

## ML0423 Theology I: INTRODUCTION TO CHRISTOLOGY and scriptures

### 1. language

English

### 2. course contents

Coordinator: Prof. don Fabio Iodice  
Year Course: 1st.  
Semester: First  
UFC: None  
Modules and lectures: 9

### 3. bibliography

Students will prepare the final exam on the *Lecture Notes* provided during the course by the professor. In addition, they have to choose one of the following texts (it means that readings are intended to be complementary and not substitutive of the contents given in the classroom):

**Option I:** Giuseppe Ricciotti, *Vita di Gesù Cristo*, Rizzoli, Milano 1941 (any edition will be fine).

**Option II:** Pietro Card. Parente, *Teologia di Cristo*, Città Nuova, Roma 1975 or, Id., *L'io di Cristo* (for both, only one Chapter contained, chosen by the student and previously agreed with the professor), or, Id., *Messa all'Indice dell'opuscolo "La Scuola di Saulchoir" del P. Marie-Dominique Chénu e la cd. "Nouvelle Théologie"*, in *Osservatore Romano* 4 febbraio 1942.

**Option III:** A selected reading from Giacomo Tantardini, *Il cuore e la Grazia in sant'Agostino. Distinzione e corrispondenza*, Città Nuova, Roma 2006 (only one Lesson contained, chosen by the student and previously agreed with the professor).

**Option IV:** A selected reading from Giacomo Tantardini, *Il tempo della Chiesa secondo Agostino: seguire e rimanere in attesa. La felicità in speranza*, Città Nuova, Roma 2010 (only one Lesson contained, chosen by the student and previously agreed with the professor).

**Option V:** A selected reading from José Miguel García Pérez, *La vita di Gesù nel testo aramaico dei Vangeli*, Biblioteca Universale Rizzoli, Milano 2005 (only one Chapter contained, chosen by the student and previously agreed with the professor).

**Option VI:** Concilio Ecumenico Vaticano II, Costituzione dogmatica *Dei Verbum* sulla Divina Rivelazione, 18 novembre 1965.

During the Lectures the professor will very often refer to salient passages from Sacred Scripture. It would be desirable to come to the classroom with a version of the *Holy Bible* in a current language, but students can also use a version downloaded on their mobile, I-Pad or Lap Top, no problem.

### 4. learning objectives

The Course introduces our first-cycle students (Bachelors) to the basic theological terminology in Christology, some of classic authors and main currents and the major issues of the matter. Students will get acquainted with the major topics and by the end of Course, they will have:

- gained an understanding of what Christology is
- of what distinguishes Christology from other branches of theological thought and of what distinctive methods theologians use to study it
- familiarize themselves with the theological work and with some of the most important theological systems
- carefully examined and developed their own views on a range of important theological questions and recognized the reasoning behind opposing viewpoints on those questions
- develop their general skills in interpreting and evaluating theological arguments
- justifying and defending their theological opinions

### 5. PREREQUISITES

None. The content of the Course is essential for the subject and does not have to be compared in any previous program or any other Course.

### 6. teaching methods

The course will consist basically of traditional classroom lectures as teaching method. Oral presentation of the Lectures by professor and flipped classrooms. By placing itself at the center of the Learning Cycle, professor is not simply a facilitator, but a real authority in the classroom that

introduces his students to the total reality (cfr., J. A. Jungmann, S. J., *Christus als Mittelpunkt religiöser Erziehung*, Freiburg i. B. 1939, p. 20).

- Student Participation is promoted, both in the classroom and using discussion groups, computer and internet groups
- Group presentation of topics by students or experts on the Course invited
- Discussion sessions and dialogue between students, with participation of professor as a moderator
- Use of the inductive and deductive methods
- Open-sessions question that generate debate with the participation of professor as moderator
- Preparation of essays, concept maps and timelines by student or group of students
- Presentation of videos or documentaries by professor or students, for analysis and group commentary
- Documentary research on specific topics provided by the professor, conducted by students using various bibliographic sources
- Written works of students
- Timely use of the CM: Case Method or PBL: Problem-Based Learning
- Guided visits to museums, libraries and archives, real and virtual
- Direct contact with sources and research papers on them
- PBL Projects: Problem Based Learning
- Active learning activities
- Learning games
- Design-based learning
- Example Choice
- Experiential learning
- Passive learning
- Phenomenon-based learning

#### 7. MORE informations

Students who have any kind of trouble can personally get in touch with the coordinating professor to agree about more explanations and insights, integrative materials and possible solutions.

*Notice of Office Hours:* Every Friday in the Calendar above, from 2:00 PM Office Hours, or by appointment. Please, see me often! Student representatives could pass round a sign-up sheet during the first week of lessons, where you will be asked to select a time to meet me, for 10 minutes or more, so that we can get to know each other and discuss your background and interests. Talking one-on-one, or in a small group is the best way to get a handle on the material and method of the Course. You will probably get more out of it if you come with a specific question but coming to talk about the issues in general is fine, too. If you have friends in the class, feel free to come as a small group. If you want to meet, but have a schedule conflict, let me know by e-mail and we can find a different time. I will also provide Office Hours prior to a paper's deadline. I will try to respond to your e-mail within 48 hours. If I haven't replied to it within 72 hours please send me a gentle reminder. Come, and see me! We can meet at the Professor's Lounge. Come and visit me during my Office Hours (above) or send me an e-mail for an appointment if you have a question about the Course or would like to chat. I'd love to see my students!

Since I do not respond to e-mails over the weekend, students should send them before 3.00PM on Friday. It's also better not to send me e-mail with a complicated question less than 48 hours before the paper is due (remember, everyone else is doing that, too!). Plan ahead.

*Place of Advice and Office Activities:* Professor's Lounge.

#### 8. methods for verifying learning and for evaluation

The final exam will be oral. Any way, the teacher reserves the right to apply the exam in writing. The final evaluation will be based on the sum of the marks of the final exam on the contents and presentation of a optional reading agreed with the professor, the evaluation of the active participation during the Lectures and the contribution to the work group.

#### 9. EXTENDED program

The Lectures aim to show the Event of Jesus Christ, that is, the Christian religious experience in front of the Religious Sense, in general. After an Introduction in which the salient aspects of the reflection on the Religious Sense are summarized, the course helps to realize how man in all times, since his remote origins, has felt the need to relate to the ultimate Mystery of God, through attempts that gave birth to the various religions. The impossibility of achieving clarity and security has made man feel the urgency or the need for help offered by the Mystery itself, that is, for a Revelation. But all the affirmations in this sense in the various spiritual histories of peoples have

been as “superseded” by an exceptional Fact: in a certain historical moment a man, Jesus of Nazareth, not only revealed the Mystery of God, but identified himself with the Divine. How this event began to impose itself on the attention of men; how he created a clear conviction; how he communicated the Mystery of his person; how it confirmed its unveiling with a new and perfect conception of human life. The themes and the questions that will be treated in the Lectures are:

#### INTRODUCTION:

- Human Life and Religious Sense
- The Dizzying Human Condition
- Reason in Search of a Solution

#### MODULE/CHAPTER I

- The Religious Creativity of Man
- Some Attitudes of Religious Constructiveness
- A Spectrum of Hypothesis

#### MODULE/CHAPTER II

- The Need for Revelation
- Some Examples
- Facing an Unimaginable Claim

#### MODULE/CHAPTER III

- The Enigma as a Done in the Human Trajectory
- A Radical Overturning of the Religious Method
- No Longer Just an Hypothesis
- A Problem that Must Be Solved
- A Problem of Fact

#### MODULE/CHAPTER IV

- How the Problem Arose in History
- The Fact as Criterion
- Concerning the Method
- The Starting Point

#### MODULE/CHAPTER V

- Over Time a Depth of Certainty
- The Itinerary of Conviction
- A Question Arises, A Certainty Breaks Forth
- A Case of Moral Certainty

#### MODULE/CHAPTER VI

- The Pedagogy of Christ in Revealing Himself
- The Essentials of the Pedagogy of Christ's Self-Revelation
- For His Sake: The Core of Freedom
- The Moment of Identification

#### MODULE/CHAPTER VII

- The Explicit Declaration
- The First Dawning of Explicitness
- A Challenge
- The Conclusive Declaration
- The Discretion of Freedom

#### MODULE/CHAPTER VIII

- The Conception that Jesus has of Life
- Morality to Understanding
- Human Stature
- Human Existence
- An Awareness Expressed as Asking
- The Law of Life

#### MODULE/CHAPTER IX

- The Mystery of Incarnation
- An Extraordinary Historical Reality
- The Terms of this New Reality
- Instinctive Resistance