**Junior Theology: Fall 2020**

**Semester Exam Study Guide**

Use the course readings, powerpoints, and quizzes to be able to offer explanations, insights, and answers to the following:

**Unit 1 – Anthropology: What is true about human beings?**

**Unit 1 Objective:** Students will be able to explain how we come to know the Truth about our “Authentic Selves” through *both* Human Intellect (Reason) *and* Divine Revelation (Faith).

General Definitions

* Anthropology
* Theological Anthropology
* Objective knowledge
* Subjective knowledge
* Epistemology

William J. O’Malley, “A Reading” Section AND “Epistemology” and” What Are Humans For?” (Reader).

* Why is the study of Epistemology important?
* “The first step toward wisdom is to call a thing by its right name”?
* Human nature as an invitation, not a command.
* Good/evil is a matter of what makes us grow/diminish as knowers and lovers

Aristotle – Section One: Aristotle on Human Nature (*Introduction to Catholic Ethics*, p23-27).

* Definition: Eudaimonia (happiness)
* Definition: Virtues and Vices
* Definition: *Telos*
* “objective” elements of human happiness/”subjective” elements of human happiness
* Is Aristotle’s understanding of happiness just a matter of believing you are happy? Why or why not?

C.S. Lewis, “Man or Rabbit?” (Reader).

* What does Lewis say about the importance of “knowledge of the facts” at hand?
* Can you lead a good life without believing in Christianity? What is the problem with this question?
* Definition of these three possibilities when confronting facts
	+ honest ignorance
	+ honest error
	+ dishonest error/evasion
* Christianity is about more than living a good/moral life

Michael Himes, “The Journey of Restlessness: The Search for God” (Reader).

* What is St. Augustine’s important quote about restlessness?
* What does Himes mean when he says we are “restless”?
* Definition: Idolatry
* What is the difference between satisfaction and joy?
* What is the relationship between the Holy Spirit and our restlessness?
* Holiness requires saying “yes” to what three elements of being human? What do they each mean?

St. Ignatius, “The First Principle and Foundation” (Reader).

* Be familiar enough with this to be able to summarize it in 1-2 sentences: what is the overall point Ignatius is making?
* What view does Ignatius have about the goodness (or lack thereof) of creation? Where do you see this?

John F. Kavanaugh, “Being Human” (Reader).

* What is at stake in who decides what a human being is?
* What is Kavanaugh’s concern with anthropologies that see being human as something we achieve or a goal we reach through living out our potential (like O’Malley’s and Pluhar’s)?

Michael Himes, “Understanding God as Mystery” and “Conversing about Mystery” (on Canvas).

* What are the two definitions of mystery that Himes rejects for use in theology?
* Definition: mystery
* What does it mean to say that everyone has a theology?
* The impossibility of bracketing and ignoring the “God-issue”

Robert Holden, “Your Eternal Loveliness” and “Our Shared Purpose” (Reader).

* The unconditioned self vs. the shadow self
* Everyone’s basic truth: I am lovable
* Love feeds all our basic desires and is an essential ingredient of human growth
* Love is not just an emotion
* All of life is about love and our lives flourish when we love

USCCB, “Created in God’s Image” (Reader).

* Image of God: capable of self-knowledge, communion, body and soul
* Original sin
* What is a myth?
* Main points: the serpent’s lie and the different forms of alienation Adam and Eve experience

Robert Barron, “Faith and Reason” (video link on Canvas)

* What is the relationship of faith and reason in the Jesuit/Catholic tradition (when it’s at its best)?
* What example does Barron offer to explain the relationship of faith and reason?
* Definition of theology: “faith seeking understanding”
* Faith as supra-rational (above reason) rather than superstitious (without reason)
* Related: What is the image Pope John Paul II uses to illustrate the relationship of faith and reason?

Gregory Boyle, *Tattoos on the Heart: The Power of Boundless Compassion*: “Preface,” “Introduction,” and Chapter 1 (pages xi-xv, 1-39).

* Kinship
* “lurking suspicion” that some lives matter less than others
* Boyle’s reflection on the fact that as a teenager, he couldn’t have joined a gang
* Boyle’s description of gang life as one of “self-destruction”
* The way that Homeboy “disconnects” with the old status quo
* What is a “blessing”?
* “God who is always greater” (p22) and “God is greater than God” (p26)
* returning people to themselves

**Unit 2 – Ethics: What ought we do?**

**Unit 2 Objective:** Students will be able to orient Morality within the pursuit of “True Happiness,” or *Beatitude*, as stemming from a Catholic Christian understanding of the human person (Anthropology).

“What is Ethics?” (Reader, p35-36).

* What is ethics?
* How does ethics relate to categories like law, religion, emotions, or society?
* According to St. Augustine, why do we choose the things we do? And how do ethical problems develop?

“Relativism, The Monkey on the Back of Ethics” (*Introduction to Catholic Ethics*, p9-19).

* What is moral relativism?
* Be able to name and explain the authors’ three reasons they understand moral relativism to be attractive to us.
* What are the author’s two criticisms of moral relativism? What does each mean?

Aristotle on "Character Types" (*Introduction to Catholic Ethics*, p27-33).

* What is Aristotle’s definition of character?
* What does Aristotle’s definition of character have to do with habit?
* According to Aristotle, what are the three parts of the human being? Be able to define each.
* What is a virtue? What is a vice?
* How do we become a virtuous person?
* What is the difference between a continent person and an incontinent person? How do virtues and vices function here?
* What is the difference between a person who can endure and a person who is soft? How do virtues and vices function here?

“Virtue and Moderation; Aristotle and Catholic Christianity” (*Introduction to Catholic Ethics*, p33-45).

* According to Aristotle, how does virtue relate to our telos?
* According to Aristotle, what is the golden mean? What is an example of a virtue with its vices?
* How is the golden mean subjective? How is it objective?
* What types of actions do not have a golden mean?
* What is the “bent stick remedy”?
* What key parts of Aristotle’s ethics does Catholicism use?
* What are some key differences between Aristotle’s ethics and Catholic ethics?

“What Difference Does God Make To The Good?” (*Introduction to Catholic Ethics*, p89-99).

* What is natural law?
* What are each of the cardinal virtues: prudence, temperance, justice, fortitude?
* What are each of the three theological virtues: faith, hope, and love?

Key Concepts for Understanding Christian Ethics: “Freedom” *(Introduction to Catholic Ethics*, p121-130). “Conscience” (*Introduction to Catholic Ethics*, p141-147).

* What is the claim of the philosophy of determinism?
* What is the claim of the philosophy of conditioning?
* What does the book suggest as a practical response to determinism and conditioning?
* What is the difference between liberty of choice, license, and authentic human freedom?
* What is conscience? (for the best definition, look to the powerpoint on politics and the excerpts from “Forming Consciences for Faithful Citizenship”).
* What are our two moral obligations regarding our conscience?
* What are four basic principles of Catholic social doctrine that a Catholic voter ought to consider when voting?
* According to Gula, how does conscience relate to character?
* What does Pope Francis say is the job of the Church in regards to our consciences?
* What does Pope Francis say about the obligation of people to be involved with politics?
* What are the three basic principles of Catholic Social Doctrine (note: there are four, we discussed three). What do each mean?

“The Parts of a Moral (or Immoral) Act: ‘Object,’ ‘Intention,’ and ‘Circumstance’” (*Introduction to Catholic Ethics*, p148-152).

* What is the object of a moral/immoral act?
* What is the intention of a moral/immoral act?
* What are the circumstances of a moral/immoral act?
* Regarding object, intention, and circumstances, what is required for an act to be moral?

Sheldon Vanauken, “The Day of the Rabbit” (Reader, p107)

* What is the relationship between limits and authentic human freedom?
* What is the difference between “freedom from” and “freedom for”?

Brené Brown, *Braving the Wilderness*: “Chapter 1: Everywhere and Nowhere” (p3-30) and “Chapter 2: The Quest for True Belonging” (p31-42).

* What is the significance of the Maya Angelou quote Brown uses to begin her book?
* Brown discusses three ways to respond to heartbreak and pain. What are they, which does she recommend, and why?
* How does Brown define *paradox*?
* What is Brown’s understanding of “true belonging”?

**Unit 3 – Sin & Grace: How do we live as we ought?**

**Unit 3 Objective:** Students will be able to explain, from a Catholic Christian perspective, the role Jesus Christ and the Grace of His Spirit working in us play in helping us become who God has made us to be, in contrast to how Sin negatively affects our relationships with God, with ourselves, with other humans, and with [nonhuman] Creation.

What is Sin?

* What are the risks in *discussing* sin? What can it lead to?
* How was the term “sinner” used during Jesus’ time?
* What is the significance of Pope Francis’s answer to the first question of his first major interview as pope?
* What is sin? What is a common misunderstanding of sin?
* What is original sin?
* What is personal sin?
* What is a sin of omission?
* What is the difference between a venial and mortal sin?
* What is required for something to be considered a mortal sin?
* What is a social structure?
* What is a structural/systemic sin?
* How does personal sin relate to structural/systemic sin?

Jesus as God’s Response to Sin (Johann Baptist Metz, “God Becomes Human”; Michael Himes, “Sacramental Vision,” Sections I-IV)

* What does “messiah” mean?
* What did the Jewish people expect of the messiah?
* Why did Jesus avoid the tile, “messiah”?
* What does “Christ” mean?
* What was the focus of Jesus’s teaching?
* What was the significance of Jesus’s healing miracles?
* Who did Jesus spend most of his time with?
* What is the “kingdom of God”?
* Why did the religious authorities want Jesus killed?
* How did the religious authorities convince the Romans to kill Jesus?
* What was crucifixion used for?
* What is the significance of the Alexamanos graffito?
* What is the incarnation?
* What does it mean to say that Jesus is “the Word of God”?
* What does Jesus save us from?
* How does Jesus save?
* What is grace?
* What is one way we experience grace?
* What is one implication of grace on the way we view the world?
* What were Satan’s three temptations?
* What was the substance of Satan’s temptations?
* What is the nature of God’s power?
* What is *kenosis*?
* What is Metz’s key insight into what Jesus shows us about humanity?
* What is the challenge Metz poses at the end of his essay?

Gerald May, “Desire: Addiction and Freedom”

* What is sin?
* What is repression?
* What is displacement?
* What is addiction?
* How does addiction relation to our freedom?
* Why does simply *knowing* that you have a problem not solve the problem?
* What is May’s conclusion about the relationship between addiction and phycological dependency?
* What is May’s conclusion about the relationship between addiction and our being alive?
* How does addiction relate to idolatry?
* What is detachment?
* What are two ways we experience grace in responding to addiction?

Boyle, *Tattoos on the Heart*, ch 2, 4, 8

**I will send out study question of Boyle soon.**

**Essay Question (30 Points)**

You are welcome to bring/use a single, ***handwritten***, 3” x 5” index card of notes (front **AND** back) to assist you on the Semester Exam. When you are done with your Semester Exam, you will turn in your index card with your name on it.

On the Semester Exam, you are to complete **ONE** essay, of your choosing, selected from the **THREE** options below. Be sure to address **ALL** parts of the essay prompt you choose. Additionally, in answering the essay prompt you choose:

1. Incorporate **FOUR** concepts/terms/readings from Unit 1, **FOUR** concepts/terms/readings from Unit 2, and **TWO** concepts/terms/readings from Unit 3, for **TEN** total concepts/terms/readings.
2. Each of the **TEN** concepts/terms/readings you incorporate should be drawn from a *different* reading, theorist, class discussion, homework assignment, video, etc. For example, if you incorporate the idea of Eudaimonia, you could not also incorporate the idea of Habituation, as both concepts are associated with Aristotle’s Anthropology. **NOTE:** Make reference to the capital letters which organize the Review Sheet above to help you distinguish separate “chunks” of content.
3. In incorporating these **TEN** concepts/terms/readings, integrate them in ways that demonstrate your understanding of each. To this end, you should write as though the reader is entirely unfamiliar with the concepts/terms/readings you incorporate.
4. Begin your essay with a Thesis Statement and indicate that this is your Thesis Statement by circling or **BOLDING** it. Similarly, underline or number each of the **TEN** concepts/terms/readings you incorporate (any concepts/terms/readings you fail to underline or number **WILL NOT** be included when considering the **TEN** concepts/terms/readings you incorporate).

**Essay Prompts:**

* + - 1. In the opening line of his encyclical *Fides et Ratio*, St. Pope John Paul II writes: “*Faith and reason are like two wings on which the human spirit rises to the contemplation of truth; and God has placed in the human heart a desire to know the truth—in a word, to know himself—so that, by knowing and loving God, men and women may also come to the fullness of truth about themselves.*” Utilizing concepts/terms/readings drawn from the Fall 2019 Semester (according to the criteria outlined above), discuss how a (Catholic Christian) Theological Perspective claims the “Wing of Faith” (Divine Revelation) and the “Wing of Reason” (Human Intellect) work together to help people discover the Truth about who/what the human person *IS* (Anthropology) and what the human person *OUGHT* to do/become (Ethics).
			2. Utilizing concepts/terms/readings drawn from the Fall 2019 Semester (according to the criteria outlined above), discuss how a Philosophical Perspective and a (Catholic Christian) Theological Perspective each explain the human person’s *Telos* and each explain how the human person can reach that *Telos*. Your response must include some treatment of Restlessness and Suffering.
			3. Utilizing concepts/terms/readings drawn from the Fall 2019 Semester (according to the criteria outlined above), discuss how a (Catholic Christian) Theological Perspective maintains the Person of Jesus Christ (Incarnation, Life, Passion, Death, and Resurrection) and the Grace of His Spirit inform an understanding of *both* Anthropology (Who/what the human person *IS*.) *and* Ethics (What the human person *OUGHT* to do/become.).

**Grading**

Every concept/term/reading you incorporate is worth a total possible 3 points (3 x 10 = 30 Points Total), according to the following criteria:

**0 Points**

Tie-in to course material missing (e.g., you only incorporated 9 concepts/terms/readings instead of 10 **OR** you incorporated more/less tie-ins than required from a specific unit) **OR** not underlined/numbered **OR** redundant (i.e., you include more than one tie-in drawn from the same reading, theorist, class discussion, homework assignment, video, etc.).

**1 Point**

Tie-in to course material **DOES NOT** demonstrate your understanding of that particular concept/term/reading **OR** relate to the overarching argument summarized in/by your Thesis Statement.

**2 Points**

Tie-in to course material **DOES** demonstrate your understanding of that particular concept/term/reading, but **DOES NOT** relate to the overarching argument summarized in/by your Thesis Statement.

**OR**

Tie-in to course material **DOES NOT** demonstrate your understanding of that particular concept/term/reading, but **DOES** relate to the overarching argument summarized in/by your Thesis Statement.

**3 Points**

Tie-in to course material **DOES** demonstrate your understanding of that particular concept/term/reading **AND** relates to the overarching argument summarized in/by your Thesis Statement.

Additionally, 3 points will be deducted from your overall score if your Thesis Statement is missing OR not circled/**BOLDED**.