

**Course Syllabus**  
Saints Cyril and Methodius Seminary  
3535 Indian Trail  
Orchard Lake, MI 48324

**I. Course Number and Title:** ST 721 Theological Anthropology and Eschatology

**II. Instructor:** Gregory A. Banazak; Phone: (248) 683-0419 (direct line to office); e-mail: gabanazak@yahoo.com (=best way to reach me).

**III. Semester:** Winter, 2018

**IV. Day, Time And Place:** The course runs from the week of January 8 through the week of April 30. It will close at 11:59 p.m. on Wednesday, May 2. There will be activities online at least once a week.

**V. Credit Hours:** 3

**VI. Delivery System:** This course will be entirely on line. We will never meet as a class. During the first part of the semester (January and February), there will be due dates for four blogs and two quizzes. During the second part of the semester (March and April), students will cover the material at their own pace, so long as they finish all assignments (= readings and 3 quizzes) by 11:59 p.m. on May 2.

**VII. Course Description:** A theological consideration of the human person from the perspective of scriptural, traditional, and contemporary Magisterial reflections. Human origins, human dignity, and original sin treated in the light of the theology of creation and current theories of cosmology. The life of grace and human freedom in relation to the incarnation and the redemptive work of Jesus Christ. Human nature and gender differences, and eschatology from an anthropological perspective.

**VIII. Student Learning Outcomes:**

1. to understand central concepts in Catholic doctrine and theology about the human person in the context of their historical development
2. to demonstrate critical thinking in theological anthropology, that is, the capacity to identify, analyze, and evaluate assumptions, methods, and sources in theological discussion about the human person
3. to become uncomfortable with the limitations of one's current thinking about the human person in the light of faith, and develop one's thinking with clarity, logic, coherence, and accuracy
4. to appreciate more profoundly the mystery, graciousness, and relevance of God's action in creation, grace, and the consummation of creation and history

**IX. Thematic Outline of the Course**

0. Introduction to Course

1. Protology

1.1 The Creation of the World

1.1.0 Prolegomenon on The Relationship of Science and Religion

1.1.1 Scripture, Tradition, and Magisterium on the Creation of the World

1.1.2 Catholic Faith and Contemporary Scientific Cosmologies

- 1.2 The Creation of the Human Being
  - 1.2.1 Scripture, Tradition, and Magisterium on the Creation of the World
  - 1.2.2 The Creation of the Human Being and Evolution

## 2. Theology of Grace

- 2.1 Scripture
- 2.2 The Early Fathers of the Church
- 2.3 Augustine (with special discussion on Original Sin)
- 2.4 Thomas Aquinas
- 2.5 Hildegard of Bingen
- 2.6 Martin Luther
- 2.7 The Council of Trent
- 2.8 Post-Tridentine Disputes (Molinism, Jansenism, B  n  zianism, Quietism, etc...)
- 2.9 Karl Rahner
- 2.10 Liberation Theology

## 3. Eschatology

- 3.0 Introduction
  - 3.0.1 The History of Eschatology
  - 3.0.2 Philosophical Basis
  - 3.0.3 The Theology of History
- 3.1 The Individual Dimension of Eschatology
  - 3.1.1 Death
  - 3.1.2 The Intermediate State
- 3.2 The Historical and Cosmic Dimensions of Eschatology
  - 3.2.1 The Parousia
  - 3.2.2 The Resurrection of the Dead
  - 3.2.3 Final Judgment
  - 3.2.4 Hell, Purgatory, Heaven

### **X. Required Texts**

Zachary Hayes. Gift of Being: A Theology of Creation. Collegeville, MN: Liturgical Press, 2001. ISBN: 9780814659410.

Elizabeth Dreyer. Manifestations of Grace. Wilmington, DE: Michael Glazier, Inc., Liturgical Press, 1990. ISBN: 9780814657591.

Joseph Ratzinger. Dogmatic Theology: Eschatology --- Death and Eternal Life. 2<sup>nd</sup> edition. Translated by Michael Waldstein and Aidan Nichols. Washington, D.C.: Catholic University of America Press, 2007. ISBN: 978-0813215167.

Heinrich Denzinger and Peter H  nerman, eds. Enchiridion Symbolorum: A Compendium of Creeds, Definitions, and Declarations of the Catholic Church. 43<sup>rd</sup> ed. San Francisco: Ignatius Press, 2012. ISBN: 978-0898707465

Readings will also be assigned from works listed in the Course Calendar, which will be distributed in class.

## **XI. Magisterial Documents Read in This Class:**

Council of Nicaea I. Creed

Lateran IV. Creed

Council of Florence. Decree for the Copts.

Vatican I. Dei Filius.

John Paul II. "Letter to the Director of the Vatican Observatory.

John Paul II. "Message to the Pontifical Academy of Sciences." (October 22, 1996).

The Council of Trent. Decree on Original Sin.

The Council of Trent. Decree on Justification.

Lutheran World Federation and the Roman Catholic Church. "Joint Declaration on the Doctrine of Justification." (October 31, 1999).

Vatican II. Gaudium et spes.

The Council of Trent. Decree on Purgatory.

Sacred Congregation for the Doctrine of the Faith. "Document on Certain Questions Regarding Eschatology." (May 17, 1979).

**XII. Learning Methodologies:** A basic cycle of activities will be followed in the first part of the semester (January and February). Firstly, a reading and set of notes will be distributed for a lesson. Students will then be asked questions about these reading and notes; they will enter their responses on blogs. Finally, they will take quizzes that review their knowledge of the reading and notes as discussed on the blogs.

In the second part of the semester (March and April), a slightly different cycle of activities will be followed. Firstly, a reading and set of notes will be given for a lesson. Secondly, student will receive a list of possible questions for those readings and notes. Finally, they will take a quiz that review their knowledge of the reading and notes according to the list of possible questions distributed to them. This cycle will be followed three times.

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

## **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 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. 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.

4. 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.

5. 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 have list assigned readings for the semester in the below course calendar.

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.

2. **Quizzes:** The main assignment for this course will be the completion of five quizzes. Each quiz will be focused exclusively on two week's worth of course material. The quizzes will examine your comprehension of that course material.

In regards to their format, each quiz will be exclusively multiple-choice, consist of approximately 20 questions, and forced-finish and timed for one hour (that is, after opening a quiz you must finished within one hour). Beforehand, you will be given preparation aids for the quizzes: the preparation aids for first two quizzes will be the blogs, each of which corresponds to a different quiz; the preparation aids for the last three quizzes will be study sheets for each quiz. When answering the quizzes, you may use no notes, books, other individuals, the internet, or anything other than the understanding in your head. In any event, the amount of questions given and the amount of time allotted would make impracticable use of any resource other than the understanding of course material in your own head.

Your grade for each quiz will count for 16% of your final grade for this course.

The first two quizzes will be special, mainly because this may be the first online class for most students and they need to know (1) how to budget their time for online classes and (2) how to study for online classes. Each of these first two quizzes will be preceded by a blog in which students are asked to discuss the material of the two classes on which each of the quizzes will be based (to be sure that students know how to study the material) and will be offered within a specific amount of time (1 week from the close the quiz' blog) so that students know how to take them and budget their time efficiently. For further information on the Blogs, see below.

Hence **Quiz #1** will be preceded by Blog #1. The blog and quiz will focus on the creation of the world and the creation of the human being. This quiz will be open only from Jan. 29 to Feb. 4 (it must be finished by 11:59 p.m. on Feb. 4) or you will receive a failing grade for it). Your grade for the quiz will appear in the Grade Center of your Populi account immediately after you complete the quiz. You may examine your answers to the quiz (to see exactly which were correct and which, if any, were incorrect) anytime after 11:59 p.m. on Feb. 4

**Quiz #2** will be preceded by Blog #2. The blog and quiz will focus on Grace in Scripture, the Early Fathers of the Church, and Augustine. This quiz will be open only from Feb. 19 to Feb. 25 (it must be finished by 11:59 p.m. on Feb. 25 or you will receive a failing grade for it). Your grade for the quiz will appear in the Grade Center of your Populi account immediately after you complete the quiz. You may examine your answers to the quiz (to see exactly which were correct and which, if any, were incorrect) anytime after 11:59 p.m. on Feb. 25.

Completion of the last three quizzes will be left to your discretion. You may take the quizzes in any order and at any time between Mar. 5 and the end of the course, which we understand to be 11:59 p.m. on May 2. That is, **Quiz #3** will focus on Aquinas, Hildegard of Bingen, Martin Luther, and the Council of Trent (and will be preceded by a study sheet for that material). It will open on Mar. 5 and must be taken

anytime before 11:59 p.m. on May 2. **Quiz #4** will focus on post-tridentine disputes, Karl Rahner, and liberation theology (and will be preceded by a study sheet for that material). It will open on Mar. 5 and must be taken anytime before 11:59 p.m. on May 2. **Quiz #5** will focus on eschatology (and will be preceded by a study sheet for that material). It will open on Mar. 5 and must be taken anytime before 11:59 p.m. on May 2. Your grades for Quizzes #3, 4, and 5 will appear the Grade Center of your Populi account immediately after you take each quiz. However, because of the need to protect academic integrity, you will not be able to examine your answers to these quizzes (to see exactly which were correct and which, if any, were incorrect) until after 11:59 p.m. on May 2 or after all students have completed one of these quizzes (the instructor will make an announcement on Populi if this happens for Quizzes #3, 4, or 5 before 11:59 p.m. on May 2).

Please note that while you must take all the quizzes and pass them (passing means 70% minimum), the lowest quiz score is dropped.

3. **Blogs:** Students are required to participate in four blogs, each of which will last for only one week. These blogs have two goals: (1) provide the opportunity for us to discuss material as a class; (2) ensure that students understand how to study for an online course and how to budget time for an online class. They will consist of questions about the previous weeks' worth of material which students will have to answer in preparation for quizzes #1 and 2.

Blog #1 will be open between Jan. 15 and Jan. 28. It will focus on the creation of the world and of the human being. Each student must do two tasks: (1) answer questions assigned to him/her about the course material; (2) respond at least once to at least one other student's answer to one question about the course material. These tasks will be graded according to their completion, their accuracy (vis-à-vis the course material), clarity of expression, and insightfulness. Your grade for this blog will count for 10% of your final grade for the course.

Blog #2 will be open between Feb. 5 to Feb. 18. It will focus on grace in Scripture, the early Fathers, and Augustine. Each student must do two tasks: (1) answer questions assigned to him/her about the course material; (2) respond at least once to at least one other student's answer to one question about the course material. These tasks will be graded according to their completion, accuracy (vis-à-vis the course material), clarity of expression, and insightfulness. Your grade for this blog will count for 10% of your final grade for the course.

## **XV. Grading**

Your final grade will be calculated according to this breakdown:

5 Quizzes --- 16% ea. --- total of 80% of final grade

4 Blogs --- 5% ea. --- total of 20% of final grade

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

## **XVII. Course Calendar**

*Lesson 1 (week of January 8) - Introduction and Orientation*

Read: Course Syllabus and "Lesson 1" distributed by email

*Lesson 2 (week of Jan. 15) - Protology: The Creation of the World (Blog#1 opens on Jan. 15)*

Read: Instructor's notes (*available online in Lesson 2 of Populi*)  
and

Hayes, The Gift of Being, 5-69.

and

Denzinger and Hünerman, eds. Enchiridion symbolorum, n. 10 (=Hippolytus of Rome: *traditio apostolica*); n. 125 (First Council of Nicaea, Nicene Creed); nn. 800-802 (Fourth Lateran Council, Chapter 1: The Catholic Faith [*Definition against the Albigensians and the Cathars*]); nn. 1330-1335 (Council of Florence, Bull of Union with the Copts and the Ethiopians *Cantante Domino*); nn. 3000-3045 (First Vatican Council, Dogmatic Constitution *Dei Filius* on the Catholic Faith).

*Lesson 3 (week of Jan. 22) - Protology: The Creation of the Human Being (Blog# 1 closes at 11: 59 p.m. on Jan. 28)*

Read: Instructor's notes (*available online in Lesson 3 of Populi*)

and

Hayes, The Gift of Being, 71-85.

and

Denzinger and Hünerman, eds. Enchiridion symbolorum, nn. 3895-3897 (=sections from Pius XII, Encyclical *Humani generis*).

*Lesson 4 (week of Jan. 29) - Quiz #1 on Lessons 2 and 3 (Quiz #1 closes at 11: 59 p.m. on Feb. 4)*

*Lesson 5 (week of Feb. 5)- Grace: Scripture; the Early Fathers of the Church (Blog#2 opens on Feb. 5)*

Read: Instructor's notes (*available online in Lesson 5 of Populi*)

and

Dreyer, Manifestations of Grace, 39-64.

*Lesson 6 (week of Feb. 12)- Grace: Augustine (Blog#2 closes at 11:59 p.m. on Feb. 18)*

Read: Instructor's notes (*available online in Lesson 6 of Populi*)

and

Dreyer, Manifestations of Grace, 65-81.

and

Hayes, The Gift of Being, 87-99.

*Lessons 7 (week of Feb. 19) - Quiz#2 on Lessons 5 and 6 (Quiz #2 closes at 11: 59 p.m. on Feb. 25)*

*Lesson 8 – Grace: Aquinas; Hildegard of Bingen*

Read: Instructor's notes (*available online in Lesson 8 of Populi*)

and

Constant Mews, "Religious Thinker: 'A Frail Human Being' on Fiery Life," in Barbara Newman, ed., Voice of the Living Light: Hildegard of Bingen and Her World (Berkeley: University of California Press, 1998), 52-69. *Instructor will post a pdf file of this reading on lesson 8*

and

Benedict XVI. "Lux sui populi: Apostolic Letter Declaring Hildegard of Bingen, Professed Nun of the Order of St. Benedict, a Doctor of the Church (October 7, 2012)." Can be found at [http://www.vatican.va/holy\\_father/benedict\\_xvi/apost\\_letters/documents/hf\\_ben-xvi\\_apl\\_20121007\\_ildegarda-bingen\\_en.html](http://www.vatican.va/holy_father/benedict_xvi/apost_letters/documents/hf_ben-xvi_apl_20121007_ildegarda-bingen_en.html)

*Lesson 9 - Grace: Martin Luther and the Council of Trent*

Read: Instructor's notes (*available online in Lesson 9 of Populi*)  
*and*

Dreyer, Manifestations of Grace, 126-149.  
*and*

Denzinger and Hünerman, eds. Enchiridion symbolorum, nn. 1510-1583 (Session 5, "Decree on Original Sin"; and Session 6: "Decree on Justification")

**Quiz #3** on Lessons 8 and 9 (taken at student's discretion after March 5 but must be finished by 11:59 p.m. on May 2)

*Lesson 10 – Grace: Post-Tridentine Disputes; Karl Rahner*

Read: Instructor's notes (*available online in Lesson 10 of Populi*)  
*and*

Dreyer, Manifestations of Grace, 149-155.  
*and*

Karl Rahner, "Reflections on the Experience of Grace," in idem, Theological Investigations, Vol. 3, trans. Karl-H. and Boniface Kruger (1967), 86-90. *Instructor will post a pdf file of this reading on lesson 10.*

*Lesson 11 --- Grace: Liberation Theology*

Read: Instructor's notes (*available online in Lesson 11 of Populi*)  
*and*

José Ignacio González Faus, "Anthropology: The Person and the Community," trans. Colette Joly Dees, in Ignacio Ellacuría and Jon Sobrino, editors, Mysterium liberationis: Fundamental Concepts of Liberation Theology (Maryknoll, NY: Orbis Books, 1993), 497-521. *Instructor will post a pdf file of this reading on lesson 11.*

*and*

José Ignacio González Faus, "Sin," trans. Dinah Livingstone, in Ignacio Ellacuría and Jon Sobrino, editors, Mysterium liberationis: Fundamental Concepts of Liberation Theology (Maryknoll, NY: Orbis Books, 1993), 532-542. *Instructor will post a pdf file of this reading on lesson 11.*

*and*

José Comblin, "Grace," trans. Dinah Livingstone, in Ignacio Ellacuría and Jon Sobrino, eds., Mysterium liberationis: Fundamental Concepts of Liberation Theology (Maryknoll, NY: Orbis Books, 1993), 522-532. *Instructor will post a pdf file of this reading on lesson 11.*

**Quiz #4** on Lessons 10 and 11 (taken at student's discretion after March 5 but must be finished by 11:59 p.m. on May 2)

*Lesson 12 --- Eschatology: Introduction; Personal Dimension*

Read: Instructor's notes (*available online in Lesson 12 of Populi*)  
*and*



Ratzinger, Eschatology, pp. 1-4, 69-164.  
*and*

Denzinger and Hünerman, eds. Enchiridion symbolorum, nn. 4650-4659 (Letter of Sacred Congregation for the Doctrine of the Faith to All Bishops, *Recentiores episcoporum synodis*, May 17, 1979 [*Questions on Eschatology*])

*Lesson 13* --- Eschatology: Cosmic and Historical Dimensions

Read: Instructor's notes (*available online in Lesson 13 of Populi*)  
*and*  
Ratzinger, Eschatology, pp. 165-241.

**Quiz #5** on Lessons 12 and 13 (taken at student's discretion after March 5 but must be finished by 11:59 p.m. on May 2)

The course officially ends at 11:59 p.m. on May 2.