**ST. NORBERT COLLEGE 10/30/2018**

**ALBUQUERQUE, NM**

**FALL 2018**

**COURSE: THEO 501 Systematic Theology and Theological Method**

**DATES:** Fridays, 6:30-8:30 p.m. Oct. 26; Nov. 2, 30; Dec. 14

  Saturdays, 9 a.m.-3 p.m. Oct. 27; Nov. 3; Dec. 1, 15

**LOCATION:** Santa Maria de la Vid Abbey; The Norbertine Library Seminar Room

**INSTRUCTOR:** Howard Ebert, Ph.D. and Rev. Dr. Frank Yates, D. Min.

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       Frank Yates: Cell: 681-0625; Home: 822-8234

**COURSE DESCRIPTION**

This course is an introduction to Christian theology, with emphasis on the Catholic tradition, for the Master's level student. Participants in the course will investigate central theological issues (e.g., faith, revelation, etc.) while also exploring the distinct nature and characteristics of the theological method itself. This attention both to method and issues is crucial in order that one not only learns about theology but also develops the skills to do theology in a self-critical, collaborative, and illuminating fashion.

**REQUIRED COURSE TEXTS**

Fiorenza, Francis Schussler and John P. Galvin. *Systematic Theology: Roman Catholic Perspectives*. Second Edition. Minneapolis: Fortress Press, 2011.

Johnson, Elizabeth. *Creation and the Chaos: The Mercy of God for a Planet in Peril*. Maryknoll, NY:Orbis Books, 2018.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. Grand Rapids, Michigan: Wm. B. Eerdman’s Publishing Co., 2004.

Tilley, Terrence W. *Faith: What is it and What it Isn’t.*New York: Orbis Books, 2010.

Veeneman, Mary. *Introducing Theological Method: A Survey of Contemporary Theologians and Approaches*. Grand Rapids, MI: Baker Academic, 2017.

**COURSE OBJECTIVES**:

* To develop an historically informed understanding of the intellectual, ecclesial, social, and practical contexts in which theology is understood and pursued today.
* To describe and define the essential components involved in various theological methodologies.
* To develop the necessary critical and analytical skills to be able to participate in the "theological process" in order to respond to questions raised by contemporary society.
* To introduce the student to the distinctive fields of study contained within theology (fundamental, systematic (Ecclesiology, Christology, Eschatology), and practical) and to delineate some of the central issues which are being discussed in these areas.
* To assist the student to reflect in a systematic and critical fashion upon the role and function of religion within contemporary society and to examine the interrelationships among religion, culture, and society.
* To introduce the student to specific issues which are of particular importance within contemporary theology and which exhibit central theological concerns.
* To help the student become conversant with the major issues which confront contemporary Christianity.

**CLASS STRUCTURE:**

The course is structured as a seminar. Active participation in discussions is required. Though infrequent, there will be several lectures. The purpose of these lectures will be to introduce, contextualize, clarify, explain, and to summarize particular topics**.**

**COURSE REQUIREMENTS:**

*Class Attendance and Participation*

The seminar nature of the course requires regular attendance. Active participation in all discussions is also expected. The necessary prerequisite for a fruitful discussion is a careful, critical reading of the assigned texts by all class members. It is simply assumed that all participants of this course will be honest, open, and respectful of diverse beliefs and views.

*Papers*

Four papers are required:  three analytical essays (2-3 pages, typed, double spaced) that summarize and analyze the central issues raised in the assigned readings (description of paper is at the end of the syllabus); and, a research paper on a selected topic (approximately 10 pages in length).  Detailed instructions for the research paper will be given in class.

*Exams*

One examination is scheduled (see "Tentative Course Outline") on course material. The exam will be take-home and essay in nature based on lectures, presentations, class discussions and the assigned readings of the course.

**EVALUATIONS AND GRADING:**

 Class attendance and participation 20%

 Three analytical essays 30%

 Research Paper 25%

 Exams (1) 25%

A-Superior work-student actively participates in class; written work is well prepared and shows an understanding of, and critical, original thought on particular topics; examinations reflect superior knowledge and well developed analytic skills; student consistently displays an active interest in course material, is highly motivated and demonstrates outstanding analytic ability.

AB-Very Good work

B-Good work-student participates in class; written work is well prepared and shows above average comprehension of central topics; examinations reflect a good, strong grasp of concepts and an improving analytic ability; overall the student displays an active interest in class material.

BC-Fine work-some participation in class by student; written work is well prepared and shows basic comprehension of central topics; examinations reflect an acceptable grasp of concepts; student displays an adequate concern for class material.

C-Pass-written work and participation demonstrate some areas of deficiency in the student's comprehension of basic material.

D-Poor work-student displays major inadequacies in the basic comprehension of crucial course material; major areas of deficiency are evident in the student's written work and in lack of positive involvement in class discussions.

F-Fail

It is your right as a student to receive an explanation of your grade and my responsibility as the instructor to listen carefully and to explain the basis for the grade.   Please feel free to discuss with me any aspect of the grading procedure, either on particular assignments or on your overall course grade.

***Grade Equivalents***

**A: 93-100   AB: 88-92 B: 83-87    BC: 78-82 C: 73-77**

**ACADEMIC HONOR CODE**

The learning process proceeds only when Students perform honestly on assignments and examinations.  All students are expected to abide by the Academic Honor code. It defines academic dishonesty and sets forth the responsibilities of faculty and students in the event of alleged dishonesty.  Possible penalties for dishonesty include reduction of a grade, failure in the course, failure and suspension, or failure and dismissal. Please refer to the current *St. Norbert College Student Handbook*for the text of the Academic Honor Code.

**SERVICES FOR STUDENTS WITH DISABILITIES**

In keeping with the St. Norbert College mission to help students develop their full potential, and compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For inquiries and further details, please visit the Academic Support Services Office located in Todd Wehr Hall, Room 211, call at 403-1321, or visit the website[www.snc.edu/academicsupport/disabilities.html.](http://www.snc.edu/academic)

**10/26-27 Introduction, Theological Method, Faith**

Readings: Tilley, 1-138

 Migliore, 1-19

 Veeneman, 1-34

 Fiorenza/Galvin, 26-50

**11/2-3 Revelation, Inspiration, and Scripture**

Readings: Veeneman, Chapters 3 and 4 (pp. 35-80)

 Migliore, Chapters 2 and 3

 Fiorenza/Galvin, Chapter 2

**11/30-12/1** **God, Trinity, Grace, Sin, and Sacraments**

Readings: Veeneman, Chapters 5 and 6

 Migliore, Chapters 4, 6, and 7

 Fiorenza/Galvin, Chapters 3.1, 7, and 9.1

12/14-15 Eschatology, Christian Life and Hope

 Johnson, *Creation and the Cross*

 Veeneman, Chapters 7, 8, and Conclusion

 Migliore, Chapters 5 and 14

 Fiorenza/Galvin Chapter 10

**Analytical papers**

1) Identify three Major themes. Briefly describe each theme and state why you consider it significant. Next briefly give two or three specific examples/illustrations of the theme appearing in the readings. It would be better, but not necessary, to cite examples from more than one reading.

2) State any questions you have regarding information that may need further clarification or explanation. In addition to stating the question, you should explain why further clarification/explanation is important in understanding the material.

3) State questions (two to three) you would like to discuss with the class. Once again, explain why the particular questions you raise are important.

The paper should be written in essay form (i.e., not simply bullet points). You will be using this format for all of the analytical papers.