✓ Appropriate mention of evidence from science & social sciences 2 points ✓ The rationale is coherent, and grammatically correct. 5 points ✓ Citations and bibliography are presented in an appropriate style. 2 points 	<ul style="list-style-type: none"> ✓ The theological rationale for the response is ambiguous; there is insufficient or inappropriate support for theological rationale; the reasons for the particular pastoral approach taken are ambiguous. 12 points ✓ Inappropriate mention of evidence from science & social sciences 2 points ✓ The rationale is, for the most part, clear and contains few, if any, grammatical errors. 5 points ✓ Citations and bibliography are inconsistent. 2 points 	<ul style="list-style-type: none"> ✓ The theological rationale for the response is either incoherent or not present; there is little or no support for theological rationale; the reasons for the particular pastoral approach taken are incoherent or not present. 12 points ✓ No mention of evidence from science & social sciences 2 points ✓ The rationale is unclear or incoherent; this may be directly related to poor grammar and weak writing skills. 5 points ✓ Citations and bibliography are inconsistent and/or incomplete. 2 points

CTU MISSION STATEMENT – see Student Handbook [located in the Helpful Links section of D2L at <https://d2l.ctu.edu>].

CAMPUS RESOURCES

Library Hours: <http://www.ctu.lib.il.us/> For information, contact: Kristine Veldheer, Library Director, kveldheer@ctu.edu or 773-371-5460

English for Theological Education: contact Christina Zaker: czaker@ctu.edu

Writing Handbook: located in the Helpful Links section of D2L at <https://d2l.ctu.edu>.

Writing & Resource Center: There are a number of writing resources available to all CTU students. The Writing and Resource Center is located in room 338 for drop in help with writing and presentation skills. Contact: Kathleen Martin, kmartin@ctu.edu, room 370B.

Technology Help:

D2L and Educational Technology: Rick Mauney, rmauney@ctu.edu ;

Information Technology Help Desk, support@ctu.edu

Student Services: contact Carmen Salas, Room 347; 773-371-5536; or studentservices@ctu.edu

Academic Calendar: <http://www.ctu.edu/academics/academic-calendar>

E-3000 Introduction To Moral Theology SPRING 2018

Catholic Theological Union
Dawn M. Nothwehr, OSF, Ph. D.

The Erica & Harry John Family Chair in Catholic Theological Ethics

Office: 5416 S. Cornell Ave. Room # 510 E-Mail: nothwda@ctu.edu Phone: (773) 371-5532 [On Line](#)

CTU Mission Statement

The mission of Catholic Theological Union is to prepare effective leaders for the Church, ready to witness to Christ's good news of justice, love, and peace.

Course Description

This course will examine the foundations of the Christian moral life. It begins with a brief historical overview of the Vatican II shift in moral theology which provides a contextual basis for understanding contemporary Catholic moral theology and ethical methods. This will be followed by an examination of methods used in moral theology and concepts that are fundamental to the discipline of moral theology including freedom and moral agency, moral norms, and moral reasoning as well as the place of Scripture, tradition, and authority in moral decision making. **Special consideration will be given to contributions of the science-theology dialogue with neuroscience in understanding moral development, capability, and culpability.** Consideration will be given to both the private and public dimensions of moral decision-making as well as the richness of the tradition as a source for moral wisdom.

Student Learning Goals

Upon completion of the course students will be able to:

1. Demonstrate an understanding of the Catholic moral tradition. [MDiv 2,3; MA 1; MAPS/MA-in 1]
2. Critically appropriate contemporary methods of Christian ethics. [MDiv 2,3; MA 1; MAPS/MA-in 1]
3. Demonstrate the knowledge and skills needed to develop a professional, pastoral response in the area of morality. [MDiv 1,2,3; MA 1; MAPS/MA-in 1]
4. **Value a positive cooperative relationship between science and moral theology in dialogue for Christians.** [MDiv 2,3; MA 1; MAPS/MA-in 1]
5. Articulate and explain basic neuroscientific concepts & their relevance for moral capacity, capability, & deciding. [MDiv 2,3; MA 1; MAPS/MA-in 1]

Required Texts

Available: Current required and recommended booklist is available on the D2L home page. Please login to D2L and near the top of the D2L home page click the Course Book List tab.

1. Bretzke, James T. *A Morally Complex World: Engaging Contemporary Moral Theology*. Collegeville, MN: Michael Glazier, 2004. ISBN 0-8146-5158-5
2. Curran, Charles E. *The Development of Moral Theology: Five Strands*. Washington, DC: Georgetown Press, 2013. ISBN 978-1-62616-019-4 **[This book is available for FREE DOWNLOAD through the Bechtold Library. You must be logged in to the Library website]**
3. Salzman, Todd A. and Michael G. Lawler. *Virtue Ethics & Theological Ethics: Toward a Renewed Ethical Method*. Maryknoll: Orbis Books, 2018. 9781608337545 e-book; 9781626983045 paper; 9781608337545 ebook
4. Additional readings MAY be assigned and will be posted on D2L. **It is the student's responsibility to check D2L on a regular basis for posted readings.**

Recommended Texts

1. Bretzke, James T. *Handbook of Roman Catholic Moral Terms*. Washington, DC: Georgetown Press, 2013. ISBN 978-1-62616-003-3
2. Keenan, James F. *Moral Wisdom: Lessons and Texts from the Catholic Tradition*. 2nd ed. Lanham, MD: Rowman & Littlefield Publishers, 2010. ISBN 978-1-44220-296-2
3. Salzman, Todd A. *What Are They Saying About Catholic Ethical Method?* Mahwah, NJ: Paulist Press, 2003. ISBN 0-8091-4159-0
4. Lamoureux, Patricia, and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*. Maryknoll, NY: Orbis Books, 2010. ISBN 978-1-57075-881-2

Assessment of Student Performance

Grades will be based upon the following:

1. Regular Class Participation

The students need to demonstrate preparation for each session of this course by:

- a. Doing assigned **Required Readings** – Short answers to **Review Questions** and **Ethics Vocabulary Definitions**
- b. Engaging in occasional on-line Small Group activities posted on **D2L**
- c. Listening to **Video Lectures**
- d. Preparing **Insight Papers** and participating in small group discussions using reflections from those papers
- e. **Essay Assignments** as outlined for your Degree Program given below
- f. **Supplemental Readings** are optional, but strongly recommended and allow students to pursue topics further.

2. Discussion Assignments

Discussions are the way we “participate” in class. Thus, it is important that you post thoughtful messages that move the conversation forward in some way. (“Yeah, I agree.” is not an acceptable posting and will not earn any points.) Your participation in discussions can earn you up to **10 points** for each thread. After the due date for the discussion (Wednesdays), you will be graded on your overall participation in that discussion thread. Late posts are blocked out. Thus, you need to attend to the due dates listed on the Course Syllabus and Course Calendar. You are asked to:

- 1) **Prepare and Post** your **Initial Posting** (your own answer) to the main question that is posed for each discussion on the **Monday** of each week.
- 2) Then **Reply and Post a reflection or comment to Classmates by 8:59 a.m. Wednesday** of that same week. Be sure to follow the directions given for each Discussion Assignment.

For Example: For the Discussion Assignment for **Session II – January 15, 2020:**

- (a) **Prepare and Post your own answer by Monday, January 13th.**
- (b) **Reply and Post a reflection or comment to Classmates by 8:59 a.m. Wednesday, January 15th**
- 3) Normally the length of your responses and replies should be limit 100 -150 words – per response. Be sure to follow the directions concerning the word count given in each Discussion Assignment.
- 4) Posts should be grammatically clear enough not to present anyone with a problem in understanding your point.

See **Rubric for Grading Discussion Posts** – link on WELCOME Section of **D2L**

3. Written Assignments

Please notice that Written Assignments will differ according to your Degree Program.

Students in **MDiv, MAPS, MA in Specialized Ministries (MA-in), and Certificate Students (CE)** will be required to do the assignments given in **Section a.** as listed below. Reminders of the due dates for those assignments are noted on the **Schedule of Assignments** in **red.**

Academic MA Students – (MAGen and MAREs) will be required to do the assignments given in **Section b.** as listed below. Reminders of the due dates for those assignments are noted on the syllabus in **blue.**

Each written assignment should exhibit methodological skills and comprehension of the material as well as the ability to appropriate and integrate the material within the context of lived experience (Student Learning Goals 1&2). At least one of the written assignments will require students to demonstrate an ability to respond pastorally in the area of moral theology (Student Learning Goal 3).

Criteria used in grading the written assignments, related to the student learning goals are included with each assignment at the end of this Syllabus.

a. MDiv, MAPS, MA in Specialized Ministries (MA-in), and Certificate Students (CE):

Four Required Written Assignments

- 1) Insight Papers (10pts) Write **2** Insight Papers. **Please use the structure for the paper** given in the document, ***Insight Papers*** provided on the WELCOME section of the course page on D2L You will find the Rubric for grading of these papers there, as well. The purpose of these papers is to focus and integrate learnings from the historical and developmental background of Catholic moral theology. The respective assignment due dates are noted on the **Schedule of Assignments** (below) as follows: Papers are due at the end of class **January 15th and, January 22nd. 5pts X2 = 10pts**
- 2) Essay on Ethical Method (25pts) **DUE in D2L Assignments BEFORE 9:00 A.M. CENTRAL TIME, March 4.** See below - *Directions for Writing Essay on Ethical Method* and the grading Rubric..
- 3) Article for Pastoral Magazine (25pts) **DUE in D2L Assignments BEFORE 9:00 A.M. CENTRAL TIME, February 5th** See below – *Directions for Writing Article for Pastoral Magazine and a grading Rubric.*
- 4) Response to Pastoral Situation (35pts) **DUE in D2L Assignments BEFORE 9:00 A.M. CENTRAL TIME, April 8th** See below – *Directions for Final Assignment: Response to Pastoral Situation & grading Rubric*

Each written assignment should exhibit methodological skills and comprehension of the material as well as the ability to appropriate and integrate the material within the context of lived experience (Student Learning Goals 1 and 2).

At least one of the written assignments will require students to demonstrate an ability to respond pastorally in the area of moral theology (Student Learning Goal 3). Criteria to be used in grading the written assignments, related to the student learning goals, is included with each assignment.

b. MA Students (Gen MA and Res MA):

Three Required Written Assignments

- 1) Abstract & Analysis Papers (15 pt.) Please use the structure for the paper given in the document, **Abstract & Analysis Paper** provided on the WELCOME section of the course page on **D2L.** You will find the Rubric for grading of these papers there, as well. The purpose of these papers is to focus and integrate learnings from the historical and developmental background of Catholic moral theology. The

respective assignment due dates are noted on the Schedule of Assignments (below) as follows:
Abstract & Analysis Papers are due at **BEFORE 9:00 A.M. CENTRAL TIME January 15, 22, 29, February 5** (3.75pts X4 = 15pts)

- 2) Essay on Ethical Method (35pts) DUE in D2L Assignments BEFORE 9:00 A.M. CENTRAL TIME, March 4. See below - *Directions for Writing Essay on Ethical Method* and the Rubric for grading.
- 3) Research Paper See below – **MA Research Paper Assignment**
 - a) Contact the professor to discuss a research topic. It is the student's responsibility to schedule an appointment. E-mail the professor with 2 or 3 times you will be available to meet (Face to Face at CTU, via e-mail, Telephone, or Zoom – specify). Based on that discussion, submit a short written description of your research paper topic **DUE in D2L Assignments BEFORE 9:00 A.M. CENTRAL TIME, February 12. (5pts)**
 - b) Submit a substantive thesis statement and an annotated bibliography **DUE in D2L Assignments BEFORE 9:00 A.M. CENTRAL TIME, March 11. (5pts)**

The research paper will normally be between 15-18 pages and must not exceed 20 pages including notes and bibliography. **(40pts) DUE in D2L Assignments BEFORE 9:00 A.M. CENTRAL TIME, April 8.**

Schedule of Assignments

On D2L: Readings not in textbooks;

See WELCOME Section for Insight Paper Directions, Charts & Grading Rubrics.

SESSION I January 8

WELCOME !!

Introductions, expectations; fundamentals of respectful dialogue and Mapping A Moral Methodology

What's in a name? DUE Post on D2L - 5 pts

Required Readings

- Bretzke, *A Morally Complex World*: Ch. 1- Mapping a Moral Methodology
Curran, *Development of Moral Theology*: Chapter 5, "2nd Vatican Council," 224-249 & "Conclusion," 253-284.
[D2L](#) Richard M. Gula, "The Shifting Landscape of Moral Theology," *Church* 25/1 (Spring 2009):44-53
[D2L](#) John Noonan, "Development in Moral Doctrine," *Theological Studies* 54 (1993):662-77.
[D2L](#) Tobias Winright, "Pope Francis on Capital Punishment: a Closer Look," *America Magazine*, August 17, 2018.
[D2L](#) Revised # 2267 of the Catechism of the Catholic Church – *Rescriptum "ex Audentia SS.mi"*, 02.08.2018.

Recommended Readings – Posted on D2L

- B. Lonergan, *The Transition; from a Classicist world-view to "Historical Mindedness,"* in *Second Collection*, (Philadelphia: Westminster, 1974), 1-9.
Johan de Tavernier, "Pluralism and Religious Truth," in Linda Hogan, ed., *Applied Ethics in a World Church*, (Maryknoll: Orbis Books, 2008), 278-87.
James Walter, "The Question of the Uniqueness of Christian Morality," in Todd Salzman, ed., *Method and Catholic Moral Theology*, (Omaha: Creighton University Press, (2003), 157-76.
Jayne Hoose, "Dialogue as Tradition," in Bernard Hoose, Ed., *Moral Theology for the Twenty-First Century*, (New York: T&T Clark, 2008), 57-66.
Gerard J. Hughs "Applying a Moral Principle," in Bernard Hoose, Ed., *Moral Theology for the Twenty-First Century*, (New York: T&T Clark, 2008), 51-57.

SESSION II January 15 Engaging Contemporary Moral Theology: Methodology, Natural Law, & Moral Norms

MA Res & MA Gen Students Abstract & Analysis Paper # 1 DUE MDiv, MAPS, MA in, CE Students Insight Paper #1 DUE

Required Readings

- Bretzke, *A Morally Complex World*: Ch. 2- Natural Law and Moral Norms: Moving Along the Rational Claims Axis
[D2L](#) Constance Vilanova, "People now need to learn to do good because it's no longer a given," *LaCroix International*, August 29, 2018.

Recommended Readings – Posted on D2L

- Aline H. Kalbian, "Where have all the Proportionalists gone?" *Journal of Religious Ethics*, 30 no. 1 (Spr 2002): 3-22.
 Louis Janssens - Artificial Insemination-Ethical Considerations - *Louvain Studies* 3 (Sp 1970): 3-29.
 Louis Janssens - Personalist Morals - *Louvain Studies* 8 (Sp 1980): 5-16.

SESSION III January 22 Engaging Contemporary Moral Theology: Scripture and Ethics

[MA Res & MA Gen Students Abstract & Analysis Paper # 2 DUE](#) [MDiv, MAPS, MA in, CE Students Insight Paper #2 DUE](#)

Required Readings

Bretzke, *A Morally Complex World*: Ch. 3-Scripture & Ethics

- [D2L](#) William C. Spohn, "The Use of Scripture In Moral Theology," *Theological Studies*, 47 no. 1 (Mar 1986): 88-102.
[D2L](#) B. Bowe & T. Naim, "The Bible & Moral Theology: Pitfalls and Possibilities," *NewTheology Review* 15/1 (Feb. 2002): 32-43.

.Recommended Readings – Posted on D2L

- M. Farley, "Feminist Ethics," in *Feminist Ethics and the Catholic Moral Tradition*, Readings in Moral Theology #9, (Mahwah, NJ: Paulist Press, 1996), 5 - 10.
 W. O'Neill, "African Moral Theology," *Theological Studies* 62/1 (March 2001): 122-40.
 J. Bretzke, "Moral Theology Out of East Asia," *Theological Studies* 61/1 (March 2000): 106-22.
 J. Bretzke, "Cultural Particularity and the Globalization of Ethics in the Light of Inculturation," *Pacifica* 9 (F 1996):69-86.
 B. Massingale, "The African American Experience and U.S. Roman Catholic Ethics," in Jamie T. Phelps, ed., *Black and Catholic*, (Milwaukee: Marquette University Press, 1997), 79-101.
 Richard R. Gaillardetz, "Engaging Magisterial Activism Today." *Horizons*, 39 (2012): 230-251

SESSION IV January 29 Engaging Contemporary Moral Theology: Conscience

[MA Res & MA Gen Students Abstract & Analysis Paper #3 DUE](#)

Required Readings

Bretzke, *A Morally Complex World*: Ch. 4 - Sanctuary of Conscience

- [D2L](#) W. C. Spohn, "Conscience & Moral Development," *Theological Studies* 61 (2000):122-38.
[D2L](#) Michael G. Lawler & Todd A. Salzman, "Following Faithfully - The Catholic Way to Choose the Good" *America Magazine* [on-line January 22, 2015]
[D2L](#) James F. Keenan, "Examining Conscience," *America* 214/11 Whole No. 5124 (April 4-11, 2016):15-17.
[D2L](#) Richard R. Gaillardetz, *By What Authority?*, Ch. 8 "How do the Popes and the Bishops Exercise Their Teaching Authority," 135-154 **and** Ch. 9 "What is the Role of Dogma and Doctrine in the Church," 154-175.
[D2L](#) *Amoris Laetitia* [D2L](#) *Amoris Laetitia NCR Study Guide*
[D2L](#) Michele Dillon, "What do we know about how Catholics inform their consciences?" NCR-online, June 18, 2018.

Recommended Readings – Posted on D2L

- Anne Patrick, "Conscience as Process: Choosing Our Common Good," *Liberating Conscience*, (New York: Continuum, 1996), 200 – 35.
 J. Fuchs, "Conscience and Conscientious Fidelity," in Charles Curran, ed., *Moral Theology: Challenges for the Future*, (New York: Paulist Press, 1990), 108-24.
 Richard R. Gaillardetz, *By What Authority?*, Ch.7 "How Do We Understand the Magisterium Today?", 113-134.
 C. Curran, "Hierarchical Church Teaching," in *Conscience*, Readings in Moral Theology #14, (Mahwah, NJ: Paulist Press, 2004), 65-81.
 A. Dulles, "Authority and Conscience," *Church* 2 (1986): 8-15.
 Elizabeth Sweeney Block, "A Call to Action: Global Moral Crises & the Inadequacy of Inherited Approaches to Conscience," *Journal of the Society of Christian Ethics* vol. 37 no. 2 (Fall-Winter 2017): 79-96.

SESSION V February 5 Engaging Contemporary Moral Theology: Norms and Casuistry
[MA Res & MA Gen Students Abstract & Analysis Paper # 4 DUE Article Pastoral Magazine MDiv, MAPS, MA in, CE Students DUE](#)

Required Readings

Bretzke, *A Morally Complex World*: Ch. 5 - Modes of Moral Discourse Method and
 Ch. 6 - Casuistry with a Human Face

[D2L](#) James Keenan, "Return of Casuistry," *Theological Studies* 57 (1996): 123-39.

[D2L](#) James Keenan, "Applying the 17th Century Accommodation to HIV," *Theological Studies* 60 (1999): 502-509.

[D2L](#) William C. Spohn, "The Reasoning Heart: An American Approach to Christian Discernment," *Theological Studies* 44 (1983): 30-52.

[D2L](#) R. McCormick, "What Does Discernment Mean?" in *Corrective Vision*, 55-68.

[D2L](#) Tom Roberts, "Hierarchy and the need for a 'culture of vulnerability'," *National Catholic Reporter*, May 22, 2019

SESSION VI February 12 Engaging Contemporary Moral Theology: Casuistry: Sin and Failure
[GenMA & ResMA Research Topic DUE](#)

Required Readings

Bretzke, *A Morally Complex World*: Ch. 7-Sin & Failure

[D2L](#) S. B. Ridgley, "Decentering Sin: First Reconciliation & Nurturing of post-Vatican II Catholics," *Journal of Religion* 86/4 Oct 2006, 606-34.

[D2L](#) Kenan B. Osborne, "Preaching Reconciliation: Five Fundamental Issues," *Preach* (January/February 2004):28-29, 32-33.

[D2L](#) D. Nothwehr, "Are We Preaching Enough About Sin? No." *Preach* (Jan/Feb 2004):35-36.

[D2L](#) C. Gould & J. Kasner, "Lost and Found: Catechesis on the Care of Creation," *New Theology Review* Vol 26, No 2 (2014): 88-95.

[D2L](#) H. Myanatty, "The Concept of Social Sin," *Louvain Studies* 16 (1991): 3-26.

[D2L](#) M. Pfeil, "Doctrinal Implications for Magisterial Use of the Language of Social Sin," *Louvain Studies* 27 (2002): 132-152.

Recommended Readings – Posted on D2L

A. Patrick, "Narrative and the Social Dynamics of Virtue," *Concillium* 191 (1987): 69-80.

Darlene Fozard Weaver, "Taking Sin Seriously," *Journal of Religious Ethics* 3/1 (2003):45-74

Ronald Kotulak, "God, Free Will . . . And The Genome," Science Section, *Chicago Tribune*, February 18, 2001.

Mark Silk, "As We Forgive Those . . .," *Religion in the News* Vol. 9 No. 2 (Fall 2006):6.

Eve Tushnet, "The Case for Public Penance," *America Magazine*, Vol 220, and No.4 (March 4, 2019):28-34.

Peter Lucier, "The Path of Penance," *America Magazine*, Vol. 220, No. 12, (May 27, 2019): 37-40.

Ryan Darr, "Social Sin & Social Wrongs: Moral Responsibility in a Structurally Disordered World" *Journal of the Society of Christian Ethics* vol. 37 no. 2 (Fall-Winter 2017):21-37.

SESSION VII February 17-21 Reading WEEK – NO CLASSES & No Assignments Due

Part II - Virtue and Theological Ethics – Toward a Renewed Ethical Method

In this section of the course we focus on a virtue ethics method. We will pay special attention to how all of the various dimensions of the Catholic moral tradition play a role in (1) formulating a method (2) determining moral character, and (3) deciding moral issues. In particular, we will attend to the role of neuroscience in unfolding a better understanding the "human person integrally and adequately considered," who always stands at the center of moral deciding as the subject and/or object of any such determination.

See: Sybrina Y. Atwaters, Rebecca Jeney Park-Hearn, and Ariana Monique Salazar, "Science in Seminaries: 8 New Findings and 5 Next Steps for Schools to Engage," *Colloquy Online*, (Summer 2017): 1-3

Also see: Spotlight on Theological Education, *Religious Studies News*, May 2019.

SESSION VIII February 26 Catholic Ethical Method**Required Readings**

Salzmann & Lawler, *Virtue & Theological Ethics*, Introduction and Ch. I, Catholic Ethical Method, 1-60.

D2L Lawler & Salzmann, "Human Experience and Catholic Morality," *Irish Theological Quarterly* 76(1) 35–56

D2L John Haught, "Introduction," and "Is Faith Opposed to Science?" in *Science & Faith: A New Introduction*, 1-20.

Recommended Readings – Posted on D2L

Letter of His Holiness John Paul II to Reverend George V. Coyne, S.J. Director of the Vatican Observatory.

Giuseppe Tanzella-Nitti, "Science and the Catholic Church's Mission,"

F. LeRon Shults, "Religion and Science in Christian Theology," in *Routledge Companion to Religion and Science* (2012), 3-11.

Gary B. Ferngren, "Christianity and Science," in *Routledge Companion to Religion and Science* (2012), 58-67.

John Polkinghorne, "Science & Religion in Dialogue," In *Science & Religion in the 21st Century*, 158-171.

SESSION IX March 4**Virtuous Perspective**

GenMA & ResMA Ethical Method Essay DUE Ethical Method Essay MDiv, MAPS, MA in, CE Students DUE

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 2, Virtuous Perspective, 61-92.

D2L Richard R. Gaillardetz, *By What Authority?*, Ch.10 "What is the Sense of the Faithful?" 179-199.

D2L Philippe Rochat, "Self-consciousness and the Origins of an Ethical Stance," in ed., Bhoomika Rastogi Kar, *Cognition and Brain Development*, 157-167.

D2L Patricia S. Churchland, "Brain-Based Values," in *What Neuroscience Tells Us about Morality*, (Princeton: Princeton University Press, 2011), Chapter 2, e-book no page #s.

Recommended Readings – Posted on D2L

Rafael Martínez, "Experience" *Interdisciplinary Encyclopedia of Religion and Science*,

Peter M. J. Hess, "Catholic Insights Regarding the Science-Theology Dialogue," *Features*, Feb 17, 2015.

Francis Schrag, "Does Neuroscience Matter for Education?" *Educational Theory*, Vol. 61, No. 2 (2011): 221-237.

Gary Umhoeffer, "Teaching by Example: Staff Interactions at Catholic Colleges as Models of Christian Love," *Journal of Catholic Education*, vol.37 no. 2 (2018): 195-218.

SESSION X March 11 Virtuous Perspective & Ethical Method

MA Res & MA Gen Students Thesis Statement & Annotated Bibliography DUE

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 3, Virtuous Perspective and Ethical Method, 93-125.

D2L Michael L. Spezio, "The Neuroscience of Emotion and Reasoning In Social Contexts; Implications for Moral Theology," *Modern Theology* 27:2 (April 2011): 339-356.

D2L Michael L. Spezio, "The Cognitive Sciences," in *Routledge Companion to Religion and Science* (2012), 285-202.

D2L Charlene P.E. Burns, "Christianity and the Cognitive Sciences," in *Routledge Companion to Religion and Science* (2012), 308-317.

Recommended Readings – Posted on D2L

Rich Heffern, "Consciousness: Science's Biggest Mystery," *National Catholic Reporter*, February 8, 2008,

Steven Pinker, "The Mystery of Consciousness" *Time* (Jan. 19, 2007)

David Chalmers, "The Puzzle of Conscious Experience," *Scientific American*, 273 (1995).

SESSION XI March 18**Human Dignity****Required Readings**

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 4, Human Dignity, 127 – 163.

D2L Noreen Hertzfeld, "Human Directed Evolution, A Christian Perspective," In *Routledge Companion to Religion and Science* (2012), 591 – 601.

D2L John Haught, "Are We Special?," in *Science & Faith: A New Introduction*, 120 -132. [**MORE →**]

[D2L](#) Anthony Quinton, "The Soul" *Journal of Philosophy*. Vol. 59 (15), 1962.

[D2L](#) Delphine Nerboillier, Germany Talks Tough on Conversion Therapies, *LaCroix*, December 19, 2019.

[D2L](#) Nicolas Senèze, Pontifical Biblical Commission Puts Man in New Light, *LaCroix*, December 19, 2019.

Recommended Readings – Posted on D2L

John Hare, "Evolutionary Theory and Theological Ethics," *Studies in Christian Ethics* 25(2) 244-254.

Ted Peters, "Models of the Soul: Comparing Concepts."

Darcia Narvaez and Jenny L. Vaydich, "Moral Development and Behavior Under the Spotlight of the Neurobiological Sciences," *Journal of Moral Education*, Vol. 37, No. 3, (September 2008): 289–312.

SESSION XII March 25 Formulation and Justification of Principles and Norms

Petitions for EXTENSIONS or INCOMPLETES Due

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 5, Formulation and Justification of Principles & Norms, 165-196.

[D2L](#) A.C. Weissenbacher, "Ten Principles for Interpreting Neuroscientific Pronouncements Regarding Human Nature," *Dialog: A Journal of Theology*, Volume 54, Number 1 (Spring 2015): 40-50.

[D2L](#) Ilia Delio, Brain Science & the Biology of Belief: A Theological Response," *Zygon*, vol. 38, no. 3 (Sept. 2003): 573-584.

[D2L](#) John Haught, "Can Science Explain Intelligence?" in *Science & Faith: A New Introduction*, 93 -104.

Recommended Readings – Posted on D2L

Sam Harris, "Life Without Free Will" (Blog)

Malcolm Jeeves, "Psychologizing and Neurologizing about Religion." In eds. ReManning & Byrnen, *Science & Religion in the 21st Century*, 75-87.

SESSION XIII April 1

Conscience and Virtuous Perspective

Last Class Meeting

Required Readings

Salzmann & Lawler, *Virtue & Theological Ethics*, Ch. 6, Conscience and Virtuous Perspective, 197 – 226.

Recommended Readings – Posted on D2L

Patricia S. Churchland, "Religion and Morality," in *What Neuroscience Tells Us about Morality*, (Princeton: Princeton University Press, 2011), Chapter 8, e-book no page #s.

John Haught, "Can We Be Good Without God?," in *Science & Faith: A New Introduction*, 105 – 119.

Ray Kurzweil, "The Coming Merging of Mind and Machine," *Scientific American*, March 23, 2009

Exam Week April 8

MDiv, MAPS, MA-in,CE): Response to Pastoral Situation DUE MA Res & MA Gen Students Research Papers DUE

1. Please upload your paper on [D2L](#) - **Exam Week** content block. Please be sure to use the link for the paper assignment **for your Degree Program**
2. Please complete the **Science For Seminaries POST- COURSE SURVEY** using the link found on the **WELCOME SECTION** of [D2L](#). **Thank you!**
3. All Course Assignments are **DUE 8:59 a.m. CENTRAL TIME** Note that at 9:00 a.m. the [D2L](#) link will no longer allow you to upload your paper. You will be locked out of the site. **See Late Paper Policy (#4, below)**

THIS SYLLABUS IS SUBJECT TO REVISION

General Expectations and CTU Policies

NOTE: The *CTU Student Handbook* is posted on the opening panel of **D2L**, at the right side of the opening page. You are responsible for knowing and following the policies and procedures contained there. If in doubt – ask for assistance.

1. **Attendance** - your weekly presence on-line and participation in all weekly sessions is expected.
2. **Students are responsible for checking D2L** regularly for assignments, updates, and other postings as directed in this syllabus and the Course Calendar (See WELCOME SECTION of the **D2L** course page).
3. Normally **NO LATE ASSIGNMENTS** will be accepted. Assignments for this course are due on the dates and times designated for each assignment. **Assignments will be locked out** after the date and time when assignments are due.
4. **Failure to complete all requirements** will result in an "F" grade for the course.
5. Any breach of academic integrity such as cheating or plagiarism will be sanctioned according to the **CTU Academic Integrity Policy**. (See the Student Handbook) Sanctions include the following: lowering of the grade on the assignment, failure for the assignment, failure for the course, and suspension or dismissal from CTU.

Academic integrity demands that a student acknowledge all sources employed in the preparation of written assignments, whether in the use of exact quotations or in substantial reproduction of ideas. Failure to do so is plagiarism, which is a breach of the CTU Academic Integrity Policy. Please consult the "Writing and Research Tools" section of D2L for assistance in proper styles of citation. For examples of plagiarism, see Chapter One of the *CTU Writing Handbook*.

6. **Use of bias free language is expected** (See the Student Handbook): Faculty and students are expected to use inclusive, nondiscriminatory language when referring to human beings in classroom presentations and discussions, in written materials and papers for courses, and in projects or thesis. While recognizing the complexity of the cultural contexts and theological issues around the question of how we name God, all are also encouraged to use gender neutral or gender-balanced language and imagery in so far as possible when they speak about God.
7. **Copyright** (See the Student Handbook)
It is the intent of Catholic Theological Union (CTU) that all members of the CTU community adhere to the provisions of the United States Copyright Law (Title 17, USC, Section 101 et seq) and all related legislative acts. CTU expects those using materials which are or may be copyright protected to be familiar with and comply with copyright law. For more information about copyright go to:
<http://www.copyright.gov/title7/92chap1.html#107> .
8. **NO EXTENSIONS or INCOMPLETES** will be granted without proper forms from the Registrar's Office. Do not presume that professor will grant your request. Requests must be submitted prior to **March 25, 2020**. (See the Student Handbook, "Extension/Incomplete," p. 32 available on **D2L**) All assignments for this course must be posted on D2L.
9. See the *CTU Student Handbook* for the Grading Scale and for calculating your grade point.
10. **You are responsible** for being aware and for following all policies and procedures outlined in the version of the *CTU Student Handbook* that is posted on the opening panel of D2L, at the right side of the page.

Grading Scale:

97 -100 A+	87 - 89 B+	77 -79 C+	67 - 69 D+
93 - 96 A	83 - 86 B	73 -76 C	63 - 66 D
90 - 92 A-	80 - 82 B-	70 -72 C-	60 - 62 D-
			Below 60 F

Grading of Formal Written Work

General Criteria:

The style must follow the guidelines set in the *CTU Handbook of Writing* (See D2L). All assignments must use bias free English language *CTU Handbook of Writing* (See D2L). Any form of plagiarism will result in an "F" grade for the course. Note this includes resubmission of work done in another course – without the current professor's permission – see *CTU Student Handbook*.

The "A" range:

These grades reflect superior work which is well above the average level of competency in writing. Work at this level reflects an ability to critically engage the material being discussed. This would include an ability to analyze texts and ideas in a way that interests and excites the reader and that assists the reader in viewing the issue in a new light. The work will be coherent and have a well-formulated argument or thesis which the reader will easily be able to grasp. This includes a logical progression of ideas between and within paragraphs giving the paper a sense of wholeness. Writing at this level will be fluid, clear, precise, and grammatically correct. It will not only make sense, the reader should find it compelling.

The "B" range:

These grades reflect work that is above average. It will be obvious to the reader that thought has been given to the topic. In general summary and narrative have been avoided in favor of critical analysis. The writing contains a clearly stated thesis or argument which provides the shape of the work. In general, all parts of the paper support and strengthen the thesis. Ideas will be adequately developed and an effort to be clear and coherent will be apparent. On the whole the work will flow well and contain few, if any, grammatical errors.

The "C" range:

Work at this level indicates competence, but also exhibits problems. Sufficient thought may not have been given to the topic. There might be too heavy a reliance on summary or narrative rather than argument and critical analysis. The thesis may be uninteresting and not excite or engage the reader or the thesis may not be sufficiently developed. The work may lack unity with little logical progression or connection of thoughts between and within paragraphs. The relation of all parts of the work to the central argument or thesis may be unclear, and the style of writing may be too colloquial or obscure, thus, making it difficult for the reader to understand and follow your position. The lack of clarity or coherence may be directly related to poor grammar and weak writing skills.

Directions for Essay on Ethical Method

DUE in D2L Assignments on or before March 4, 2020 8:59 A.M. CENTRAL TIME

All students in all degree programs please follow these directions

- ❖ Compare the Basic Goods Theory / Conservative / Physicalist and the Revisionist /Progressive / Personalist approaches to ethical method.
 - ✓ Describe each method
 - ✓ Indicate clearly where and why science and social sciences would be utilized
 - ✓ Identify the similarities and differences between the two methods
 - ✓ Indicate which method you find most compelling and say why you find it compelling.
- ❖ Your essay should be between four (4) and five (5) pages in length.
- ❖ It should be double spaced with 1" margins in 12pt Times New Roman font
- ❖ Each page – except for the title page – must be numbered.
- ❖ Use *Chicago Manual of Style* (eMS) Documentation I form for footnotes/endnotes to cite any sources used. See the CTU *Writing Handbook* for further information.
- ❖ This is not a research paper; use only the Bretzke text and class notes and materials on D2L from lectures based on Todd Salzman, *What Are They Saying About Catholic Ethical Method*.
- ❖ A Bibliography with all the pertinent information may be an additional page.

Assessment Grid for Assignment: Essay on Ethical Method

25 pts.	A Range	B Range	C Range
Content 5 points	✓ Description of Basic Goods Theory and Revisionist approaches are clear and accurate	✓ Description of Basic Goods Theory and Revisionist approaches are not completely clear or accurate	✓ Description of Basic Goods Theory and Revisionist approaches are incomplete and/or inaccurate
10 points	✓ Similarities and differences of the approaches are presented in a clear and coherent manner	✓ Similarities and differences of the approaches are not completely clear and coherent	✓ Similarities and differences of the approaches are unclear and incoherent
5 points	✓ You indicate which method you find most compelling and provide solid, coherent rationale and arguments in support of your choice	✓ You indicate which method you find most compelling but rationale and arguments in support of your choice are unclear and/or lack coherence	✓ You indicate which method you find most compelling but do not provide rationale and arguments in support of your choice
Style and Grammar		✓ The essay is for the most part presented in a coherent and few, if any, grammatical errors occur	✓ The essay is presented in a manner that is unclear or incoherent because of grammatical errors or weak writing skills
2 points	✓ The essay is presented in a coherent and grammatically correct manner	✓ Citations, if needed, are presented but are inconsistent or the inappropriate style	
3 points	✓ Citations, if needed, are presented in the appropriate style		✓ Citations, if needed, are inconsistent, or inappropriate

Directions Academic MA Final Research Paper

Final paper DUE in D2L Assignments at or before APRIL 8, 2020 8:59 A.M. CENTRAL TIME.

Part I: Meet with Professor & a Short Written Description of your Research Paper Topic 5 POINTS

Meet with the professor to discuss a research topic. In preparation for this conversation keep in mind that **neuroscience and/or other hard sciences** need to be one dimension of the evidence you consider. Based on that discussion, submit a short written description of your research paper topic no later than **February 12, 2020, 8:59 A.M. CENTRAL TIME.**

Part II: A Substantive Thesis Paragraph and an Annotated Bibliography 5 POINTS

Submit a substantive thesis paragraph and an annotated bibliography no later than **March 11, 2020, 8:59 A.M. CENTRAL TIME.** Use **Chicago Manual of Style.** See the **CTU Writing Handbook.**

Part II	A Range	B Range	C Range
Thesis Paragraph 2 POINTS	clear and precise; the reader will easily grasp the trajectory of the research, questions being asked, and/or claims being made.	somewhat vague leaving the reader uncertain about the trajectory of the research, questions being asked, and/or claims being made.	The thesis paragraph is incoherent and the thesis or purpose of the paper is missing leaving the reader with no sense of the trajectory of the Research, questions being asked, and/or claims being made.
Annotated bibliography should be both informative and evaluative. That is, the annotation should provide a brief summary of the work being cited and also indicate how The work informs your research. 3 POINTS	Bibliography is presented in appropriate style. The annotation is informative, evaluative, and grammatically correct. There are at least 10 sources cited. At least 2 sources must be from scientific journals or books	A style other than Chicago Manual Style Documentation I is used for citations. The annotation is missing one of the components And/or contains some grammatical errors. There are at least 7 sources cited. Only 1 science source is used	The bibliography is inconsistent and/or incomplete. The annotation is incomplete and/or contains many grammatical errors. There are fewer than 7 sources cited. No science sources are used.

40 POINTS Part III : The Final Research Paper DUE April 8, 2020 8:59 A.M. CENTRAL TIME

- ✓ The final research paper will normally be between 15-18 pages and must not exceed 20 pages including notes and bibliography.
- ✓ The paper should be double spaced with pages numbered from the first page of the text.
- ✓ Please keep the bias-free language policy in mind as you work on this assignment.
- ✓ Be sure to use proper citations. **Footnotes** (not endnotes) should be used. Use **Chicago Manual Style** Documentation I. See the **Writing Handbook** for more information.
- ✓ Any form of plagiarism will result in an F for the assignment. See the Writing Handbook for description and examples of plagiarism. **Grading grid for PART III of this assignment is on the next 2 pages.**

All Course Assignments are **DUE 8:59 p.m. CENTRAL TIME April 8th**. Note that at 7:00 p.m. the **D2L** link will no longer allow you to upload your paper. You will be locked out of the site.

PART III – Assessment Grid for Final Academic MA Research Paper Assignment

Part III	A Range	B Range	C Range
<p>Thesis and introduction</p> <p align="center">10 POINTS</p>	<p>The introduction to the paper will include a well formulated argument or thesis and provide a clear indication of the progression of the paper in a way that the reader will easily grasp the Trajectory of the research, questions being Asked. and/or claims being made.</p>	<p>The introduction to the paper includes an argument or thesis but does not necessarily provide the reader with a clear sense of the trajectory of the research, questions being asked, and/or claims being made.</p>	<p>The introduction either does not include thesis or the thesis is not sufficiently developed; the reader is left wondering what the purpose of the paper is.</p>
<p>Articulation of facts</p> <p align="center">5 POINTS</p>	<p>Data and facts presented are accurate. relate to the issue, and are clearly explained; data and facts are well integrated and support the claims being Made; data and facts are from appropriate and credible sources.</p>	<p>Data and facts presented are vague and not clearly explained; sources are identified but are not pertinent to the topic; some data and facts are not from appropriate and credible sources</p>	<p>Data and facts presented are inaccurate or incomplete; sources used are inappropriate, irrelevant to the topic, or are not cited.</p>
<p>Articulation of theological perspectives</p> <p align="center">10 POINTS</p>	<p>The moral tradition, magisterial teachings, and theological and ethical perspectives on the topic are presented accurately, well integrated and support the claims being made; the sources used are appropriate and credible.</p>	<p>Presentation of the moral tradition, magisterial teachings, and theological and ethical perspectives are unclear or not completely accurate; sources used are not relevant and/or are not appropriate And/or credible.</p>	<p>Presentation of the moral tradition, magisterial teachings, and theological and ethical perspectives are inaccurate or not present; sources used are inappropriate, irrelevant to the topic. or are not Cited.</p>
<p>Analytical and interpretative work in the paper including, if appropriate, critique of positions presented. This includes use of science sources and principles.</p> <p align="center">10 POINTS</p>	<p>The paper presents a clear and consistent analysis of the topic; any critique is pertinent to. The material and the claims being made; critique does not go. Beyond the evidence provided; convincing evidence is presented to support the thesis and claims being made in the paper.</p>	<p>In general, all parts of the paper support and strengthen the thesis. Ideas will be adequately developed and an effort to. Be clear and coherent will be apparent; critique, if present, is not completely pertinent to. The material and the claims being made Or goes beyond the evidence provided.</p>	<p>The thesis is not sufficiently developed; the work lacks unity and there is little logical progression or connection of thoughts between and within paragraphs. It is unclear how different parts of the paper relate to the central argument Or thesis.</p>

Continued

Part III	A Range	B Range	C Range
Style and grammar 3 POINTS	The work as a whole will be coherent, clear, precise, and grammatically correct. Not only will it make sense, the reader will find it compelling.	Ideas will be adequately developed and an effort to be clear and coherent will be apparent; on the whole, the work will flow well and contain few, if any, grammatical errors.	The writing style may be too colloquial. Or obscure, making it difficult for the reader to understand and follow the claims being made. Lack of clarity or coherence may be directly related to poor grammar and weak writing skills.
Footnotes and bibliography 2 POINTS	Both are presented in the appropriate style; the bibliography reflects Master's level research.	A style other than Chicago Manual of Style is used for citations and/or the bibliography does not reflect Master's level research.	Inconsistent style is used and/or the bibliography is incomplete and/or does not reflect Master's level research.

Directions for Assignment: Article for Pastoral Magazine

DUE in D2L Assignments at or before February 5, 2020, 8:59 A.M. Central Time

Catholic Catechists is a monthly publication for interested Catholics in your country of origin, particularly lay volunteers who work in parish based faith formation programs such as religious education and RCIA, but who have had no formal theology training.

Write a 1,000-1,250 word article on conscience and the moral life. The article should present a clear description of a contemporary understanding of conscience, including its relationship to the moral life and the need to both form and inform conscience.

This is NOT to be written as an academic piece; rather it is to be a theologically sound piece written for the educated lay reader who is active in faith formation in his or her parish or diocese.

Your article must be at least 1,000 words long but not exceed 1,250 words. It should be double spaced with 1" margins in 12 pt. Times New Roman font and include page numbers. Since this is not an academic piece footnotes/endnotes should be avoided.

If you do quote a source, use *Chicago Manual of Style* (CMS) Documentation I form to cite it. If you choose to paraphrase be very careful to do so in a way that avoids any form of plagiarism. See the *CTU Writing Handbook* for further information.

Please keep the bias-free language policy in mind as you work on this assignment. Be sure to use proper citations. Any form of plagiarism will result in an F for the assignment. See the *Student Handbook* and the *CTU Writing Handbook* for descriptions and examples of plagiarism.

- ❖ If you struggle with writing and / or English, help is available! We especially respect the difficulty written work may present for students for whom English is a second (or third) language. You are encouraged to seek assistance with your written work at the **Writing & Resource Center**: located in room 338 for drop in help with writing and presentation skills.
- ❖ Contact: Kathleen Martin, kmartin@ctu.edu.

Assessment Grid - Article for Pastoral Magazine

20 pts.	A Range	B Range	C Range
Content			
5 points	<ul style="list-style-type: none"> ✓ Description of a contemporary understanding of conscience is clear and accurate 	<ul style="list-style-type: none"> ✓ Description of a contemporary understanding of conscience is not completely clear or accurate 	<ul style="list-style-type: none"> ✓ Description of a contemporary understanding of conscience is incomplete and / or inaccurate
5 points	<ul style="list-style-type: none"> ✓ The relationship of conscience to the moral life is presented in a clear and coherent manner 	<ul style="list-style-type: none"> ✓ The relationship of conscience to the moral life is not completely clear or coherent 	<ul style="list-style-type: none"> ✓ The relationship of conscience to the moral life is unclear and incoherent
5 points	<ul style="list-style-type: none"> ✓ The discussion of formed and informed conscience is clear and coherent; Indicates use of science & social science 	<ul style="list-style-type: none"> ✓ The discussion of formed and informed conscience is unclear and/or lacks coherence; Unclear indication of use of science & social science 	<ul style="list-style-type: none"> ✓ The discussion of formed and informed conscience is unclear and inaccurate; No indication of use of science & social science
Style and Grammar			
1 point	<ul style="list-style-type: none"> ✓ The article is presented in a coherent and grammatically correct manner. 	<ul style="list-style-type: none"> ✓ The article is for the most part presented in a clear manner and there are few, if any, grammatical errors. 	<ul style="list-style-type: none"> ✓ The article is presented in a manner that is unclear or incoherent; this might be directly related to poor grammar or weak writing skills.
4 points	<ul style="list-style-type: none"> ✓ The language used is appropriate to the style of writing required for a magazine whose readers are interested lay people. 	<ul style="list-style-type: none"> ✓ The language used is sometimes inappropriate to the style of writing required for a magazine whose readers are interested lay people. 	<ul style="list-style-type: none"> ✓ The language used is for the most part inappropriate to the style of writing required for a magazine whose readers are interested lay people.

Directions for Final Paper Assignment - "My Response to a Pastoral Situation"

DUE in D2L Assignments at or before April 8, 2020 8:59 A.M. CENTRAL TIME

All Course Assignments are **DUE 8:59 p.m. CENTRAL TIME April 8, 2020**. Note that at 9:00 a.m. the **D2L** link will no longer allow you to upload your paper. You will be locked out of the site.

A series of faith formation sessions for parents of children preparing for First Reconciliation is being held in your parish. As a member of the staff, you have been asked to be the presenter for the session on the theological foundations of what the children are learning in preparation for First Reconciliation to their parents. The purpose is to enhance parents' ability to assist in preparing their children to receive the sacrament.

The evening's schedule is as follows:

7:00-7:05	Welcome
7:05-7:15	Opening Prayer
7:15-8:15	Theological Foundations Including Q & A
8:15-8:25	Practical Information about Next Session: Time, Place, Logistics, etc.
8:25-8:30	Closing Remarks

During your presentation the following question is raised:

"The material you've provided and your comments tonight seem to focus a lot on love and relationships. There's not much talk about sin. If I'm supposed to help my daughter know what to do and what not to do, I need help knowing what counts as a sin and what doesn't count as a sin, so she'll be prepared for her first confession Can you please help me out here?"

Part I

The first part of the assignment is to **answer this parent's question**. This should be done in a way that is appropriate to the situation. That is, the length and tone of the response should reflect the setting. A good strategy is to record your answer and then transcribe it. Remember this is an **oral** response, so the language will be more informal.

Part II

The second part of the assignment is to **provide a theological and scientific rationale for the answer given to the parent**. This should be based on the readings and class discussions.

It should also contain a brief description of the parish which provides a context for your response: Is it a middle class parish? An urban parish? Diverse parishioners? An ethnic parish?

Part II should not be longer than five (5) pages. It should be double spaced with 1" margins in 12pt Times New Roman font and include page numbers; *Chicago Manual of Style* Documentation I should be used to cite sources used. Footnotes are preferred. See the *CTU Writing Handbook* for further information.

Since this is not a research paper, there is no need to add a bibliography; all the pertinent information will be in the first citation of a source. Please keep the bias-free language policy in mind as you work on this assignment. Be sure to use proper citations. Any form of plagiarism will result in an F for the assignment. See the *Student Handbook* and the *CTU Writing Handbook* for descriptions and examples of plagiarism.

- ❖ If you struggle with writing and/or English, help is available! We especially respect the difficulty written work may present for students for whom English is a second (or third) language. You are encouraged to seek assistance with your written work at the **Writing & Resource Center**: located in room 338 for drop in help with writing and presentation skills.
- ❖ Contact: Kathleen Martin, kmartin@ctu.edu.

Assessment Grid for Final Paper Assignment
“My Response to a Pastoral Situation”

	A Range	B Range	C Range
Part I Response to the Parent’s Question 40% = 14 points	<ul style="list-style-type: none"> ✓ The description of the parish is clear and precise 4 points ✓ The response is realistic and appropriate to the context; i.e. tone, language, and length of response are appropriate given the audience, setting, and parish context 10 points 	<ul style="list-style-type: none"> ✓ The description of the parish is not clear 4 points The response is not entirely appropriate to the context; the length is inappropriate, or the tone is not quite right given the audience, setting, and parish context (too theological, too dismissive, and/or too simplistic, etc. or somewhat lacking in pastoral sensitivity.) 10 points 	<ul style="list-style-type: none"> ✓ There is no description of the parish 4 points The response is not appropriate to the context; the length is inappropriate; the tone is inappropriate given the audience, setting, and parish context (too theological, too dismissive, and/or too simplistic, etc.); little, if any, pastoral sensitivity is exhibited. 10 points
Part II Theological Rationale 60% = 21 points	<ul style="list-style-type: none"> ✓ The theological rationale for the response is clear and accurate; appropriate citations in support of theological rationale are provided; the reasons for the particular pastoral approach taken are appropriate to the context. 12 points ✓ Appropriate mention of evidence from science & social sciences 2 points ✓ The rationale is coherent, and grammatically correct. 5 points ✓ Citations and bibliography are presented in an appropriate style. 2 points 	<ul style="list-style-type: none"> ✓ The theological rationale for the response is ambiguous; there is insufficient or inappropriate support for theological rationale; the reasons for the particular pastoral approach taken are ambiguous. 12 points ✓ Inappropriate mention of evidence from science & social sciences 2 points ✓ The rationale is, for the most part, clear and contains few, if any, grammatical errors. 5 points ✓ Citations and bibliography are inconsistent. 2 points 	<ul style="list-style-type: none"> ✓ The theological rationale for the response is either incoherent or not present; there is little or no support for theological rationale; the reasons for the particular pastoral approach taken are incoherent or not present. 12 points ✓ No mention of evidence from science & social sciences 2 points ✓ The rationale is unclear or incoherent; this may be directly related to poor grammar and weak writing skills. 5 points ✓ Citations and bibliography are inconsistent and/or incomplete. 2 points

CTU MISSION STATEMENT – see Student Handbook [located in the Helpful Links section of D2L at <https://d2l.ctu.edu>].

CAMPUS RESOURCES

Library Hours: <http://www.ctu.lib.il.us/> For information, contact: Kristine Veldheer, Library Director, kveldheer@ctu.edu or 773-371-5460

English for Theological Education: contact Christina Zaker: czaker@ctu.edu

Writing Handbook: located in the Helpful Links section of D2L at <https://d2l.ctu.edu>.

Writing & Resource Center: There are a number of writing resources available to all CTU students. The Writing and Resource Center is located in room 338 for drop in help with writing and presentation skills. Contact: Kathleen Martin, kmartin@ctu.edu, room 370B.

Technology Help:

D2L and Educational Technology: Rick Mauney, rmauney@ctu.edu ;

Information Technology Help Desk, support@ctu.edu

Student Services: contact Carmen Salas, Room 347; 773-371-5536; or studentservices@ctu.edu

Academic Calendar: <http://www.ctu.edu/academics/academic-calendar>