COURSE SYLLABUS
ECCLESIOLOGY
RGT 3410/6410 | HS | Mondays 11am to 1pm
Winter, 2014

Prof. John D. Dadosky, Ph.D., S.T.D.
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By appointment
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Description
This course will provide an introduction to the theology of the Church and the Church’s understanding of itself as a principal mediator of the mystery and grace of God in the world. The approach of the course will be threefold: 1) a study of the historical development of ecclesial structures with special emphasis on understanding the ecclesiology of the second Vatican Council. This will include, a discussion of some pertinent issues arising from the Council such as the magisterium, collegiality, and ministry; 2) an understanding of the diverse ‘theologies’ of Church through some of the primary images and models in which it understands itself; and 3) an attempt to understand the ecumenical emphasis of Vatican II that has given rise to a renewed interest in interdenominational—interreligious dialogue, mission and inculturation, and the emergence of contextual approaches such as the feminist and liberationist methodologies.

Course Outcomes:
Basic Degree:
-Students will be able to identify basic terms and themes in ecclesiology for students moving toward comprehensive exams and those wanting a basic introduction to the theology of the Church.
-Students will become familiar with some of the principle players in contemporary ecclesiological reflection.
-Students will be able to reflect critically on the foundations for a systematic ecclesiology.
-Students will be able to identify some of the methodological issues involved for a post-Vatican II theology of Church and the advancement of the social teaching of the Church.

Advanced Degree:
-Students will begin to understand the historical and theological underpinnings of the Church’s self-constitution, nature and mission.
-Students will be able to critically engage principal authors in ecclesiology.
-Students will creatively engage some of the tensions arising from this paradigm shift in the Church’s self-understanding at Vatican II.
-Students will learn various methodologies of some of the prominent ecclesiology.
- Students will be able to write a book review and work towards a scholarly published research.

**Principle texts:**
1.) Articles provided.

**Recommended Secondary Reading (on reserve):**
1.) Henri deLubac, *The Splendor of the Church* (Required for AD Students)
4.) Richard McBrien, *The Church: The Evolution of Catholicism*

**Course Requirements:**
Based on the following: 2 page outline and presentation (10%), 1 book review/models paper (30%), and Final take home exam (40%), class participation (20%).

**Advanced Degree:** 1/book review/models paper (20%), presentation (20%), final paper (40%) class participation and special advanced degree tutorial sessions (20%)

Participation takes into consideration effort, preparedness, participation, and enthusiasm of the student.

Please Check Blackboard website periodically for updates:

**Attendance and Extensions:** Students are encouraged to be on time for class and return promptly after each 5 minute break. If you are going to miss a class please send me an email and let me know. Extensions are granted on a case by case basis at Professor's discretion, SDF’s are given in exceptional circumstances. Late papers are subject to 10% per week deduction.

**Class Preparation:**
Readings will be assigned each week as obligatory preparation for class discussion. Written assignments will also act as a basis for class discussion.

Please, papers should be type-written, doubled spaced, right-justified only, and one inch margins on all sides and no more than 12 characters per inch. Do not exceed page limit. Extensions for assignments are to be negotiated with the professor prior to the due-date. All sources must be documented in accord with accepted academic practices such as that described in Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 5th Edition. Chicago: University of Chicago Press, 1987. For additional assistance, consult [http://www.utoronto.ca/writing/](http://www.utoronto.ca/writing/)
Texting and Internet surfing during class is prohibited.

**Course Outline**

**JANUARY 6: SESSION 1**
**DEFINITIONS, INTRODUCTION TO MODELS OF CHURCH, TOWARDS A SYSTEMATIC ECCLESIOLOGY**

**Reading:**

**Supplemental:**

**Guiding Questions:** a.) What is ecclesiology? b.) What are some of the basic presuppositions for approaching the Church? c.) What are some of the challenges to the Church today?

**JANUARY 13: SESSION 2 THE CHURCH OF THE NEW TESTAMENT; MODELS: CHURCH AS SACRAMENT**

**Reading:**

**SUPPLEMENTAL:**
- George Tavard, The Church, Community of Salvation, Chapter 5, “Images.”
- Raymond E. Brown, SS. “Early Church.” *New Jerome Biblical Commentary,*
Guiding Questions:

a.) Did Jesus intend to found a Church?  
b.) Explain the significance of the term *ecclesia* for understanding the relationship between Christianity and Judaism.  
c.) What conclusions can be drawn from the New Testament Churches?  
d.) What are the distinctive characteristics of the Petrine, Johannine, Pauline, and Marian archetypical experiences of Christ? (i.e. Balthasar Reading)

**JANUARY 20 SESSION 3: THE CHURCH IN THE EARLY AND MIDDLE AGES; MODELS: CHURCH AS MYSTICAL COMMUNION**

Reading:

Supplemental:

Guiding Questions:

a) What does the Church as *societas perfecta* mean? How do you think this has been misinterpreted? How might it be properly interpreted?  
b.) What are the two churches Balthasar refers two? Who represents each? How are they related?

**JANUARY 27, SESSION 4 THE DIVIDED CHURCH: EASTERN SCHISM/ PROTESTANT REFORMATION MODELS: CHURCH AS HERALD/ TRENT**

Required:

Supplemental:
-Sanks, Salt, Leaven, and Light, pp.72-87.

Guiding Questions:
a.) What was the filioque controversy and what role did it have in the East-West relations?  b.) List two of Luther’s complaints against the Church.? Are you in sympathy with him on these complaints?
c) What are the two Churches for Lossky? Explain.

FEBRUARY 2, SESSION 5 THE AUTHORATIVE CHURCH: INFALLIBILITY, MODELS: CHURCH AS INSTITUTION/ MOHLER’S TWO ECCLESIOLOGIES
Required:

Supplemental:
-George Tavard, Community of Salvation, Chapter 9: “Magisterium.”

Guiding Questions:
Is every word that comes out of the Pope’s mouth infallible? What are the conditions for papal infallibility?  How many formal infallible pronouncements have there been?

FEBRUARY 10, SESSION 6 VATICAN COUNCIL II: LUMEN GENTIUM MODELS: COMMUNITY OF DISCIPLES
Required:
- Bernard Lonergan, “Pope John’s Intention,” in *A Third Collection*.

Supplemental for both Sections:

Guiding Questions:
a.) According to Dadosky, what made Vatican II different from other councils that preceded it?  b.) What is the paradigm shift in emphasis in the Church’s self-understanding that was formally inaugurated by Vatican II?  c.) How does *Lumen Gentium* view the relationship between the Church of Christ and the Catholic Church? Why do you think this is significant?

FEBRUARY 17       READING WEEK (ALL STUDENTS)

FEBRUARY 24: SESSION 7       THE SOCIAL CHURCH: VATICAN COUNCIL II: CHURCH IN THE MODERN WORLD MODELS: CHURCH AS SERVANT

Required:
- *Gaudium et Spes*. Selections.
- excerpts: *Best Kept Secret*

Supplemental
- Patrick D. Brown, “‘Aiming Excessively High and Far’: The Early Lonergan and the Challenge of Theory in Catholic Social Thought”, *Theological Studies* 72/3 (September, 2011).

Guiding Questions:
a.) Does *Gaudium et Spes* condemn anything?  If so, what is it?  b.) Name and describe two of the useful norms that *Gaudium et Spes* espouses for International Cooperation at the Economic level.
MARCH 3, SESSION 8  THE CHURCH AS ONE AND MANY,  MARKS OF THE CHURCH

Required:
- George Tavard, *The Church, Community of Salvation*, Chapter 9, “Conciliarity.”
- Dulles, *Models*: Chapter 8: “The True Church.”
- John P. Galvin, “Outside the Church” in Phan’s *Gift of the Church*.

Supplemental:

Guiding Questions:
a.) For Tavard, do Christians *believe in* the Church or do they *believe* the Church? Explain his argument. b.) What are the marks of the church? Describe *one* of them in detail. c.) Explain, for Tavard, what is the best way to understand the four marks.

MARCH 10, SESSION 9  THE CHARISMATIC CHURCH: MINISTRY AND MISSION

Required reading:
- John Ford. “Ministries in the Church.” In Phan’s *The Gift of the Church*.

Supplemental:
- George Tavard, The Church, Community of Salvation, Chapter 8.

Guiding Questions:
From John Coleman’s article on ministry: What is the essential “opening to ministry” according to Coleman? Based on the reading, speculate on the implications of this “opening” for a theology ministry.
MARCH 17, SESSION 10  THE CHURCH IN DIALOGUE
FOUNDATIONS FOR ECUMENISM AND
INTERRELIGIOUS DIALOGUE

Reading:
- Dulles, Models, Chapter 9, “The Church and the Churches.”
- “Catholic-Orthodox Declaration.” Documents of Vatican II,
- John D. Dadosky, “Methodological Presuppositions for Engaging the Other in a Post-
Vatican II Church: Contributions from Ignatius and Lonergan.” Journal of Inter-
Religious Dialogue (March, 2010): 9-24; follow the link from my faculty profile
page to download.

Supplemental:
- Vatican II: Decree on Ecumenism; Decree on Non-Christian Religions;
- George Tavard, The Church, Community of Salvation, Chapter 11 and 12

Guiding Questions:
According to Tillard (“We are Different”) what is the essential obstacle that continues to
prevent the communion between the Roman Catholic, Protestant, and Orthodox
Churches. Briefly explain the difference between the Roman Catholic Church and the
Eastern Orthodox Church. Explain the difference between the Roman Catholic Church
and the Protestant Churches.

MARCH 24, SESSION 11  POLITICAL ECCLESIOLOGIES:
FEMINIST/LIBERATION

Required:
- Mary E. Hines. “Community for Liberation: Church.” In Catherine
  Mowry LaCugna, Ed. Freeing Theology: The Essentials of Theology in Feminist
- Sarah Butler, “Women in the Church.” In Phan’s The Gift of the Church.

Supplemental:

Guiding Questions:
Pay attention to the interpretive emphases of each of the authors. What are their
presuppositions, methods, etc.?

MARCH 31, SESSION 12  INCULTURATION, ROLE OF MARY AND
FINALITY OF THE CHURCH,

Required:
- Dulles, Models, Chapter 7, “The Church and Eschatology.”


-Frederick M. Jelly, “Mary and the Church.” In Phan’s *Gift of the Church*.

Supplemental:

-George Tavard, *The Church, Community of Salvation*, Chapter 14: “Tomorrow’s Church.”

**Guiding Questions:**

Explain what Karl Rahner in “Towards a Fundamental Interpretation of VII” means by World Church. What is significant of the Third Epoch? If he is correct, can you think of any implications for the future of the Church? What is the Community of the Church in the future going to look like according to Rahner’s speculative essay? Is this a Blissful Utopia or Nightmare, in your opinion?

**Assignments**

**Assignment #1:** Due on date assigned (2 page outline, maximum)

Select one of the *Models of Church* (Assigned on day 1): Church as: Sacrament, Mystical Communion, Institution, Servant, Community of Disciples; Presentations begin second class.

**Assignment 2:** Book Review: Due at beginning of class March 3 (5 pages)

Choose ONE book from the list below (We can negotiate an alternative from the bibliography). Read it. Summarize the main themes/arguments of the book. What are its strengths/weaknesses? Where would it fit with Dulles’ 6 models? 5 minute summary to be presented to class on March 2nd.

**Reading List: Ecclesiology**

1.) Dulles, Avery. *The Resilient Church*
2.) Congar, Yves. *Lay People in the Church*.
4.) Congar, Yves. *Church and the Mystical Body of Christ*. SMC.


12.) Hans Küng. *Infallibility*.


14.) Leonardo Boff. *Church: Charism and Power*.

15.) Leonardo Boff: *Ecclesiogenesis*.

16.) Dennis Doyle, *Communion Ecclesiology*.


26.) __________, *Communion and Otherness: Further Studies in Personhood and the Church* Continuum International Publishing Group, Limited, 2006

27.) Richard McBrien: *The Church: The Evolution of Catholicism*

28.) John O’Malley: *What Happened at Vatican II?*


Citations: Fully cite the book you are reviewing in a footnote. Then after that you can cite parenthetically as follows: (Segundo, 45). If you are citing Dulles’ *Models of Church*, you can cite parenthetically at the end of cited passage. Example: (Dulles, *Models*, 35).

**Guidelines for Papers:**
I will use the following criteria to organize my feedback on ALL reflection papers. The categories are not weighed equally nor are they applied mechanically to calculate a grade.

- Introduction, clear statement of theme, approach, outcome
- Conclusion, clear summation of learning
- Use of relevant experience to inform the text, makes explicit reference to text
- Integrates references to affective and intellectual response
- Avoids anecdotal writing
- Synthetic interrelation of analytic insights
- Reflective awareness of spiritual, theological, methodological engagement
- Organization/coherence of ideas
- Analysis/critical thinking
- Clarity/style of presentation
- Mechanics (spelling, footnotes, bibliography)
- One inch margins, double spaced, 12 pt font, 5 space indent for new paragraph, right justification only.
- Sticks to the page lengths, does not exceed; please include page numbers on the bottom center.
- No contractions in the grammar
- Please use inclusive language except if you are quoting directly from a pre-inclusive source
- Footnotes only (no endnotes)

**Assignment 3: Take Home Exams (to be handed out in advance) due by electronic attachment on April 7th at 5pm Daily percentage points taken off for late exams.**
Academic Integrity

Academic integrity is a central value of academic life. Most students at the University of Toronto are academically honest and hard-working. There is, however, a very small group of students at the University who engage in dishonest practices which devalue and undermine the industriousness of other students and create an uneven playing field.

The University of Toronto has a framework for dealing with cases where academic integrity is breached. The Code of Behaviour on Academic Matters sets out the kinds of conduct that are considered to be academic offences and also the procedures to be followed when dealing with students suspected of committing an offence. The vast majority of these cases are dealt with at the divisional level and a variety of sanctions can be applied by the dean, depending on the nature and seriousness of the offence committed.

If the offence is particularly serious or the student has committed multiple offences and/or is a repeat offender or the student does not admit guilt, the case is referred to the Provost with a request that charges are laid. If this happens, then the case goes before the University Tribunal and is heard by a panel of 3 people – a faculty member, a student and a chair who is legally qualified.

The Code permits the Provost to publish the outcomes of the cases which go before the Tribunal and these cases will now be published on Blackboard. Names will be withheld and the reports will contain details about the charges, some circumstances of the case and the outcomes - such as an expulsion, suspension, or recall of the degree. The publication of Tribunal outcomes is intended to raise awareness of the importance of academic integrity and remind our community of the seriousness with which the University views such offences.

Cheryl Misak
Vice-President & Provost

Visit [http://www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) to review the Code of Behaviour on Academic Matters in its entirety.

(p) “plagiarism”. The present sense of plagiarism is contained in the original (1621) meaning in English: “the wrongful appropriation and purloining, and publication as one’s own, of the ideas, or the expression of the ideas ... of another.” This most common, and frequently most elusive of academic infractions is normally associated with student essays. Plagiarism can, however, also threaten the integrity of studio and seminar room, laboratory and lecture hall. Plagiarism is at once a perversion of originality and a denial of the interdependence and mutuality which are the heart of scholarship itself, and hence of the academic experience. Instructors should make clear what constitutes plagiarism within a particular discipline;

Summaries of Student Academic Misconduct Decisions 2009-10