

COURSES FOR Graduate Students FALL 2015



DEPARTMENT OF THEOLOGY

GRADUATE LEVEL COURSERS FALL 2015 (UPDATED)

Please arrange to see you advisor sooner rather than later. If you are living out town or in another country, feel free to consult your Section Coordinator/Academic Advisor via email.

Dr. John McCarthy is the Section Coordinator of the Constructive Theology specialization & The Integrative Studies in Ethics and Theology (Theology) (ISET T)

Dr. William French is the Section Coordinator of the Christian Ethics specialization (PhD) & The Integrative Studies in Ethics and Theology (Ethics) (ISET E)

Dr. Thomas Tobin, SJ is the Section Coordinator of the Biblical Area specialization (New Testament & Early Christianity, PhD) (NT)

Dr. Mark McIntosh is the Academic Advisor for all Master's Level students in Theological Studies, Biblical Languages & Literature, Biblical Studies, Women and Gender Studies/Theology dual degree program and Christian Ethics. (TS, BLL, BS, and CE). He is also the Academic Advisor for all non-degree seeking students

Dr. Wendy J. Cotter, csj is the Graduate Programs Director

All graduate students must be registered for some type of class each and every semester unless they are on an approved for Leave of Absence. Failure to maintain continuous registration can result in expulsion from the program. All graduate students, regardless of their status (that is in course work, comps stage or dissertation stage) must seek the advice and approval of their section coordinator, academic advisor and/or the director of their dissertation prior to attempting to see Mrs. Wolf for registration. Registration begins on or around April 9, 2015 for the FALL 2015 semester.

NORMALLY: For permission to enter any upper level Theology course, please email theology@luc.edu with your full name, contact phone number, school ID and the list of classes you would like to have added. All students **MUST** see their DEPARTMENT adviser before sending this email.

405-001 Formation of the Pentateuch TTr 11:30-12:45 Dr. Robert DiVito (5429) combined with Theo 303 (Old Testament course) In this course students will explore the composition, thematic development, and theologies of the first five books of the Bible--the Torah, or Pentateuch Together these books comprise the most revered part of the Hebrew Bible, the foundational story of the Christian Old Testament. After reviewing the traditional documentary hypothesis and recent challenges to it, the course will proceed to a close reading and literary-critical analysis of significant portions of the Pentateuch and its dominant theological themes.

Two goals inform the approach taken in class. These are: (1) to develop a habit of close and precise reading, such that one can grasp in its main lines the original message of the Pentateuch and the impact it had; and (2) to encourage class members to articulate in a contemporary idiom what these scriptures have to "say" today and what theological questions

COURSES FOR Graduate Students FALL 2015

emerge from the text. To achieve these goals, throughout the course emphasis will be on developing basic exegetical skills and learning what is involved in a *critical* reading of the text. In addition, class time each week will be dedicated to an explicit consideration of the material's theological significance. **Required Texts for Purchase (Tentative):** Norman Habel, *Literary Criticism of the Old Testament*. Fortress Press: Philadelphia, 1971. Gene M. Tucker, *Form Criticism of the Old Testament*. Fortress Press: Philadelphia, 1971.

Course Requirements:

1.) In addition to the required texts (above), assigned readings each week from the Pentateuch as well as from journals and other secondary sources designed to supplement the reading of the Bible. A copy of the latter will generally be made available on Sakai.

2) Occasional, short written assignments to be done in preparation for class. These are no more than a half page in length and are based on the reading of a text to be treated in class.

3) Depending on class numbers, two students each week will guide the class in one 15-20 minute discussion focused on the theological implications of what is being read. Typically, student "guides" make available prior to the class a brief summary (no more than 1 page) of at least some of the principal points made the previous week and develop from this 1 or 2 questions for class discussion.

4) An exegetical paper, following the prescribed format (10 pages). Through the course of the semester a written digest of the work done on one of the exegetical tasks that make up the final exegesis is presented to the instructor for critique. .

5) A mid-term and final examination.

Approximate weight given to the course requirements: (1) Leading of discussion, written assignments, and participation in the course (15%); (2) exegetical paper (30%); and (3) midterm and final examination (25% and 30%).

420-001 Seminar: Apostolic Fathers Fridays 11:30-2 Dr. Edmondo Lupieri (5439) combined with Theo 519 (New Testament Course)

The purpose of this seminar/course is to analyze the complexity and transformations of early Christian reflections around the end of the first century and at the beginning of the second as they appear in the works of the so-called Apostolic Fathers. After a general introduction, special attention will be dedicated to the Epistle of Barnabas. Its unique blend of Hellenistic-Jewish-Early Christian thinking gives us access to the particular worldview of a specific branch of Early Christianity. Required texts: Michael W. Holmes, ed. and trans., *The Apostolic Fathers: Greek Texts and English Translations*, 3rd ed. (Grand Rapids, MI: Baker Academic, 2007). Everett Ferguson, *Backgrounds of Early Christianity*, 3d ed. (Grand Rapids, MI: Eerdmans, 2003).

Any translation of the Bible (Old and New Testament).

COURSES FOR Graduate Students FALL 2015

427-001 Paul's Contribution to Christianity: 1 Corinth Thurs 4:15-6:45 Dr. Thomas Tobin, SJ (5441) combined with Theo 517 New Testament course

The purpose of this course is twofold: (1) to understand *what* Paul was saying against the backgrounds of early Christianity, early Judaism, and the Greco-Roman world; and (2) to understand *how* one goes about interpreting Paul by analyzing First Corinthians in detail.

We know more about Paul of Tarsus than we know about any other New Testament author. During his lifetime he was one of the most controversial figures in early Christianity. He was a Pharisee, a Christian missionary, a community organizer, and someone who was both deeply committed and highly opinionated. We shall try to get a sense of Paul, his faith, and his vision.

To do this we shall be using First Corinthians as a window into how to understand the positions Paul took, the arguments he made to support his positions, and the cultural and religious context in which he made those arguments. This analysis will also emphasize some of the ways in which early Christians struggled to reconfigure their religious beliefs and practices in the light of their new monotheistic commitments as well as in the light of their new faith in Christ.

For those taking THEO 427, the course will involve three four-page papers during the semester (each worth 20% of the final grade) and a final fifteen-page paper due at the end of the semester (worth 40% of the final grade). For those taking THEO 517, the course will involve three five-page papers during the semester (each worth 20% of the final grade) and a final twenty-five page research paper at the end of the semester (worth 40% of the final grade). For those taking the THEO 517 course, there may also be an additional hour each week for reading and discussing First Corinthians and other relevant texts in Greek. Those taking THEO 427 and who have a good knowledge of Greek would be welcome to join this group. Required texts for the course: A good annotated Bible (RSV, NRSV, NAB); Cameron, Ron, Merrill R. Miller. *Redescribing Paul and the Corinthians*. Early Christianity and Its Literature 5. Atlanta, GA: Society of Biblical Literature, 2011. ISBN: 978-1-58983-529-0 (Paperback); Collins, Raymond F. *First Corinthians*. Sacra Pagina 7; Collegeville, MN: Liturgical Press, 1999. ISBN 978-0-8146-5970-0 (Paperback); Meeks, Wayne A. *The First Urban Christians: The Social World of the Apostle Paul*. 2nd ed. New Haven: Yale University Press, 2003. ISBN 978-0399-09861-7 (Paperback); Mitchell, Margaret M. *Paul and the Rhetoric of Reconciliation: An Exegetical Investigation of the Language and Composition of 1 Corinthians*. Louisville, KY: Westminster/John Knox, 1993. ISBN: 978-0664221775;

Murphy-O'Connor, Jerome. *St. Paul's Corinth: Texts and Archaeology*. Good News Studies 6; 3rd ed; Collegeville, MN: Liturgical Press, 2002. ISBN 978-0-8146-5303-6 (Paperback)

437-001 Mystery of God in Christian Theology: Triune Mystery Mon 4:15-6:45

Dr. Miguel Díaz, (5433) combined with Theo 332 (Theology course) The doctrine of the Trinity has been characterized as a signpost for understanding who God is and who humans are called to become in the image of God. Numerous voices from a wide range of perspectives have underscored how the Christian confession about God is not about God's life locked up in some ahistorical and abstract realm. Rather, Christian faith confesses a God who is *for us and for our salvation*. In light of contemporary conflicts and the global urgency to advance the common good, this doctrine has also become a vital resource to engage various forms of human oppression. Indeed, the doctrine of the Trinity offers a Christian vision for the just reconciliation of human differences deriving from cultural, socio-political, gender, sexual orientation, physical ability, and racial experiences. This course explores the emergence and theological development of the doctrine of the Trinity. The biblical foundations and theological contributions of central Christian voices that have informed the development of this doctrine from early Christianity to the modern

COURSES FOR Graduate Students FALL 2015

period will guide our exploration. **Required Books;** Peter Phan, *The Cambridge Companion to the Trinity* (Cambridge: Cambridge Press, 2011). Catherine LaCugna, *God For Us: The Trinity and Christian Life* (New York: Harper Collins, 1991). Elizabeth Johnson, *Quest for the Living God: Mapping Frontiers in the Theology of God* (New York: Continuum, 2007).

440-001 Seminar in Theology: Theologies of Religious Pluralism TTr 2:30-3:45

Dr. Hugh Nicholson (5438) combined with Theo 378 (Theology course) This course critically examines various Christian theological responses to religious pluralism. It has a historical and a systematic component. In its historical component the course examines some of the defining moments in the history of Christian interreligious encounter, including the so-called "parting of the ways" between early Christianity and Judaism; the Christianization of the Americas in the sixteenth century; and the missiological encounter with Asian religions in the seventeenth through the nineteenth centuries. The systematic component of the course is devoted to a critical examination of the various theologies of religion (exclusivism, inclusivism, pluralism, and comparative theology). The guiding hypothesis of the course is that interreligious comparison is integral to Christian theological reflection to the extent that Christian identity is essentially relational. Texts: TBA

460-001 Seminar in the History of Christian Thought: "The Contested Early Modern Mind"

Thursday 4:15-6:45 Dr. Mark McIntosh (5443) combined with Theo 530 (THEOLOGY – This section is for the Master's level students) Between the dissolution of the medieval outlook and the rise of modern science, Western thought plunged through a series of epistemological crises and transformations. This course investigates the theological developments and creativity that attended the birth of modernity. The central focus of the course is on the intensifying debates about human knowing in this era. Two fundamental topics will be explored: first, whether the human mind knows truth by participating in universal intelligibility (the mind of God) or whether the mind's activity is exhaustively reducible to matter and motion, and second, whether the mind perceives and expresses a meaningful cosmos or whether it must construct and impose any "meaning" there might be.

These fundamental questions are surrounded in early modernity by an exhilarating array of other issues; thus, beyond the focus on early modern theological epistemology and metaphysics, students may wish to take the course who have interests in, e.g., the impact on Christian theology of the West's encounter with other cultures, the interaction of alchemy, magic, and esoteric knowledge with religious thought, the rise of the scientific method, the fear of witchcraft and sorcery, controversies of skepticism and certainty in the crisis of religious knowledge, Charles Taylor's notions of the porous/buffered self and the immanent frame of modernity, the role of women thinkers and gendered perceptions of reality—among many other important topics.

Primary source readings for the course will include works by Nicholas of Cusa, Marsilio Ficino, Pico della Mirandola, Michel de Montaigne, Francis Bacon, Thomas Hobbes, the Cambridge Platonists, Anne Conway, Nicolas Malebranche, and Jonathan Edwards.

Requirements: brief weekly on-line postings on the assigned primary source readings, 2-3 in class presentations, 3-5pp. literature review (in the area of the final paper), 15-20pp. research paper (with preliminary drafts).

COURSES FOR Graduate Students FALL 2015

When readings for the course are available in reasonably-priced editions, they are recommended for purchase and have been ordered at the bookstore. Other required readings will be put on reserve at the library or posted on Sakai. The books below have been ordered; listed in the order of reading for the course:

Nicholas of Cusa, *Selected Spiritual Writings*, ed. L. Bond, Classics of Western Spirituality series (Paulist); ISBN-10: 0809136988, ISBN-13: 978-0809136988

Pico della Mirandola, *On the Dignity of Man* (and other essays), Hackett ed., trans. Wallis, Miller, and Carmichael; ISBN-13: 978-0872203969 ISBN-10: 0872203964

Michel de Montaigne, *An Apology for Raymond Sebond*, trans. M. A. Screech; ISBN-13: 978-0140444933 ISBN-10: 0140444939

Francis Bacon, *New Atlantis and The Great Instauration*, edited by J. Weinberger ISBN-13: 978-0882951263 ISBN-10: 0882951262 Edition: Revised

Thomas Hobbes, *Leviathan* (Penguin); ISBN-10: 0140431950; ISBN-13: 978-0140431957

George Berkeley, *Three Dialogues between Hylas and Philonous*, ed. Adams (Hackett): ISBN-10: 0915144611; ISBN-13: 978-0915144617

Anne Conway, *Principles of the Most Ancient and Modern Philosophy* (Cambridge): ISBN-10: 0521479045; ISBN-13: 978-0521479042

Nicolas Malebranche, *Philosophical Selections*, ed. S. Nadler (Hackett); ISBN-10: 087220152X; ISBN-13: 978-0872201521

470-001 Foundation in Critical Issues Theology & Ethics : Roman Catholic Social Thought

Tuesday 4:15-6:45 Dr. Michael Schuck (5435) combined section with Theo 345 (This is the section for graduate students) ETHICS

This course introduces and analyzes modern Roman Catholic social thought and explores its application to select issues in four spheres of social life: economic, political, cultural, and environmental. Catholic social thought includes moral statements issued by leaders of the Roman Catholic Church as well as messages communicated in grassroots social movements, writings of social ethicists, and the work of filmmakers, musicians, and artists. This course looks at examples of each. For application to concrete circumstances, the course will focus on social issues in the United States that relate to both its global position in the world and its domestic challenges. These include the economic issues of dystopian growth, unemployment, and poverty; the political issues of war, immigration, and democratic representation; the cultural issues of racism and discrimination; and the environmental issues of global climate change and water crisis. Class time will involve instructor lectures, student presentations, and student-led discussions. A final research paper will be required. **Course**

Texts: Course readings for each week will be posted on the Sakai course site. It is recommended that students purchase the following books that will be available at the campus bookstore: Himes, K., ed. *Modern Catholic Social Teaching: Commentaries & Interpretations* (Georgetown University Press, 2005) & O'Brien, D., et al. *Catholic Social Thought* (Orbis, 1992)

COURSES FOR Graduate Students FALL 2015

480-001 Seminar in Christian Ethics: Seminar in Christian Sexual Ethics Wednesday 11:30-2 Dr. Sandra Sullivan-Dunbar (5445) combined section with Theo 580 – This is the section for MA students This course will examine key approaches to sexual ethics within the Christian tradition, both classical and contemporary. The first portion of the course will cover the sexual ethics of three major thinkers in the Christian tradition (Augustine, Aquinas, and Luther) and recent official Roman Catholic teaching on sexuality, in conversation with contemporary thinkers utilizing, revising, and challenging these strands of thought ("traditional," "revisionist," "new natural law," etc.) The second portion of the course will examine in-depth several extended contemporary treatments of Christian sexual ethics, including Lisa Sowle Cahill's and Margaret Farley's Roman Catholic feminist sexual ethics; Kelly Brown Douglas's womanist approach to Christian sexual ethics; and Mark Jordan's queer genealogy of the history of Christian sexual ethics. The course aims to teach not just content in Christian sexual ethics, but to use sexual ethics as a lens for analyzing method in Christian ethics.

The course will require brief weekly summary and critical reflection papers on the readings; a book review in standard professional academic format (on a book of the student's choosing in the field of Christian sexual ethics); a substantive research paper; and committed participation in class discussions. The format will be largely discussion with short lectures for background in key topic areas.

Students will be asked to purchase the following books, with additional readings available on Sakai: Todd Salzman and Michael Lawler, *The Sexual Person: Toward a Renewed Catholic Anthropology*; Mark Jordan, *The Ethics of Sex*; Kelly Brown Douglas, *Sexuality and the Black Church*; Lisa Sowle Cahill, *Sex, Gender, and Christian Ethics*; Margaret Farley, *Just Love: A Framework for Christian Sexual Ethics*; John Paul II, *The Splendor of Truth (Veritatis Splendor)*

517-001: Early Christian Letters: 1 Corinth Thurs 4:15-6:45 Dr. Thomas Tobin, SJ (5442) combined with Theo 427

The purpose of this course is twofold: (1) to understand *what* Paul was saying against the backgrounds of early Christianity, early Judaism, and the Greco-Roman world; and (2) to understand *how* one goes about interpreting Paul by analyzing First Corinthians in detail.

We know more about Paul of Tarsus than we know about any other New Testament author. During his lifetime he was one of the most controversial figures in early Christianity. He was a Pharisee, a Christian missionary, a community organizer, and someone who was both deeply committed and highly opinionated. We shall try to get a sense of Paul, his faith, and his vision.

To do this we shall be using First Corinthians as a window into how to understand the positions Paul took, the arguments he made to support his positions, and the cultural and religious context in which he made those arguments. This analysis will also emphasize some of the ways in which early Christians struggled to reconfigure their religious beliefs and practices in the light of their new monotheistic commitments as well as in the light of their new faith in Christ.

For those taking THEO 427, the course will involve three four-page papers during the semester (each worth 20% of the final grade) and a final fifteen-page paper due at the end of the semester (worth 40% of the final grade). For those taking THEO 517, the course will involve three

COURSES FOR Graduate Students FALL 2015

five-page papers during the semester (each worth 20% of the final grade) and a final twenty-five page research paper at the end of the semester (worth 40% of the final grade). For those taking the THEO 517 course, there may also be an additional hour each week for reading and discussing First Corinthians and other relevant texts in Greek. Those taking THEO 427 and who have a good knowledge of Greek would be welcome to join this group. Required texts for the course: A good annotated Bible (RSV, NRSV, NAB); Cameron, Ron, Merrill R. Miller. *Redescribing Paul and the Corinthians*. Early Christianity and Its Literature 5. Atlanta, GA: Society of Biblical Literature, 2011. ISBN: 978-1-58983-529-0 (Paperback); Collins, Raymond F. *First Corinthians*. Sacra Pagina 7; Collegeville, MN: Liturgical Press, 1999. ISBN 978-0-8146-5970-0 (Paperback); Meeks, Wayne A. *The First Urban Christians: The Social World of the Apostle Paul*. 2nd ed. New Haven: Yale University Press, 2003. ISBN 978-0399-09861-7 (Paperback); Mitchell, Margaret M. *Paul and the Rhetoric of Reconciliation: An Exegetical Investigation of the Language and Composition of 1 Corinthians*. Louisville, KY: Westminster/John Knox, 1993. ISBN: 978-0664221775;

Murphy-O'Connor, Jerome. *St. Paul's Corinth: Texts and Archaeology*. Good News Studies 6; 3rd ed; Collegeville, MN: Liturgical Press, 2002. ISBN 978-0-8146-5303-6 (Paperback)

519-001 Later New Testament Writers: Apostolic Fathers F 11:30-2 Dr. Edmondo Lupieri (5440) combined with Theo 420 (New Testament Course) Christian reflections around the end of the first century and at the beginning of the second as they appear in the works of the so-called Apostolic Fathers. After a general introduction, special attention will be dedicated to the Epistle of Barnabas. Its unique blend of Hellenistic-Jewish-Early Christian thinking gives us access to the particular worldview of a specific branch of Early Christianity. **Required texts:** Michael W. Holmes, ed. and trans., *The Apostolic Fathers: Greek Texts and English Translations*, 3rd ed. (Grand Rapids, MI: Baker Academic, 2007). Everett Ferguson, *Backgrounds of Early Christianity*, 3d ed. (Grand Rapids, MI: Eerdmans, 2003). Any translation of the Bible (Old and New Testament).

530-001 Seminar in Theology: "The Contested Early Modern Mind" Thursday 4:15-6:45 Dr. Mark McIntosh (5444) combined with Theo 460 (Theology, this section is for PhD's) Between the dissolution of the medieval outlook and the rise of modern science, Western thought plunged through a series of epistemological crises and transformations. This course investigates the theological developments and creativity that attended the birth of modernity. The central focus of the course is on the intensifying debates about human knowing in this era. Two fundamental topics will be explored: first, whether the human mind knows truth by participating in universal intelligibility (the mind of God) or whether the mind's activity is exhaustively reducible to matter and motion, and second, whether the mind perceives and expresses a meaningful cosmos or whether it must construct and impose any "meaning" there might be.

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COURSES FOR Graduate Students FALL 2015

modernity, the role of women thinkers and gendered perceptions of reality—among many other important topics.

Primary source readings for the course will include works by Nicholas of Cusa, Marsilio Ficino, Pico della Mirandola, Michel de Montaigne, Francis Bacon, Thomas Hobbes, the Cambridge Platonists, Anne Conway, Nicolas Malebranche, and Jonathan Edwards.

Requirements: brief weekly on-line postings on the assigned primary source readings, 2-3 in class presentations, 3-5pp. literature review (in the area of the final paper), 15-20pp. research paper (with preliminary drafts).

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Pico della Mirandola, *On the Dignity of Man* (and other essays), Hackett ed., trans. Wallis, Miller, and Carmichael; ISBN-13: 978-0872203969 ISBN-10: 0872203964

Michel de Montaigne, *An Apology for Raymond Sebond*, trans. M. A. Screech; ISBN-13: 978-0140444933 ISBN-10: 0140444939

Francis Bacon, *New Atlantis and The Great Instauration*, edited by J. Weinberger ISBN-13: 978-0882951263 ISBN-10: 0882951262 Edition: Revised

Thomas Hobbes, *Leviathan* (Penguin); ISBN-10: 0140431950; ISBN-13: 978-0140431957

George Berkeley, *Three Dialogues between Hylas and Philonous*, ed. Adams (Hackett): ISBN-10: 0915144611; ISBN-13: 978-0915144617

Anne Conway, *Principles of the Most Ancient and Modern Philosophy* (Cambridge): ISBN-10: 0521479045; ISBN-13: 978-0521479042

Nicolas Malebranche, *Philosophical Selections*, ed. S. Nadler (Hackett); ISBN-10: 087220152X; ISBN-13: 978-0872201521

570-001 FundIsXnEth: Theological Anthropology and Ethics Mondays 11:30-2:00

Dr. Susan Ross (5500) Theology & Ethics This course will study classical and contemporary texts on theological understandings of the human person and their ethical dimensions, focusing on such theo-ethical issues as sin and grace, salvation, relationships, and responsibilities. We will begin the course by reading biblical texts, and continue with Augustine, Thomas Aquinas, and Hildegard of Bingen. Contemporary texts will focus on such topics as childhood, sexuality, trauma, and race as they challenge traditional theological anthropologies and raise new questions about the meaning of being human. **Selected texts:** Biblical texts and various secondary sources, selections from Augustine, Aquinas, Hildegard. Contemporary texts: Darlene Weaver, *The Acting Person and the Christian Moral Life*; Shawn Copekand, *Enfleshing Freedom*; Marcia

COURSES FOR Graduate Students FALL 2015

Bunge, *The Child in Christian Thought*; Michael Lawler and Todd Salzman, *The Sexual Person: Toward a Renewed Catholic Anthropology*; Jennifer Beste, *God and the Victim: Traumatic Intrusions on Grace and Freedom*.

580-001 XnSocEthcs: Seminar in Christian Sexual Ethics Fridays 11:30-2

Dr. Sandra Sullivan-Dunbar (5446) combined section with Theo 480 cap 10 (THIS is THE SECTION for PHD's) This course will examine key approaches to sexual ethics within the Christian tradition, both classical and contemporary. The first portion of the course will cover the sexual ethics of three major thinkers in the Christian tradition (Augustine, Aquinas, and Luther) and recent official Roman Catholic teaching on sexuality, in conversation with contemporary thinkers utilizing, revising, and challenging these strands of thought ("traditional," "revisionist," "new natural law," etc.) The second portion of the course will examine in-depth several extended contemporary treatments of Christian sexual ethics, including Lisa Sowle Cahill's and Margaret Farley's Roman Catholic feminist sexual ethics; Kelly Brown Douglas's womanist approach to Christian sexual ethics; and Mark Jordan's queer genealogy of the history of Christian sexual ethics. The course aims to teach not just content in Christian sexual ethics, but to use sexual ethics as a lens for analyzing method in Christian ethics.

The course will require brief weekly summary and critical reflection papers on the readings; a book review in standard professional academic format (on a book of the student's choosing in the field of Christian sexual ethics); a substantive research paper; and committed participation in class discussions. The format will be largely discussion with short lectures for background in key topic areas. Students will be asked to purchase the following books, with additional readings available on Sakai: Todd Salzman and Michael Lawler, *The Sexual Person: Toward a Renewed Catholic Anthropology*; Mark Jordan, *The Ethics of Sex*; Kelly Brown Douglas, *Sexuality and the Black Church*; Lisa Sowle Cahill, *Sex, Gender, and Christian Ethics*; Margaret Farley, *Just Love: A Framework for Christian Sexual Ethics*; John Paul II, *The Splendor of Truth (Veritatis Splendor)*

600-001 Dissertation Supervision

Dr. Robert DiVito (2670)

605-001 Master's Study

Dr. Robert DiVito (2838)

610-001 Doctoral Study

Dr. Robert DiVito (2839)