

COURSE SYLLABUS
Lonergan's Method in Theology
RGT5578 HS L0101
Mondays, 4:30 pm to 6.30 pm

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Nature of the Course

Textual reading and discussion of Lonergan's *Method in Theology* with a view towards addressing an array of issues concerning method in the contemporary study of theology in the university setting. Examination of the foundations for theology and the various methodological disciplines and collaboration. Topics include: methodological relationship of subjectivity/objectivity, roles of research, history, criticism (dialectic), systematic theology, doctrines, interpretation (normative authority of certain texts), praxis, communication (scholarly reporting) meaning, culture, religion each as they pertain to method for theological reflection.

Course Outcomes:¹

- Students will begin to understand the significance of the historical, philosophical, and theological context for a renewed priority on method.
(ThM 1.1, 3.0; D. 1.1)
- Student's will be able to critically engage a principal author and primary source in the area of systematic theology (ThM 1.2; M, 1.1; D 1.1)
- Students will be able to identify some of the methodological and pastoral issues connected with theology (ThM 3.0; M, 1.2; D 4.3.1.3)
- Students will reflect on theological methodology in systematic theology (M 3.0; D. 1.1, 4.1.1)
- Students will be able to present critically and creatively on a selected area of research (M 1.2; D. 2.3-2.5; 4.3.1.1/1.2).
- Students will be able to write a scholarly paper and work towards published research (THM 2.3-2.5; M 2.4-2.6; D. 2.3-2.5).

Course requirements: The course will follow a lecture—discussion format. Grading is based (most approximately) on: Short paper (20%), final oral interview (20%) participation (20%) and final paper (40%). Participation takes into consideration effort, enthusiasm, and preparedness for class discussions.

Please log on to the Black Board site regularly to check for announcements.

¹ References to outcomes from the MA, ThM & doctoral handbooks, most recent editions. Available on the TST website.

Attendance and Extensions: Students are encouraged to be on time for class and return promptly after each ten 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. Please note TST new SDF policy.

Class Preparation:

Readings will be assigned each week as obligatory preparation for class discussion. From time to time individual students will be asked to prepare a précis (5 minutes) of a reading as a basis for class discussion.

Please, papers should be type-written, doubled spaced, leftt-justified only, and one inch margins on all sides and no more than 12 characters per inch (standard font size 12). 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*, latest edition. If your paper is using the same source repeatedly footnote the first citation in full, and write "henceforth cited parenthetically"; then proceed with parenthetical, last name with page number. Footnotes are to be used rather than endnotes.

Required reading:

Principle Text: Bernard Lonergan, *Method in Theology* (Toronto: University of Toronto Press, 1990). Ordered at Crux Books.

Course Outline

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| January 5 | Introductory: Context, Significance, Scope of project, Structure of project. |
| January 12 | Chapter 1: Method
Supplemental: Karl Rahner, "Theology and Anthropology." In <i>Theological Investigations</i> , vol. 9. Baltimore: Helicon, 1969, 28-45.
Bernard Lonergan "Philosophy and Theology",
<i>A Second Collection</i> . |
| January 19 | Chapter 2: The Human Good
Patrick H. Byrne (Boston College), "Which Scale of Value Preference? Lonergan, Scheler, von Hildebrand, and Doran" Dadosky (ed.) <i>Meaning and History in Systematic Theology</i> (Doran Festschrift) (Milwaukee: MU Press, 2009). |
| January 26 | Chapter 3: Meaning
Supplemental: Joseph Flanagan, SJ, "Lonergan's Philosophy of Art: From Verbum to Topics in Education", Dadosky (ed.) <i>Meaning and History in Systematic Theology</i> (Doran Festschrift) (Milwaukee: MU Press, 2009). |

- February 2 Chapter 4: Religion
Supplemental: John Dadosky, "Is There a Fourth Stage of Meaning?" *Heythrop Journal*, 51/5 (2010): 768–780.
- February 9 Chapter 5: Functional Specialties
Short Paper Due.
Supplemental:
J. H. Newman, "Theology: A Branch of Knowledge", excerpt from *Idea of a University*. <http://www.newmanreader.org/works/idea/discourse2.html>

Cyril Orji, *The Catholic University and the Search for Truth* (Anselm Academic, 2012).
- February 16 READING WEEK
- February 23 Chapter 6 and 7: Research and Interpretation (Short paper due)
Supplemental: Paul Ricoeur, *Interpretation Theory: Discourse and the Surplus of Meaning* (Forth Worth, Tx: Texas Christian University, 1976).
- March 2 Chapter 8 & 9: History and Historians
Supplemental: Karl Jaspers, *Origin and Goal of History* (New Haven, CT: Yale University Press, 1953).
- March 9 Chapter 10: Dialectic
Supplemental: John Dadosky "The Dialectic of Religious Identity: Lonergan and Balthasar," *Theological Studies* 60/1 (March 1999): 31-52.
- March 16 Chapter 11: Foundations
Supplemental: John Dadosky, "Desire, Bias and Love: Revisiting Lonergan's Philosophical Anthropology," *Irish Theological Quarterly*, 77/3 (2012): 244-64
Elizabeth A. Murray (Loyola Marymount University), "Unmasking The Censor," Dadosky (ed.) *Meaning and History in Systematic Theology* (Doran Festschrift) (Milwaukee: MU Press, 2009).
John Dadosky "Healing the Psychological Subject: Towards a Fourfold Notion of Conversion?" *Theoforum*, 35/1 (2004): 73-91
- March 23 Chapter 12: Doctrines
Supplemental: John Dadosky, "Woman Without Envy: Toward Re-conceiving the Immaculate Conception," *Theological Studies*, 72/1 March (2011): 15-40.

March 30

Chapter 13& 14: Systematics and Communications
Supplemental: Robert Doran, *What is Systematic Theology?*
(Toronto: UTP, 2005).

ASSIGNMENTS

Assignment #1: Critical textual engagement from a chapter (5 pages); **February 9**

Assignment #2 Final paper:

Option 1: What is Lonergan up to in the *Method in Theology*? (an exposition of the context, the movement in the six chapters and a critical reflection) 20 pages.

Option 2: Academic paper on a topic related to Lonergan's *Method in Theology*, 20-25 pages.

Final papers due, April 24th, 2014. Please submit all papers electronically in Word format.

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, left 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)

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> 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

