

Course Syllabus
SS. Cyril and Methodius Seminary
3535 Indian Trail
Orchard Lake, MI 48324

I. Course Number and Title: ST 611 Christology

II. Instructor: Gregory A. Banazak

III. Semester: Fall, 2017

IV. Credit Hours: 3

V. Delivery System: This course will be mainly "presential" in that the members of the class will meet weekly in person. However, it is also partially on line in that it has a corresponding course on the Populi web site which students will be required to use for several purposes, most importantly, to take four quizzes.

VI. Dates, Days, Time, and Place: Mondays, 9:00 a.m. – 12:00 p.m.; Maida Alumni Library; Aug. 28 to Dec. 11.

There will be no class on the following dates: Sept. 4 (Labor Day), Sept. 25 (instructor will be at the convocation of priests of the Archdiocese of Detroit); Nov. 20 (Thanksgiving Break) and Nov. 27 (instructor will be at professional conventions)

VII. Course Description: Scriptural and theological study of Jesus Christ: the quest for the historical Jesus; examination of his ministry, death, and resurrection; Christological controversies and the councils of the first millennium; theological perspectives on Jesus' self-knowledge, freedom, and virgin birth; the nature and uniqueness of Jesus' saving work; insights from Latin American, Black, Feminist, and other Christologies.

VIII. Student Learning Objectives

1. explain common scholarly perspectives on the nature, scope, and method of Christology
2. discuss principal views on the historical Jesus, discuss the place of historical research and faith in consideration of the historical Jesus, and demonstrate the ability to employ scholarly tools common in discussion on the historical Jesus
3. identify key elements in the ministry of the historical Jesus and reflect on them historically and theologically
4. discuss common historical considerations on the death of the historical Jesus and theological views of its significance

5. identify the building blocks of resurrection narratives and explain how scholars have used them to create a coherent picture of what happened on Easter Sunday
6. explain the theological significance of Jesus' resurrection
7. give an overview of the Christologies of different New Testament writers
8. review, explain, and comment on the development of Magisterial teaching on the humanity, divinity, and union of humanity and divinity of Jesus Christ.
9. exegete the decrees of the Council of Chalcedon on Jesus Christ
10. recognize specific heresies, terms, figures, councils, theological positions, doctrines, and dogmas that were important in the history of Magisterial teaching on Jesus Christ
11. explain and evaluate key theological positions on the nature of the salvific work of Jesus Christ
12. explain doctrine --- and explain and evaluate key theological positions --- on the universality and unity of the salvific work of Jesus Christ
13. discuss Christologies elaborated from perspectives other than European / North American perspective and how they contribute to the latter perspective
14. write a scholarly research paper on a topic of Christology that is of interest to the student

IX. General Thematic Outline of the Course

0. Introduction
1. The Historical Jesus
 - 1.1 General Approaches
 - 1.1.1 History of the Quest For the Historical Jesus
 - 1.1.2 The Quest Today
 - 1.2 Before Jesus' Public Ministry
 - 1.3 Jesus' Public Ministry
 - 1.4 Jesus' Death
 - 1.5 The Resurrection of Jesus
2. History of Teaching and Theology About Jesus Christ
 - 2.1 Who Jesus Is: Jesus' Divinity and Humanity
 - 2.1.2 The Full Divinity of Jesus Christ
 - 2.1.3 The Full Humanity of Jesus Christ

- 2.1.4 The Union of the Full Divinity and Humanity of Jesus Christ
- 2.1.5 Particular Issues
 - 2.1.5.1 Jesus' Knowledge of Himself and His Mission
 - 2.1.5.2 The Faith of Jesus
 - 2.1.5.3 The Sinlessness of Jesus
 - 2.1.5.4 The Virginal Conception of Jesus
- 2.1.6 Christology in Modernity
- 2.1.7 Contemporary Christologies

2.2 What Jesus Does: Jesus' Saving Work

- 2.2.1 Approaches to Salvation
- 2.2.2 Jesus as Unique and Absolute Mediator of Salvation

2.3 Others Ways of Looking at Who Jesus Is and What He Does: Latin American, Feminist, Native American, Black, Womanist, Ecological, African, and Asian Christologies

3. Integration: The Final Exam

X. Texts:

Brian O. McDermott. Word Become Flesh: Dimensions of Christology. Collegeville, MN: The Liturgical Press, 1993. ISBN: 978-0814650158.

Heinrich Denzinger and Peter Hünerman, eds. Enchiridion Symbolorum: A Compendium of Creeds, Definitions, and Declarations of the Catholic Church. 43rd ed. San Francisco: Ignatius Press, 2012. ISBN: 978-0898707465

XI. Learning Methodologies: A set of notes will be distributed for each lesson. These notes will usually be a summary, explanation, and contextualization of the main points of the assigned reading(s) with additional insights from other sources. With these notes I hope to accomplish a number of goals: create a relaxed environment in which students can be relieved of the need to take copious notes and can concentrate instead on comprehension; introduce the students to different methodologies and terminologies by allowing authors quoted in the notes to speak for themselves; give clarity and order to class discussions; ease the efforts of international students to understand the class material. However, if the notes do not serve these goals and instead become a substitute for reading or an inducement to passivity I will immediately discontinue them. In addition, it should be understood that the instructor's notes are not to be given to persons who are not registered in this class during this semester; serious repercussions will result from a violation of this understanding. The instructor's notes are a tool of instruction and not an obligation contracted with the student.

The instructor will be attentive to the diverse learning styles of the students and will adapt his teaching style to accommodate them.

XII. Magisterial Documents Read in This Class:

First Council of Nicaea. Symbol and accompanying anathemas

First Council of Constantinople. Symbol and accompanying canons

Council of Ephesus. Second Letter of Cyril of Alexandria to Nestorius; the Twelve Anathemas of Cyril.

Council of Chalcedon. Symbol.

Second Council of Constantinople. "Anathemas Against the Three Chapters"

Third Council of Constantinople. "Definition of the Two Wills and Two Actions in Christ."

Second Council of Nicaea. "Decree on Sacred Images."

Vatican II. Nostra aetate

Vatican II. Ad gentes

Vatican II. Gaudium et spes

Joint Declaration by Paul VI and the Coptic Pope Shenouda III of Egypt.

Common Christological Declaration Between the Catholic Church and the Assyrian Church of the East

XIII. General Guidelines

1. Guidelines for Academic Study: Students are expected to devote at least 2 to 3 hours of study per week, per credit hour. A normal reading load is about 500 pages per credit.

2. Standards for Written Assignments: Class assignments must be submitted electronically and in hard copy. They must be proofread for proper grammar, spelling, punctuation, and form. In preparing research papers requiring documentation, students are to follow the guidelines in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (latest edition). The manual is available in the Library. Students are required to reference the *Student Writing Guide* posted on the Seminary Web Site. The Writing Center is available to aid students in preparing written and/or oral assignments.

3. Submission of Assignments in both Printed and Digital Form: According to seminary policy, all written work for this class must be submitted to the instructor in digital form. They should be sent to his email address which is listed on the first page of this syllabus. In addition, the instructor would also like a hard copy of all written work.

4. Disabilities Accommodation: Students enrolled in this course who have documented disabilities should notify the professor at the first class session. Reasonable accommodations will be made to ensure that students with disabilities have access to course material and interaction in modes in which they can receive them.

5. Class Recording: Tape recorders or any other device intended to register the discussion and activities of students or the instructor in this course are strictly prohibited. Laptop computers may be used in class so long as they do not disturb other students and are not used for purposes other than participation and work in the class session.

6. Class Presence and Participation: Students are expected to attend all class sessions. I understand “attendance” to mean that you are ready to begin class on time and remain until class is finished. If you anticipate an unavoidable absence from class, please consult with me first. Frequent and unreasonable absences from class may result in an academic penalty and / or a failing grade in the course according to the instructor's discretion. Students themselves are responsible for obtaining materials distributed during a class session from which they were absent. The instructor cannot offer make-up class sessions and/or a private review of his teaching notes. The instructor will mail materials to students if they have first provided him with a self-addressed stamped envelope or an email address to which he can send materials in digital form (to be mailed the first business day after the class session is held). However, students should understand that this course has a site on the Populi platform and that the instructor will post his notes for all classes on that site the day after the respective class has finished.

In order to participate actively, students should bring this syllabus and copies of that day's required reading(s) / texts to class.

No one may attend class other than students registered in this course in this semester.

7. Respect For Others: As a matter of course, the students and instructor are expected to show respect for all members of the class at all times. In particular, the instructor will tolerate absolutely no language or behavior, during class and/or in written assignments, which disparages race, color, religion, national origin, handicap, or sex. Christian charity would seem to require that problems regarding this matter should be brought directly to the attention of the offending party. If this is ineffective or impossible, please call the instructor's attention to the matter and he will talk with the matter to the offending party. Failure to respond to repeated requests may result in a conference with higher authorities and / or an academic penalty. In addition, students are urged to use inclusive language in speaking and writing as a means of expressing and fostering respect for the dignity of all persons.

8. Academic Integrity: Students are expected to maintain personal honesty and professional integrity in examinations, assigned papers, and research projects. Source materials and citations used in the preparation of papers are to be indicated by proper documentation. Copyright laws should be honored when duplicating materials. Plagiarism and cheating are a

breach of academic integrity. Plagiarism is defined as: “to steal and pass off (the ideas or words of another) as one's own : use (a created production) without crediting the source vi: to commit literary theft: present as new and original an idea or product derived from an existing source” (Webster's New Collegiate Dictionary 9th ed, Springfield, MA: Merriam, 1981, p. 870). Violations in this area are considered a serious offense. If a student is suspected of plagiarism, the following procedure is to be followed:

1. When the instructor *suspects* a student has plagiarized an assignment, the instructor may confront the student.
2. If the instructor has *evidence* that a student has plagiarized an assignment, the instructor should confront the student with the evidence. The student has an opportunity to explain what happened.
3. If the instructor is convinced that plagiarism has occurred, the instructor may suggest a course of action: e.g. rewrite the assignment and receive a grade or the student may take a “0” for the assignment and not rewrite the assignment.
4. The Academic Dean should be informed of the outcome of this discussion and a note will be placed in the student’s file. The respective formation mentor is informed by the Academic Dean.
5. If there are repeated offenses, the student will fail the course.
6. The student who fails a required course must repeat it.
7. A student who plagiarizes or cheats consistently in the academic program will be dismissed from the program.
8. For dismissal from the academic program, a board consisting of the Rector, Academic Dean, the student’s mentor, the faculty member(s) affected by the student’s plagiarism and a faculty member of the student’s choosing will be convened and a decision rendered. This decision will be communicated to the student by the Rector.

Cheating is defined as “to deprive of something valuable by the use of deceit or fraud; to influence or lead by deceit, trick, or artifice; to elude or thwart by or as if by outwitting <cheat death> intransitive verb: to practice fraud or trickery; to violate rules dishonestly <cheat at cards> <cheating on a test> (“cheat.” Merriam-Webster Online Dictionary. 2010. Merriam-Webster Online. 5 May, 2010.<http://www.merriamwebster.com/dictionary/cheat>). In short, “cheating is defined as the intentional act of breaking the rules, or attempting to achieve personal gain through fraud or deceit. With children, cheating usually refers to academic fraud, such as copying answers from another student while taking an exam, or breaking the rules in a game” (Dianne K. Daeg de Mott, Thomson Gale, Detroit, Gale Encyclopedia of Childhood and Adolescence, 1998).

Examples of cheating in an academic setting include, but are not limited to:

- a. copying answers for an exam from another student;
- b. writing out the answers to an exam beforehand and turning them in at the time of the exam;
- c. obtaining the answers to an exam prior to the exam and using them during the exam in some way;
- d. having another person take an exam or write a paper for you;
- e. continuing to write answers to an exam after the time has expired (timed examinations);
- f. obtaining copies of an exam or answer key to aid in studying for the exam;
- g. passing notes to another student during an exam;

- h. asking another student for help during the writing of an exam;
 - i. using another person's paper, presentation, reflection, etc. and handing it in as your own work;
 - j. using electronic devices such as computers or mobile phones to obtain answers during an exam.

(The term "exam" may be substituted with "quiz," "paper," or "presentation" as the case may be.)

XIV. Assignments

1 Readings: Readings will be assigned for all class sessions. Since they form the basis for participation in the blogs and successful completion of the quizzes, such readings are essential. You are expected to *finish* the readings assigned to you *before* the date on which they are due. As an aid to students' planning, I've listed assigned readings for the semester in a course calendar to be distributed in class.

I suggest that you read in order to find main ideas rather than to memorize all details. For instance, after reading an assigned text, try to express to yourself, briefly and simply, the main ideas the author attempted to communicate. You might also express to yourself, briefly and simply, your opinion on those ideas.

3. Research Paper: In order to develop your interests in course material, and in order to increase your ability to do research on the graduate level, you are required to write a research paper of approximately 15 pages for this course.

The subject of the research paper will be any topic directly related to Christology. Your paper may cover any aspect of Christology (Scriptural, historical, dogmatic, liturgical, ecumenical, interreligious, literary, spiritual, etc...) but it must be a work of systematic theology. It must argue for a thesis which is debatable (and not simply a statement of fact, a re-statement of the obvious, or an exclusively or primarily personal reflection). It is *imperative* that the topic of the paper be of interest to you.

At various points throughout the semester you will submit the written items evincing progress in research. The form for all foot/end notes and bibliographical entries (or parenthetical references and reference list) in all these written items must be taken from Kate Turabian's Manual, 8th edition. Here are the items and the dates for their submission.

On **September 18**, at the beginning of class, you will submit your thesis statement typed on a sheet of paper (put your name and the date at the top); the same statement should be attached to an email and sent to me before class starts. This statement will be a *brief but complete sentence* which expresses the *topic* of your paper and your *position* on the topic (note that this is not the same as the title of your paper). The thesis statement should be broad enough for you to find resources but specific enough for you to be able to discuss it within the limits of the final copy. As soon as possible (perhaps during class) I will return this thesis statement to you with comments.

On **October 9**, at the beginning of class, you will submit a typed and no more than one-page tentative outline (an example will be distributed in class) along with a typed and no more than one-page tentative bibliography of sources you think may be found for the paper (this bibliography will include at least three books and three journal articles); the same outline and

bibliography should be attached to an email and sent to me before class starts. As soon as possible (perhaps during class) I will return this outline and bibliography to you with comments.

On **November 13**, at the beginning of class, you will submit a rough draft of your paper; the same rough draft should be attached to an email and sent to me before class starts. This rough draft must be the complete paper and follow all the above requirements for the paper. That is, it must be approximately 15 pages in length, typed, double-spaced, on clean typing / computer paper, paginated, and characterized by perfect spelling, grammar, and punctuation. It will have end/foot notes and bibliography (or parenthetical references and a reference list) formatted according to the style presented in Kate Turabian's Manual, 8th edition. The only difference between the rough draft and the final copy of the paper is that this rough draft may be changed after the instructor has read it and offered his comments. *Both* an electronic *and* a hard copy of this rough draft must be submitted must be given to the instructor. The electronic copy must be in MS Word 2007 or earlier (it must end in the extensions .doc or .docx.). As soon as possible --- no later than Nov. 17 ---- I will return this rough draft to you with comments.

On **December 4** you will submit the final copy of your paper. *Both* a digital *and* a hard copy of this paper must be given to the instructor: the digital copy should be an attachment to an email sent to me before the beginning of class and the hard copy of the paper must be given to the instructor at the beginning of class. The electronic copy must be in MS Word 2007 or earlier (it must end in the extensions .doc or .docx.) This final copy must incorporate corrections made the rough draft, must be approximately 15 pages in length, typed, double-spaced, on clean typing / computer paper, paginated, and characterized by perfect spelling, grammar, and punctuation. It will have end/foot notes and bibliography (or parenthetical references and a reference list) formatted according to the style presented in Kate Turabian's Manual, 8th edition (if the form of the notes / bibliography or parenthetical references/reference does not closely follow Turabian form, the grade of the paper will fall one entire grade; e.g. from an original B+ to C+). Remember to keep a copy of the final paper for yourself. I will return the paper to you at the final exam with a grade and comments.

Your paper will be graded on the following five criteria: (1) Regarding the thesis statement: it must be plausible, insightful, clear, and arguable (not obvious, a statement of fact, or a personal statement); (2) Regarding the argumentation: The argumentation should be clear, coherent, and logical, should display critical thinking, should avoid simple description, and should diffuse counter arguments; (3) Regarding content and sources: The content should have depth, engage the issues, recognize the presuppositions, and be relevant to the course. The amount and kind of sources should reflect the perspectives found in the theological community; (4) Regarding organization and structure: The paper should be well organized. There should be clear and paragraphs; it should have strong topic sentences and transitions. (5) Regarding mechanics: Grammar, punctuation and spelling should be perfectly correct. The Turabian style for bibliography and foot/endnotes or reference list and parenthetical references must be followed flawlessly.

The grade for the paper will count for 20% of your final grade.

4. Quizzes on Names, Concepts, and Terminology: In this class students are required to know a substantial number of names, concepts and terms associated with Christological heresies, doctrines, and dogma. So that this material is not left for the final exam, when some have sometimes experienced it to be burdensome, four online quizzes will be given on this material on our Populi course. Each quiz will be available on our Populi course the day after the material on

which it is based has been discussed in class (see the schedule of quizzes below). From that point on, it will be available 24 hours a day, 7 days a week, and you may take it when you feel ready. However, you must complete it by the day before the final exam, that is, by 11:59 p.m. on Sunday, December 10. Any quizzes not completed before that time, on that day, will be given a grade of F (0).

Once you open a quiz, you will have only one hour to finish it. You may not save your work and return to it, as the quizzes are "forced finish". You will receive your score immediately after completion of each quiz. Students who do not have internet access readily available to them may take their quizzes on the computers in the Maida Alumni Library. The librarian will clear computers for this purpose.

Each quiz counts for 10% of the final grade. Only three quizzes will count for the final grade. The quiz with the lowest score will be dropped. However, you must take all 4 quizzes and you must pass them all with a minimum score of C (2.0 on a 4.0 scale / 70% on a 100-point scale) or you will receive a failing grade for all quizzes, as you will not have proven that you have a minimum knowledge of heresies, doctrines and dogmas regarding Christology. If you obtain 100% on all four quizzes, the extra 100% will count as extra-credit (it will be added as an additional 10% of the final grade beyond the normal 100%.)

Students will be able to take two practice quizzes on Populi to familiarize themselves with its quiz-taking function.

A study sheet will be distributed for each quiz. Questions from the quizzes will be taken exclusively from those sheets.

Here is the tentative schedule of quizzes:

Quiz on the full divinity of Christ: opens midnight, Oct. 10 and closes Dec. 10, 11:59 p.m.

Quiz on the full humanity of Christ: opens midnight, Oct. 17 and closes Dec. 10, 11:59 p.m..

Quiz on the union of the full divinity and full humanity of Christ: opens midnight, Oct. 24 and closes Dec. 10, 11:59 p.m.

Quiz on medieval heresies, doctrines, and dogma and on particular questions (e.g. Jesus' self-knowledge): opens midnight, Oct. 31 and closes Dec. 10, 11:59 p.m.

It may be worth mentioning that the quiz function of Populi has many safeguards against cheating: e.g. the order of questions is shuffled differently for each quiz-taker; the order of answers within each question is shuffled differently for each quiz-taker; etc... Some of these safeguards are only visible to the instructor.

5. Final Comprehensive Exam: So that you may have the opportunity to summarize and synthesize the material of the course as well as have your learning assessed by an attentive listener / reader, you will be given a final comprehensive exam. This exam serves the crucial and irreplaceable function of challenging you to formulate your own answers to questions and issues raised in class and to create a general vision of Jesus Christ for yourself. Further details on these exams will be given as we approach the respective dates. I anticipate the exams being offered in either oral or written form, according to the student's choice. As a way of assisting students to prepare for the final exam, comprehension questions for that exam will regularly be given the week after the class to which the questions are directed.

The final exam is officially scheduled for **Dec. 11**. It will count for 50% of your final grade.

XV. Grading

Your final grade will be calculated according to this breakdown of percentages:

Final Comprehensive Exam:	50%
Each of Three Quizzes	10% (for a total of 30% for all quizzes together)
Research Paper	20%

XVI. Notice of Change: The information in this syllabus is subject to change. The professor reserves the right to make any necessary changes.