

Saint Leo University

REL-210RS

Many Are Called, But Who Is Chosen? (Christian Understandings of Salvation)

Course Description:

Where do people go when they die? Who goes where? Must Christians believe in Hell? This course will enable students to evaluate the Judeo-Christian tradition concerning the question of salvation from the Old Testament to contemporary theologians. Readings will focus on Scripture and select Christian theologians.

This course fulfills a General Education requirement as an REL course in the Reflective and Spiritual Life. There are no pre-requisites for this course.

Prerequisite:

None

Textbooks:

Many are Called, but Who is Chosen? Resource Workbook, 2 vols., (Professor's Choice, St. Mary's Press, 2017). Item # 606608WSWV & 613196FEEH [vol 1- \$46, vol 2- \$36]

Von Balthazar, Hans Urs. *Dare We Hope That All Men Be Saved*, with a short discourse on Hell. 2nd ed. San Francisco, CA: Ignatius Press, 2014.
ISBN-13: 978-1586179427

Thomas Humphries. *Who is Chosen? Four Theories About Christian Salvation*. Wipf & Stock, 2017.
ISBN-13: 978-1-5326-3217-4

Catholic Book Publishing. *New American Bible*, St. Joseph Medium Size Edition. Catholic Book Publishing Co., 1970.
ISBN-13: 978-0-89942-950-2

Learning Outcomes:

Soteriology (a theology of salvation) and eschatology (theories of the final state(s) of human existence) are fundamental concerns for Christian theologians and of this course. As part of the General Education program, this course will meet several objectives.

1. Analyze beliefs, practices, values, texts, and/or figures of different traditions (religious/philosophical/ethical), *focusing on exegesis of scripture and critical engagement with theological texts, which will be assessed primarily through the history of interpretation paper and the argumentative essay. RS1*
2. Articulate the relationships between religious or philosophical traditions and their cultural, historical, and/or political contexts, *focusing on the major debates and theories about Christian approaches to salvation, which will be assessed through weekly argument summary papers, the history of interpretation paper, and the argumentative essay. RS2*
3. Examine one's own beliefs, traditions, and values, *focused on one's own assumptions and beliefs about the purpose of life and in conversation with the Christian tradition, which will be assessed through the argumentative essay.*

4. Interpret for intended and unintended meaning, *particularly in selected Scripture passages and later theological texts that reflect on those passages, which will be assessed through weekly argument summary papers and the history of interpretation paper. CT1*
5. Students will be able to engage in a modest amount of research pertinent to the field. This will be taught via the schedule for both the argumentative essay and the history of interpretation essay, which includes one-on-one interaction with the professor. These methods follow the Writing Across the Curriculum initiative. Ability to research and convey that research in written form will be assessed as part of the argumentative essay and the history of interpretation essay.

These learning objectives fulfill our University Explorations Program requirements and demand that students apply skills in critical thinking and employ the values of *integrity*, and *excellence*.

Core Value:

Excellence: Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

Integrity: The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.

Evaluation:

| | |
|---------------------------------|-------------|
| Discussion Board Postings | 10% |
| Argument Summary Papers | 25% |
| Final Argumentative Essay | 25% |
| History of Interpretation Paper | 40% |
| TOTAL | 100% |

Graduate Grading Scale w/Descriptors

| Letter and Title | 4pt scale | Percent scale | Description |
|------------------|-----------|---------------|---|
| A Exceptional | 4.00 | 94-100 | "A" work addresses the topic with an interesting thesis which is argued coherently and without irrelevant material. It has no errors in grammar or diction, though it may have occasional typos. |
| A- Superior | 3.67 | 90-93 | |
| B+ Excellent | 3.33 | 87-89 | "B" work addresses the topic, has a clear thesis which can be argued appropriately in the given assignment, provides and discusses relevant material, and does not include irrelevant material. It has few errors in diction and grammar, all of which are "typos" and not systemic mistakes. |
| B Very Good | 3.00 | 84-86 | |
| B- Good | 2.67 | 80-83 | |
| C+ Above Average | 2.33 | 77-79 | "C" work addresses the topic, has a thesis, and provides relevant material, but may also include irrelevant material. It has some errors in diction and grammar. |
| C Average | 2.00 | 74-76 | |

| | | | |
|------------------|------|-------|--|
| C- Below Average | 1.67 | 70-73 | |
| D+ Marginal | 1.33 | 67-69 | "D" work mentions the topic, but fails to provide or discuss relevant material. It has frequent errors in diction and grammar. |
| D Poor | 1.00 | 60-66 | |
| F Failure | 0.00 | <60 | "F" work fails to address the assignment |

Online Discussions – 10%

A worksheet is provided in the Resource Workbook for each module as the basis for an online discussion that will begin each Tuesday. These will be graded as satisfactory or unsatisfactory. By Sunday, students must respond to at least one fellow student's post. Please see the specific instructions in your online modules for more details.

Weekly Argument Summary Papers – 25%

The weekly argument summary papers are due every Saturday evening. They will summarize select readings from that module as indicated in the module directions. The final weekly argument summary paper will not address the readings for the course, but instead will address the student's writing process for the history of interpretation paper. This final summary paper is the embedded UE assessment.

The final weekly argument summary paper will not summarize the readings for the last week of class. Instead, the final weekly argument summary paper will reflect on the student's own process of writing the history of interpretation paper. Students should defend the various decisions they made in writing this paper using a critical thinking and values-based model. Instead of summarizing the arguments you read, summarize the argument you made in your history of interpretation paper and discuss how you came to decide on the particular verse and the analysis you offered. In addition to counting for regular course credit, this paper will be assessed according to the full UE rubric and data from this assessment will be shared with the UE administrators. Students should reflect on the entire process of writing their papers from choosing the passage to committing to a research plan and then writing and editing the paper.

Final Argumentative Essay – 25%

The final argumentative essay requires that each student follow the guidelines and select one option listed below. The argumentative essay will engage at least one serious theory we have discussed in this class, state the student's response to this theory, and provide an argument that justifies the student's response. The final version should be 1200 to 1800 words (approximately 4-6 pages).

Final Argumentative essay topics and deadlines (choose one of the following):

- a) Defend or reject the thesis that every human person will be saved according to Christian principles.
- b) Defend or reject the theory that predestination interrupts free will and argue for which should be the case for Christianity.
- c) Defend what Christians should mean by 1 Tim 2:3-4, "This is good and pleasing to God our savior, who wills everyone to be saved and to come to knowledge of the truth."
(NAB)

The topic selection must be submitted at the end of the 5th module. A preliminary thesis and bibliography is due at the end of the 7th module. The essay is due in the final week of class.

(UE Key Assignment) History of Interpretation Paper – 40%

The history of interpretation paper will detail the use of a particular verse in Christian exegesis across the centuries. Students must choose one verse from the reading assignment for the first week. The history of interpretation paper must make use of sources that were assigned for class readings as well as sources that were not assigned. See the details provided further below. The final version of this paper should be 1500-2100 words (approximately 5-7 pages). You should plan to work with SmartThinking, our online tutoring service. Please plan ahead of time to make use of this resource and develop not only individual papers, but yourself as a writer.

Students will select a single verse from the list of Scripture verses assigned as reading for the first week (excepting 1 Tim 2:4, which may not be chosen since various reading assignments in the course already cover this verse and students may write their argumentative essay on this verse). This paper should trace the history of the interpretation of the selected verse, noting at least two significant interpretations from assigned course readings and one significant interpretation from readings not assigned for this course. Sources used regularly in this course, like the *Anchor Bible Commentary* and *Sacra Pagina* will provide students with ample resources to find theologians not listed on the syllabus. Such commentaries do not count as significant interpretations for the history of interpretation paper. Some popular theologians who are not on the syllabus and would be helpful to complete the history of interpretation paper include St. Basil the Great, St. Cyril of Jerusalem, St Gregory the Great, St. Leo the Great, St. Bonaventure, St. Catherine of Siena, St. Julian of Norwich, Martin Luther, Huldrych Zwingli, Jonathan Edwards, John Wesley, Friedrich Schleiermacher, John Henry Newman, Karl Barth, and CS Lewis.

Students must state their choice of a verse during the 4th week of class. This will be posted in a discussion board. A list of significant theologians and relevant passages within their literary *corpus* is due in the 5th week of the course. This will be posted in the same discussion board. The final paper is due at the end of the 6th week of the course. This will be submitted via the appropriate assignment.

Submit the History of Interpretation Paper to **Chalk and Wire** no later than **Sunday 11:59 EST/EDT of Module 6**. The History of Interpretation Paper Chalk & Wire link is located in the Module 6 folder. Students who do not submit the assignment to Chalk & Wire will receive a zero. This is a key assignment assessment; the results are used to ensure students are meeting University Exploration program goals. Video and PDF instructions can be found on the course home page. PDF instructions are also located in the Start Here folder.

Assessment of the Learning Outcomes:

| Course Learning Outcome | Assessment Method |
|-------------------------|---|
| 1 | History of Interpretation Paper and Argumentative Essay |
| 2 | Weekly Argument Summary Papers, Argumentative Essay and the History of Interpretation Paper |

| | |
|---|---|
| 3 | Weekly Argument Summary Papers and Argumentative Essay |
| 4 | Argumentative Essay and the History of Interpretation Paper |
| 5 | Argumentative Essay and the History of Interpretation Paper |

Course Schedule:

Module 1 The Exegetical and Rational Problem

Objectives

When you complete this module, you should be able to:

- Identify key Scripture passages that are relevant to this course.
- Find and use standard scholarly commentaries on Scripture.

Readings

Theme - Salvation History in Scripture

Gen 2:4-3:23, Gen 17, Gen 25:19-34, Ex 19:1-20:17 (use your own Bible or find the passages online), and selections in *Resource Workbook* 1.002-1.006.

Theme - Introduction to Salvation History Commentary Theme:

Who is Chosen? Chapter 1 (pp 1-9)

Sacra Pagina Commentary selections in *Resource Workbook* 1.007-1.099.

Assignments

| Items to be Completed: | Due No Later Than: |
|--|---------------------------|
| Post an introduction to the class | Thursday 11:59 PM EST/EDT |
| Post an initial response to the discussion | Tuesday 11:59 PM EST/EDT |
| Post responses to at least one classmates | Sunday 11:59 PM EST/EDT |
| Submit <i>Argument Summary Paper 1</i> | Saturday 11:59 PM EST/EDT |

Module 2 Patristics I - Origenism

Objectives

When you complete this module, you should be able to:

- Demonstrate a developed understanding of the exegetical problem relevant to Christian salvation.
- Demonstrate the Origenian exegetical strategy.

Readings

Theme - Origen & Restoration Gregory of Nyssa, Resurrection & Universal Salvation Introduction to Origen

Origen, *First Principles (De Prin.)* 1.6.1-1.6.4; 2.9.6-2.10.8 in *Resource Workbook* 1.104-1.122.

Gregory of Nyssa, *The Doctrine of the Resurrection* (St. Vladimir's Seminary Press, 103-121) in *Resource Workbook* 1.123-1.141.

Who is Chosen? Chapter 2 (pp 10-18)

Assignments

| Items to be Completed: | Due No Later Than: |
|--|---------------------------|
| Post an initial response to the discussion | Tuesday 11:59 PM EST/EDT |
| Post responses to at least one classmates | Sunday 11:59 PM EST/EDT |
| Submit <i>Argument Summary Paper 2</i> | Saturday 11:59 PM EST/EDT |

Module 3 Patristic Interpretation 2 - Augustine

Objectives

When you complete this module, you should be able to:

- Articulate and summarize Augustine’s theory of salvation (i.e., a theory of God’s limited salvific will that includes eternal damnation for some).

Readings

Theme – St. Augustine

Augustine, selections from *Grace and Free Choice, On Rebuke and Grace, The Predestination of the Saints, & The Gift of Perseverance* in *Resource Workbook* 1.146-260.

Theme – Introduction to Augustine

Who is Chosen? Chapter 3 (pp 19-33); *Augustine Through the Ages*, s.v. “Liberty,” “Predestination,” “Redemption” in *Resource Workbook* 2.024-2.033.

Theme – Easy and West

Burns, J. Patout, “Economy of salvation: two patristic traditions,” *Theological Studies*, 37.4 (1976); 598-619 in *Resource Workbook* 2.002-2.023.

Optional reading: Hwang, Alexander, “Augustine’s Interpretation of 1 Tim 2:4,” *Studia Patristica* 43 (2006): 137-142 in *Resource Workbook* 2.034-2.039.

Assignments

| Items to be Completed: | Due No Later Than: |
|--|---------------------------|
| Post an initial response to the discussion | Tuesday 11:59 PM EST/EDT |
| Post responses to at least one classmates | Sunday 11:59 PM EST/EDT |
| Submit <i>Argument Summary Paper 3</i> | Saturday 11:59 PM EST/EDT |

Module 4 Augustinian Solutions

Objectives

When you complete this module, you should be able to:

- Use Augustine’s contribution to the issue of salvation to deepen their understanding of the rational problem of free will and predestination.
- Summarize the criteria we use to analyze whether a theologian is “Augustinian” or not.

- Begin to focus on their own understanding of the exegetical problem by selecting a passage for their History of Interpretation paper.

Readings

Theme – Calling all Nations

Prosper of Aquitaine, *The Call of All Nations (voc. om.gen.)*, selections in *Resource Workbook* 2.042-2.066

Theme – Processing Augustine

Synod of Orange (529), (trans. Burns, *Theological Anthropology*, 109-120), in *Resource Workbook* 2.067-2.086.

Optional reading to request from the library - Salisbury, Joyce, “The bond of a common mind’: a study of collective salvation from Cyprian to Augustine,” *Journal of Religious History* 13.3 (1985); 235-247 & Rist, John, “Augustine on free will and predestination,” *Journal of Theological Studies* 20.2 (1969): 420-447.

Assignments

| Items to be Completed: | Due No Later Than: |
|---|---------------------------|
| Post an initial response to the discussion | Tuesday 11:59 PM EST/EDT |
| Post responses to at least one classmates | Sunday 11:59 PM EST/EDT |
| Submit <i>Argument Summary Paper 4</i> | Saturday 11:59 PM EST/EDT |
| Submit <i>History of Interpretation Passage Selection</i> | Sunday 11:59 PM EST/EDT |

Module 5

Medieval Solutions

Objectives

When you complete this module, you should be able to:

- Discuss the basic language that was adopted by Christians concerning theories of salvation.
- Demonstrate that they understand Thomas Aquinas’ theory of compatibility between predestination and free will in their Argumentative Summary Paper.
- Reflect on the rational problems associated with grace and free will as presented by Thomas Aquinas.

Readings

Theme – a *Disputatio* on Predestination

Aquinas, *Summa Theologiae*, I.23.1 - I.23.8 in *Resource Workbook* 2.091-2.103.

Theme – The Necessity of Grace

Thomas Aquinas, *Summa Theologiae*, I-II.109.1 - I-II.109.10 in *Resource Workbook* 2.104-2.117.

Assignments

| Items to be Completed: | Due No Later Than: |
|--|---------------------------|
| Post an initial response to the discussion | Tuesday 11:59 PM EST/EDT |
| Post responses to at least one classmates | Sunday 11:59 PM EST/EDT |
| Submit <i>Argument Summary Paper 5</i> | Saturday 11:59 PM EST/EDT |
| Submit <i>Argumentative Essay Topic</i> | Sunday 11:59 PM EST/EDT |
| Submit <i>History of Interpretation Theologians and Passages</i> | Sunday 11:59 PM EST/EDT |

Module 6

Reformed Solutions

Objectives

When you complete this module, you should be able to:

- Demonstrate knowledge of John Calvin's theory of double predestination and his solution to the exegetical problems concerning salvation.
- Analyze their own assumptions about this material by selecting their topic for the Argumentative Essay.
- Engage two serious moments of compromise and dialogue represented in selections from the Council of Trent and the recent Joint Declaration between Lutherans and Catholics. This will contribute to the development of their own theories and sensitivities to others' theories.

Readings

Theme – Calvin and Double Predestination

John Calvin, *Commentaries* (on Election and Predestination), in *Library of Christian Classics*, 23.288-312 & *Institutes*, 3.21-24 selections from *Library of Christian Classics*, 21.920-987 in *Resource Workbook* 2.122-2.166.

Theme – Introduction to Calvin

Who is Chosen? Chapter 4 (pp 34-42).

Theme – Justification

Trent, Session 6 (Decree on Justification), trans updated by Humphries in *Resource Workbook* 2.169-2.179 & *Joint Declaration on Justification*, found online.

Optional Reading: Catechism of the Catholic Church, sections 1987-2029 (this selection starts at Part 3, section 1, chapter 2, article 2.1)- online.

Assignments

| Items to be Completed: | Due No Later Than: |
|---|---------------------------|
| Post an initial response to the discussion | Tuesday 11:59 PM EST/EDT |
| Post responses to at least one classmates | Sunday 11:59 PM EST/EDT |
| Submit <i>Argument Summary Paper 6</i> | Saturday 11:59 PM EST/EDT |
| Submit <i>History of Interpretation Paper</i> | Sunday 11:59 PM EST/EDT |

Module 7 **One Lord, Jesus Christ**

Objectives

When you complete this module, you should be able to:

- Demonstrate their understanding of the exegetical problem and various solutions offered to it in their History of Interpretation paper.
- Learn the Catholic position concerning Jesus Christ as the sole savior and engage it critically in discussion.
- Demonstrate an understanding of the limits and openness of Vatican II and select theories of Karl Rahner in their Argumentative Summary Paper.

Readings

Theme – The Way, the Truth, and the Life

Course Workbook: Vatican II, *Gaudium et Spes*, 1, 7-22 in in *Resource Workbook 2.180-2.188* & *Dominus Iesus*, found online.

Optional reading - Catechism of the Catholic Church, 976-1065.

Theme – The Anonymous Christian

Course Workbook: Karl Rahner, *Theological Investigations*, (trans. C. Ernst), vol 6.390-398 & vol 14.280-294 in *Resource Workbook 2.189-2.200*.

Optional reading found online - Norman Wong, "Anonymous Christian in Rahner."

Assignments

| Items to be Completed: | Due No Later Than: |
|---|---------------------------|
| Post an initial response to the discussion | Tuesday 11:59 PM EST/EDT |
| Post responses to at least one classmates | Sunday 11:59 PM EST/EDT |
| Submit <i>Argument Summary Paper 7</i> | Saturday 11:59 PM EST/EDT |
| Submit <i>Argumentative Essay Preliminary Thesis and Bibliography</i> | Sunday 11:59 PM EST/EDT |

Module 8 **Hope for All**

Objectives

When you complete this module, you should be able to:

- Finalize their own theories and responses to other theories in their Argumentative Essay.
- Engage a popular contemporary theory concerning hope for universal salvation as presented in the work of Hans Urs von Balthasar.
- Understand von Balthasar’s exegetical strategy of admitting the problem, but avoiding the formulation of a statement of belief as a solution.

Readings

Theme – Introduction to Balthasar Hope for All

Who is Chosen? Chapter 5 (pp 43-52).

Von Balthazar, Hans Urs, *Dare We Hope*, Chapters 1-4 (1988 edition pp 13-84 / 2014 edition pp 18-45), Chapters 8-10 (1988 edition p125-157 /

2014 edition pp 65-79); *Short Discourse on Hell*, Chapters 1-7 (1988 edition pp 163-221 / 2014 edition pp 81-114).

Optional readings to request from the library: Sullivan, Francis, "The development of doctrine about infants who die unbaptized," *Theological Studies*, 72.1 (Mar 2011); 3-14 Galvin, John, "Salvation outside the Church," in *The Gift of the Church*, (ed. P. Phan), 249-266.

Assignments

| Items to be Completed: | Due No Later Than: |
|--|---------------------------|
| Submit <i>Argument Summary Paper 8</i> | Saturday 11:59 PM EST/EDT |
| Submit <i>Argumentative Essay</i> | Sunday 11:59 PM EST/EDT |