PONTIFICAL JOHN PAUL II
INSTITUTE FOR STUDIES
ON MARRIAGE & FAMILY

at The Catholic University
of America, Washington, D.C.

ACADEMIC CATALOG
2011 – 2013
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>Nature and Purpose of the Institute</td>
<td>5</td>
</tr>
<tr>
<td>General Information</td>
<td>8</td>
</tr>
<tr>
<td>2011-12 Academic Calendar</td>
<td>10</td>
</tr>
<tr>
<td>Student Life</td>
<td>11</td>
</tr>
<tr>
<td>Facilities</td>
<td>11</td>
</tr>
<tr>
<td>Brookland/CUA Area</td>
<td>11</td>
</tr>
<tr>
<td>Housing Options</td>
<td>11</td>
</tr>
<tr>
<td>Meals</td>
<td>12</td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>12</td>
</tr>
<tr>
<td>Student Identification Cards</td>
<td>12</td>
</tr>
<tr>
<td>Liturgical Life</td>
<td>12</td>
</tr>
<tr>
<td>Dress Code</td>
<td>13</td>
</tr>
<tr>
<td>Cultural Events</td>
<td>13</td>
</tr>
<tr>
<td>Transportation</td>
<td>13</td>
</tr>
<tr>
<td>Parking</td>
<td>14</td>
</tr>
<tr>
<td>Inclement Weather</td>
<td>14</td>
</tr>
<tr>
<td>Post Office</td>
<td>14</td>
</tr>
<tr>
<td>Student Grievances</td>
<td>14</td>
</tr>
<tr>
<td>Career and Placement Services</td>
<td>14</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>15</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>15</td>
</tr>
<tr>
<td>Academic Information</td>
<td>16</td>
</tr>
<tr>
<td>Registration</td>
<td>16</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>16</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>16</td>
</tr>
<tr>
<td>Auditing</td>
<td>16</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>17</td>
</tr>
<tr>
<td>Transfer of Credits</td>
<td>17</td>
</tr>
<tr>
<td>Change of Courses</td>
<td>17</td>
</tr>
<tr>
<td>Grade Reports</td>
<td>17</td>
</tr>
<tr>
<td>Grade Appeals</td>
<td>17</td>
</tr>
<tr>
<td>Transcripts and Diplomas</td>
<td>17</td>
</tr>
<tr>
<td>Records and Directory Information</td>
<td>18</td>
</tr>
<tr>
<td>Incompletes</td>
<td>18</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>18</td>
</tr>
<tr>
<td>Text Books</td>
<td>18</td>
</tr>
<tr>
<td>Library Resources</td>
<td>18</td>
</tr>
<tr>
<td>Master Class Week</td>
<td>19</td>
</tr>
<tr>
<td>Commencement</td>
<td>19</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>20</td>
</tr>
<tr>
<td>The Master of Theological Studies in Marriage and Family (M.T.S.)</td>
<td>20</td>
</tr>
<tr>
<td>The Master of Theological Studies in Biotechnology and Ethics (M.T.S.)</td>
<td>22</td>
</tr>
<tr>
<td>The Licentiate in Sacred Theology of Marriage and Family (S.T.L.)</td>
<td>24</td>
</tr>
<tr>
<td>The Doctorate in Sacred Theology with a Specialization in Marriage and Family (S.T.D.)</td>
<td>27</td>
</tr>
<tr>
<td>The Doctorate in Theology with a Specialization in Person, Marriage, and Family (Ph.D.)</td>
<td>29</td>
</tr>
<tr>
<td>Courses of Instruction</td>
<td>32</td>
</tr>
<tr>
<td>Faculty</td>
<td>52</td>
</tr>
<tr>
<td>The McGivney Lecture Series</td>
<td>57</td>
</tr>
<tr>
<td>Distinguished Lecturers</td>
<td>57</td>
</tr>
<tr>
<td>Governance &amp; Administration</td>
<td>58</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>59</td>
</tr>
<tr>
<td>Apostolic Constitution</td>
<td></td>
</tr>
<tr>
<td>Magnum Matrimonii Sacramentum</td>
<td>62</td>
</tr>
<tr>
<td>Papal Address to the Faculty of the Pontifical John Paul II Institute for Studies on Marriage and Family, Castel Gandolfo, Italy (August 27, 1999)</td>
<td>64</td>
</tr>
<tr>
<td>Papal Address to the Faculty on the Twentieth Anniversary of the Founding of the Pontifical John Paul II Institute for Studies on Marriage and Family, Vatican City (May 31, 2001)</td>
<td>69</td>
</tr>
<tr>
<td>Area Map</td>
<td>76</td>
</tr>
</tbody>
</table>

John Paul II Institute 3
MISSION STATEMENT

The mission of the Pontifical John Paul II Institute for Studies on Marriage and Family is

1. To provide a comprehensive understanding of marriage and family faithful to the Catholic magisterial tradition in light of the teachings of the Second Vatican Council and Pope John Paul II, by means of a multidisciplinary education centered in theology and integrated in light of John Paul II’s notion of man and woman as an embodied, sexually differentiated communion of persons created in the image of God and destined for a state of life;

2. To develop a critical understanding of issues on marriage and family, biotechnology and ethics in light of Western/modern assumptions regarding the human person, as these bear on the nature and dignity of human life and the transcendental meaning of beauty, truth, and goodness, in a way that fosters a unity of theory and practice at the service of the Church’s “new evangelization”;

3. To offer accredited pontifical degree programs, as well as civilly accredited graduate degree programs (master’s, license, and doctoral-level education);

4. To prepare graduates (laypersons, priests, and religious) for teaching and research in academic, seminary, and diocesan contexts; for work in legal, medical, and other professional occupations; and for evangelization of the family as the foundation for the development of a “culture of life” leading to the creation of a “civilization of love”; and

5. To undertake significant research and publication relative to the contemporary discussion regarding person, marriage, and family.
The Pontifical John Paul II Institute for Studies on Marriage and Family.

A longtime philosopher-friend of Karol Wojtyła once said that Wojtyła had always been occupied with understanding the human person in terms of love. The mission of the Pontifical John Paul II Institute, in a profound sense, begins here, in this abiding conviction of the Holy Father that love reveals the meaning of the person and, through the person, of all “flesh”—the whole of creation (cf. *Familiaris consortio*, 11; *Redemptor hominis*, 10; *Dominum et vivificantem*, 50). This conviction finds its paradigmatic expression in the great text of the Second Vatican Council: “In reality it is only in the mystery of the Word made flesh that the mystery of man truly becomes clear. . . . Christ . . . , in the very revelation of the mystery of the Father and of his love, fully reveals man to himself . . .” (*Gaudium et spes*, 22). The John Paul II Institute is devoted to the study of this truth about the human person in all of its dimensions: theological, philosophical, anthropological, and indeed cosmological-scientific. The Institute centers its study of the person in the community that is the original cell of human society: marriage and family (cf. *Catechism of the Catholic Church*, 2207; *Letter to Families*, 13).

The Cultural Dimension of the Institute: “Reading the Signs of the Times.”

Cultural issues are central for the work of the Institute. The Institute considers the study of culture, in particular the culture of modernity as developed in America, to be an integral part of the clarification of fundamental theological concepts. The Institute engages this cultural study in light of the history of the Church and Christian thought, with special attention to the writings of the Second Vatican Council and John Paul II.

The aim of such study is to generate a “culture of life”: a culture whose members “see life in its deeper meaning, its beauty and its invitation to freedom and responsibility”; “who do not presume to take possession of reality, but instead accept it as a gift, discovering in all things the reflection of the Creator and seeing in every person his living image” (*Evangelium vitae*, 83). A culture of life is a culture wherein the Church’s understanding of sexual and family ethics, the body and gender difference, fatherhood and motherhood, filiation and fraternity, birth and death, find a home. The culture of life resists the “consumerist, anti-birth mentality,” or again the “contraceptive mentality,” characteristic of the “technocratic logic” lying at the heart of what John Paul II has termed a veritable “anti-civilization” (*LF*, 13; cf. *FC*, 6; *Fides et ratio*, 15).

Marriage-Family as a Way of Life.

Recognition of the cultural dimension of theology helps to explain the breadth of the Institute’s concerns, in its study of marriage and the family. The Institute conceives the family as a way of life that is generative of a new culture centered in wonder, gratitude, and gift. The Institute approaches questions of morality in the light of the order of being itself: that is, within the context of the transcendentals—truth, goodness, and beauty—all of these integrated into the “liturgy,” or “work of glory,” that John Paul II insists is “the fundamental destiny of every creature, and above all of man” (*Crossing the Threshold of Hope*, 18).
The Distinguishing Feature of the Institute's Study of Marriage and Family.

The distinguishing feature of the John Paul II Institute, in sum, lies in conceiving marriage and the family, and all the moral problems associated with these, within an entire vision of reality. The uniqueness of the Institute lies, further, in its anchoring of this vision of reality, and this marital-familial love, in God's self-revelation as a trinitarian communion of persons (LF, 6: “The primordial model of the family is to be sought in God himself, in the trinitarian mystery of his life.”).

The “New Evangelization.”

It is thus in this distinctive way that the Institute carries on the work of John Paul II’s “new evangelization,” whose great task is to recapture “the ultimate meaning of life and its fundamental values” (FC, 8)—which, again, is done by examining “the relationship between the life of the person and his sharing in the life of the Trinity” (LF, 9). The family plays an essential cultural and ecclesial role as both the subject and the object of this evangelization (cf. FC, 53). Indeed, the pope sees the role of the family in the new evangelization as decisive and irreplaceable, because in fact “the future of the world and of the Church passes through the family” (FC, 75).

Theological Presuppositions Concerning Marriage and Family.

The main presupposition guiding the Institute’s approach to study is thus that the person, and indeed the whole of reality, are best understood in terms of the trinitarian love of God revealed in Christ; and that this trinitarian love is expressed in a privileged way in and through nuptiality. This presupposition is articulated in various ways in the pontificate of John Paul II: (1) “The divine image is present in every man, in the communion of persons,” especially in the “‘we’ formed by the man and the woman” (LF, 6), that is a likeness to “the union of the divine persons among themselves” (CCC, 1702; cf. 1878). (2) The covenant with the world that God establishes in Jesus Christ through his Church is one of nuptiality (CCC, 1612; cf. FC, 12). (3) The family is the “Church in miniature” (Ecclesia domestica: FC, 49). Christian marriage is an efficacious sign, or sacrament, of the love between Christ and his Church (CCC, 1617; FC, 3). (4) Marital-familial love is one of the two specific human vocations identified by revelation for the following of Christ (FC, 11). (5) “The sexual difference constitutes the very identity of the person” (Address to Institute Faculty, August 1999, #5). The body itself “manifests the reciprocity and communion of persons. It expresses this by means of the gift as the fundamental characteristic of personal existence.” John Paul II identifies this internal aptness of the body for expressing love, or again this rootedness of the body in love, as the “nuptial attribute” of the body (Theology of the Body: Human Love in the Divine Plan).

Bioethics and Technology; Person, Family, and Society.

Within the fundamental orientation of its studies as described, the Institute gives special attention to two areas whose significance has been stressed by John Paul II. The first concerns the “technocratic logic” lying at the heart of issues in bioethics today such as cloning, euthanasia, biogenetics, and “reproductive health.” Contrasting it with a civilization centered in the “splendor of truth” about “love,” “freedom,” “gift,” and “person,” the Holy Father suggests that our contemporary “civilization of technology” is often “linked with a scientific and technological progress which is . . . achieved in a one-sided way”
and which, consequently, leads to “agnosticism” and “utilitarianism” (LF, 13).

The second area concerns the relation between person and society. John Paul II states this second concern thus: “The Christian response to the failure of individualist and collectivist anthropology calls for an ontological personalism rooted in the analysis of the primary family relations. The rationality and relationality of the human person, unity and difference in communion, and the constitutive polarities of man and woman, spirit and body, and individual and community are co-essential and inseparable dimensions. Thus reflection on the person, marriage, and the family can be integrated into the Church’s social teaching and become one of its most solid roots” (Address to Institute Faculty, August 1999, #5). As this statement makes clear, the pope—and the Institute—reject the dichotomy commonly assumed today between (so-called) “personal” or “private” ethics (i.e., sexual and family ethics) and (so-called) “public” or social ethics.

In accord with this twofold concern of John Paul II, the Institute encourages study in the areas of bioethics and technology on the one hand, and of the relation of person and family to society, on the other.

Programs of Study and Objectives.

The curriculum of the Institute encompasses the full range of fields required for a complete education in the areas of marriage and family: scripture, theology, philosophy, ethics, law and public policy, natural and life sciences, and literature. This range of fields indicates why the Institute is called an institute for “studies” on marriage and family. The “transdisciplinary” nature of the curriculum receives an (analogous) unity through the notion of the “communion of persons.” The fundamental aim of the curriculum is to develop an intelligent understanding of person, marriage, and family, as integral to a Christian vision of reality. The expectation is that the Institute’s academic programs will prepare students for work in a variety of areas: educational work as teachers and researchers in universities, theological schools, seminaries, and secondary schools; pastoral work in Life or Family Bureaus, or other specialized areas of marriage and family. Study at the Institute also provides theological, philosophical, and ethical formation for work in the biosciences, and for professional service in health care, social and community work, and law and public policy.

In a statement accompanying her application for admission, an Institute student cited a recent Catholic thinker’s observation that “sanity does not mean living in the same world as everyone else; it means living in the real world.” The student then went on to say that she wanted to study theology at the Institute “in order to better know the real world and live in it, and to help others do the same.” This expresses the purpose of the Institute in the most comprehensive sense: to study the personal-familial love that is basic to the “real world” as created by God; and through this study to deepen one’s understanding of that world, in order the better to live in it—in order to assist in developing what John Paul II calls the “civilization of love” (LF, 13).
**History of the Institute**

At the conclusion of the 1980 Synod of Bishops devoted to the family, the Synod Fathers called for the creation of theological centers devoted to the study of the Church’s teaching on marriage and the family. Accordingly, Pope John Paul II responded to the Synod with the establishment of the Pontifical Institute for Studies on Marriage and Family and the Pontifical Council for the Family. The Institute’s establishment was to be announced at the Holy Father’s Wednesday audience on May 13, 1981. Because of the attempted assassination, the Institute’s Apostolic Constitution, *Magnum matrimonii sacramentum*, was instead given on October 7, 1982, the Feast of Our Lady of the Rosary. On that occasion the Institute was entrusted in a special way to the care of the most Blessed Virgin Mary under her title Our Lady of Fatima.

In 1987, His Eminence, James Cardinal Hickey, Archbishop of Washington, joined Mr. Virgil C. Dechant, then Supreme Knight of the Knights of Columbus, in asking the Holy See for permission to establish a campus, or session, of the Institute in the Archdiocese of Washington to serve American and other English-speaking students. The permission was granted by the Congregation for Catholic Education on August 22, 1988, creating a session of the Institute in Washington, D.C., and empowering it to grant degrees. The Institute began its work in the fall of 1988. The Institute now offers studies leading to the Master of Theological Studies (M.T.S.), the Licentiate in Sacred Theology (S.T.L.), the Doctorate of Sacred Theology with a Specialization in Marriage and Family (S.T.D.), and the Doctorate in Theology with a Specialization in Person, Marriage, and Family (Ph.D.).

In the United States, the Institute is under the authority of the Archbishop of Washington, who serves as Vice Chancellor (currently Donald Cardinal Wuerl), of a Vice President (currently Carl Anderson, Supreme Knight of the Knights of Columbus), and of a Provost (currently, David L. Schindler) and an Academic Dean (currently, Rev. Antonio López, F.S.C.B.). The President of the Institute worldwide (currently Rev. Msgr. Livio Melina) is directly appointed by the Holy Father.

As a canonically recognized ecclesiastical faculty, the Institute is one of seven institutions in the United States that grants degrees by the authority of the Holy See.

**Licensure and Accreditation**

The Pontifical John Paul II Institute for Studies on Marriage and Family is authorized by the Congregation for Catholic Education to grant ecclesiastical degrees. It is established and governed by the special provisions indicated in the Apostolic Constitution *Magnum matrimonii sacramentum* (1982). The administration of the Pontifical John Paul II Institute for Studies on Marriage and Family, incorporated in the District of Columbia (1988) as the “Knights of Columbus Family Life Bureau, Inc.,” is licensed by the Education Licensure Commission of the District of Columbia.

The Pontifical John Paul II Institute for Studies on Marriage and Family is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

**International Character of the Institute**

Full sessions of the John Paul II Institute have also been established or are developing
in Valencia (Spain); Mexico City, Guadalajara, and several other Mexican cities; Cotonou (Benin); Salvador da Bahia (Brazil); Changanacherry (India); Gaming (Austria); and Melbourne (Australia). Together these campuses have offered the Institute’s programs to thousands of students from almost every nation. Faculty and students have come to the Washington session from Asia, the Middle East, Africa, Latin America, and Europe, as well as Canada and the United States. The John Paul II Institute is thus a community of scholars, global in its environment and vision and multidisciplinary in its academic scope.

**Domestic Institutional Affiliations**

*Sapientia christiana* and *Ex corde ecclesiae*, the documents that govern pontifical faculties and Catholic universities, respectively, encourage mutual cooperation among these faculties and universities, especially when they are located in the same geographic region. Accordingly, the Washington session of the Institute has entered into an agreement with The Catholic University of America in Washington, D.C., pursuant to such cooperation.

The Institute resides in McGivney Hall on the campus of The Catholic University of America, and has a special “cooperative agreement” with the university. This agreement permits cross-registration of certain courses in accord with established norms and with the approval of the pertinent deans at each institution and encourages shared facilities, cooperation in scholarship, and jointly sponsored events.
### 2011-12 ACADEMIC CALENDAR

#### Fall 2011
- **Saturday, August 27**: Orientation and Opening Charge
- **Monday, August 29**: Classes begin
- **Monday, September 5**: Labor Day (holiday)
- **Friday, September 9**: Last day to add or drop courses without record; final day for 100% refund
- **Saturday, September 10**: Institute Picnic
- **Tuesday, September 13**: Opening Mass, 2:30 p.m.
- **Friday, September 23**: Ph.D./S.T.D. Dissertation Deposit Date
- **Monday, October 10**: Columbus Day (holiday)
- **Friday, October 14**: Midterm
- **Friday, October 21**: Last day to change from “credit” to “audit”; last day to receive a 50% refund; last day to resolve grades of “I” from Spring 2011 semester
- **Mon.-Fri., Nov. 7-11**: Registration for returning students
- **Friday, November 11**: Last Day to withdraw from courses with a mark of “W” (approved withdrawal)
- **Saturday, November 5 & 12**: M.T.S. Comprehensive Examinations
- **Wed.-Fri., November 23-25**: Thanksgiving Recess
- **Thursday, December 8**: Feast of the Immaculate Conception (holiday)
- **Monday, December 12**: Last day of classes
- **Tues.-Fri., December 13-16**: Final examinations
- **Saturday, December 17**: Christmas Gathering
- **Mon., December 19-Fri., Jan. 6**: Christmas & New Year’s Break

#### Spring 2012
- **Mon.-Fri., January 9-13**: Theology of the Body class, Week 1
- **Mon.-Fri., January 9-13**: Registration for new students
- **Monday, January 16**: Martin Luther King, Jr., Day (holiday)
- **Tuesday, January 17**: Regular Classes begin
- **Tues.-Fri., January 17-20**: Theology of the Body class, Week 2
- **Monday, February 20**: Ph.D./S.T.D. Dissertation Deposit Date
- **Tuesday, February 21**: Administrative Monday
- **Friday, February 24**: Midterm
- **Monday, March 5**: Last day to change from "credit” to “audit”; last day to receive a 50% refund; last day to resolve grades of “I” from previous Fall 2011 semester
- **Mon.-Fri., March 5-9**: S.T.L. Dissertation Deposit Date
- **Saturday, March 17 & 24**: Spring Recess
- **Mon.-Fri., March 26-30**: M.T.S. Comprehensive Examinations
- **Friday, March 28**: Registration for returning students
- **Thursday, April 5**: Last Day to withdraw from courses with a mark of “W” (approved withdrawal)
- **Friday, April 6**: Holy Thursday (holiday)
- **Monday, April 9**: Good Friday (holiday)
- **Friday, April 27**: Easter Monday (holiday)
- **Mon.-Fri., Apr. 30 – May 4**: Last day of classes
- **Monday, May 7**: Final Examinations
- **Tuesday, May 8**: Graduation Ball
- **Monday, May 14**: Graduation Mass, 2:30 p.m.
STUDENT LIFE

The Institute recognizes that its distinctive character ultimately depends on the intellectual and moral quality of its students. To create an environment that is intellectually stimulating and characterized by the generosity and mutual support required for collegial life and personal growth, the Institute seeks men and women who are not only professionally competent but who will also contribute to its Catholic moral and cultural milieu. A student enrolling in the Institute assumes an obligation to live in a manner compatible with the Institute’s mission as a Catholic educational institution.

FACILITIES

The administrative and faculty offices of the Institute are located on the second and third floors of McGivney Hall on the campus of The Catholic University of America. Office hours are from 9:00 a.m. to 5:00 p.m., Monday through Friday. The telephone number of the Institute is (202) 526-3799.

Classrooms are located on the ground floor of McGivney Hall.

BROOKLAND/CUA AREA

Located across the mall from the Basilica of the National Shrine of the Immaculate Conception, on the campus of The Catholic University of America, the Institute situates its students in the center of the life of the Church in the United States. The Brookland/CUA area is home to a number of religious communities, including the Franciscan Monastery.

When traveling throughout the Brookland area, students should exercise normal prudence. The Catholic University of America campus is staffed 24 hours-a-day, seven days-a-week by campus police officers, so it is wise to travel on campus when possible.

HOUSING OPTIONS

The following residences may have rooms available for the students of the Institute. Arrangements should be made directly with each facility. Costs and fees are subject to change and inquiries should be made directly of the appropriate institution.

Rosary House of Studies
1201 Monroe St., N.E.
Washington, D.C. 20017
(202) 529-1768

The Rosary House of Studies is the home of the Dominican Sisters of the Presentation. They have facilities for housing young women, but space is limited. Breakfast foods and dinner are provided during the week. The cost is $600 per month for a single room. Rosary House is a ten-minute walk from the Institute.

Centro Maria Residence
650 Jackson St., N.E.
Washington, D.C. 20017
(202) 635-1697

Centro Maria Residence is located two blocks from the Institute and offers housing for women only, ages 18-29. Rates are for single air-conditioned rooms in a smoke-free building. Applications may be made in writing or in person. Rates include breakfast and dinner six days a week, and facilities include a chapel, dining room, laundry, TV room and limited maid service. The rates are $175 per week ($700/4 weeks), with a $75 registration fee.

Capuchin College
4121 Harewood Rd., N.E.
Washington, D.C. 20017
(202) 529-2188

The Capuchin College is a house of formation for the Capuchin community. Residence is available to men religious and priests. All student residents are asked to participate in common prayer and meals and to help maintain the house. The fee is $25 per day, which includes food and lodging. It may be possible to obtain a special rate for each semester. For more information, write to the local superior at the above address.

Housing Organizations

The organizations listed may help students find housing in the Washington, D.C., metropolitan area. As with the above residences, arrangements must be made directly with the organization.
Arlington County Housing Division
2100 Clarendon Blvd., Suite 701
Arlington, VA 22201
(703) 228-3765
The housing office gives information on apartments in the Arlington area and on questions relative to tenant/landlord issues.

Online Off-Campus Housing Resource Center at The Catholic University of America
http://housing.cua.edu/och/
The online off-campus housing resource center is designed to assist CUA students in search of living accommodations. These accommodations are available in privately-owned homes, apartments, and rooming houses. Organized as a self-help service, the online center provides listings of available housing, local realtors, hotels, and rental furniture outlets.

MEALS
The cafeteria at the Basilica of the National Shrine of the Immaculate Conception is open for breakfast and lunch. Dining services are also available at the Pryzbyla Center on The Catholic University of America campus. The student restaurant on the third floor offers a buffet for breakfast, lunch, and dinner Monday through Friday and brunch and dinner on the weekend. The food court on the second floor offers breakfast, lunch, and dinner Monday through Friday. Additionally, there is a convenience store located on the first floor of the Pryzbyla Center.

MEDICAL INSURANCE
Medical insurance is required of all full-time students and all full-time and part-time international students. Student health insurance is available through The Catholic University of America to students enrolled full-time and part-time at the Institute. Students interested in this option should direct questions to the Office Manager (Room 312), where enrollment procedures will be explained.

Opportunities for enrollment are in January and August. There is no option for a prorated fee in the case of late enrollment. The policy is portable for domestic students who withdraw from the Institute during the course of the year. For international students, the coverage ends when the student returns to his or her own country. This health insurance policy does not include services at The Catholic University of America Student Health Service.

STUDENT IDENTIFICATION CARDS
Student identification cards are available through the Office of Public Safety, Room 121, Leahy Hall. These cards allow Institute students access to the John K. Mullen Memorial Library at The Catholic University of America. Students may obtain admission to some theaters and other events at a student rate with this card.

LITURGICAL LIFE
Study at the Institute affords students the opportunity to participate in the liturgical life with fellow students and faculty. An Institute Mass is celebrated each Tuesday at 12:15 p.m. in the chapel of Caldwell Hall on the campus of The Catholic University of America. Students, faculty and staff are encouraged to participate in this liturgy. There are also a number of parishes and religious houses in the area with opportunities for Mass and/or Adoration:

Dominican House of Studies
487 Michigan Avenue, N.E.
Washington, D.C. 20017
202-529-5300
Daily Mass at 7:00 a.m., followed by Morning Prayer.

Basilica of the National Shrine of the Immaculate Conception
400 Michigan Avenue, N.E.
Washington, D.C. 20017-1566
202-526-8300
Daily Mass at 7:00, 7:30, 8:00, 8:30 a.m., and at 12:10 and 5:15 p.m.
Sunday Mass at 5:15 p.m. (Saturday Vigil), 7:30 a.m., 9:00 a.m., 10:30 a.m., 12:00 noon (solemn), 1:30 p.m. (Spanish) and 4:30 p.m. Holy Days of Obligation at 5:30 p.m. (vigil), 7:00 a.m., 7:30 a.m., 8:00 a.m., 8:30 a.m., 10:00 a.m., 12:00 noon (solemn) and 5:15 p.m. Confessions: Monday to Saturday, at 7:45 a.m.-8:15 a.m., 10:00 a.m.-12:00 noon, 3:30-6:00 p.m.; Sunday, at 10:00 a.m.-12:00 noon, 12:30-1:30 p.m. (Spanish), 2:00-4:00 p.m.
Exposition of the Blessed Sacrament:
Mondays 9:00 a.m.-12:00 noon, Fridays 1:00-5:00 p.m., first Saturdays 1:00-4:00 p.m.

CUA Campus Ministry
Ground Floor Caldwell Hall
The Catholic University of America
620 Michigan Avenue, N.E.
Washington, D.C. 20064
202-319-5575

Daily Mass at 12:15 p.m. in Caldwell Chapel
Daily Mass at 12:10 p.m. in the Columbus Law School Chapel
Exposition of the Blessed Sacrament in Caldwell Chapel on Wednesdays, 9:00-10:00 p.m. (praise and worship), and Thursdays, 9:00-10:00 p.m. (solemn). During Advent and Lent, the Blessed Sacrament is exposed after the 12:15 p.m. daily Mass until 8:00 or 9:00 p.m. Sunday Mass at 11:00 a.m. and 9:00 p.m. in St. Vincent’s Chapel; and at 4:00 p.m. in the National Shrine Crypt Church.

Franciscan Monastery
1400 Quincy St., N.E.
Washington, D.C. 20017
202-526-6800

Daily Mass at 6:00 and 7:00 a.m., Monday-Friday, with additional Masses at 9:00 a.m. and 5:30 p.m. on Tuesdays. Mass for Saturday is at 7:00 a.m.
Sunday Mass at 5:00 p.m. (Saturday Vigil), 8:00 a.m., 10:00 a.m., and 12:00 noon
Confessions: Monday-Saturday on the hour, 9:00 a.m.-4:00 p.m. (except at noon).

Our Lady of the Most Blessed Sacrament Monastery
(Poor Clares of Perpetual Adoration)
3900 13th Street, N.E.
Washington, D.C. 20017-2699
202-526-6808

Daily Mass at 7:00 a.m. (Saturdays: 8:00 a.m.)
Sunday Mass at 9:00 a.m.
Exposition of the Blessed Sacrament: Every day, 7:00 a.m.-7:00 p.m.

St. Anthony’s Parish
12th and Monroe Streets, N.E.
Washington, D.C. 20017
202-526–8822

Daily Mass at 8:00 a.m. and 12:00 noon
(Saturdays: 8:00 a.m. and 12:00 noon only)
Sunday Mass at 5:00 p.m. (Saturday vigil), 7:00 a.m., 9:00 a.m., 11:30 a.m.
Confessions: Saturdays, 4:00-4:45 p.m.
Exposition of the Blessed Sacrament: Thursdays from 12:30 p.m.-7:30 p.m.

DRESS CODE

Modesty in dress and dignified apparel reflects the Christian understanding of the human person. The appearance and behavior of students during the normal class periods, and in all Institute-related activities, should therefore reflect positively on the student and the Institute. The Institute expects that all students will maintain a neat, clean, and modest mode of dress and appearance. Extremes of dress should be avoided.

For women, inappropriate dress includes, but is not limited to: casual sandals such as flip-flops, sneakers, tee shirts, athletic wear, shorts, leggings, jeans, spaghetti straps, tank tops, and the like.

For men, inappropriate dress includes, but is not limited to: casual sandals such as flip-flops, sneakers, tee shirts, athletic wear, shorts, jeans, and the like.

CULTURAL EVENTS

The unique setting of Washington, D.C. enriches the Institute’s academic programs. From the Library of Congress to the historic Woodstock Library at Georgetown University, from the National Institutes of Health to the National Academy of Sciences, from Mount Vernon to the Kennedy Center, educational and research opportunities abound.

Washington, D.C. also offers a variety of opportunities for students to deepen their appreciation for and understanding of the arts. The Institute encourages attention to beauty as an essential dimension of building a culture of life. To complement the numerous local activities that are free of charge, the Institute sometimes sponsors a limited number of student tickets to performances by local groups such as the Washington Bach Consort, Chantry, and the National Philharmonic Orchestra.

TRANSPORTATION

The Brookland/Catholic University Metrorail stop is located to the east of The Catholic University of America campus,
near the intersection of Michigan Avenue and John McCormack Road.

Frequent patrons of Metro may wish to purchase a SmarTrip card, which is a permanent, rechargeable fare-card. See http://www.wmata.com for details.

PARKING

Catholic University of America parking permits (on-campus) are available at Leahy Hall, Rm. 121. Students may purchase only one vehicle hangtag permit. Permits are not transferable. Students may inquire in McGivney Rm. 312 about possible availability of limited permits for off-campus parking at 3900 Harewood Road, NE.

INCLIMENT WEATHER

The Institute follows the decision of The Catholic University of America regarding a full day’s closure of campus or a delay of classes, with the following exceptions to accommodate the Institute’s unique class schedule: in the case of a two-hour delay (campus opening at 10 a.m.), the Institute’s morning classes will meet at 10 a.m. and will conclude at their normally scheduled time. The same principle holds for the Institute’s afternoon classes if campus does not open until the afternoon hours.

For details, students may call the Institute’s main line, 202-526-3799. On days when the class schedule is affected by the weather, a message will be recorded by 7:30 a.m. indicating the starting time for classes. Information regarding CUA’s decision may also be found by visiting the CUA home page (www.cua.edu) or calling the CUA switchboard (202-319-5000).

POST OFFICE

The Catholic University of America operates a Contract Postal Station of the Washington, D.C., Post Office, identified as Cardinal Station. The station is located on the ground floor of McMahon Hall. Postal hours are from 9:00 a.m. to 4:00 p.m., Monday through Friday. Telephone: (202) 319-5225.

The Brookland Station Post Office is located at 3401 12th St., N.E., Washington, D.C. 20017. Telephone: (202) 842-3374.

STUDENT GRIEVANCES

Should a student encounter a problem with a member of the faculty or administration of the Institute, the matter should first be discussed with that person. It is preferable that any conflicts be resolved informally. However, when this is not possible, the student may submit a written grievance to the Provost/Dean within 60 days of the semester in which the incident occurred. The Provost/Dean will review the grievance and respond to the student within two weeks.

CAREER AND PLACEMENT SERVICES

Institute graduates enter a variety of careers involving education and the pastoral care of families. They serve in theological education, research, publication, and teaching positions at seminaries, colleges, and Catholic secondary schools. Others assume leadership positions in parishes and dioceses, as directors of religious education, family life offices, and pro-life offices. Institute graduates also have taken positions in health care, public interest and affairs organizations, and government.

The Institute endeavors to help its students and graduates to find professional options by posting information about job opportunities. In addition, the Institute stays in contact with Institute alumni and alumnae, who may know of positions in their areas of employment. The faculty of the Institute maintains a special interest in the professional development of students attending the Institute, and faculty members are available to provide career guidance. Students are encouraged to seek faculty guidance to develop a well-defined sense of their interests, abilities, and vocation. The jobs taken by Institute graduates reflect not only the diverse interests and backgrounds of those studying at the Institute but also the variety of opportunities open to Institute alumni and alumnae.
ADMISSIONS

Applications for Admission
Committed to the teaching of Vatican Council II that every type of discrimination, whether based on sex, race, color, social condition, language, or religion, is to be overcome and eradicated as contrary to God's intent (Gaudium et spes, n. 29), the Pontifical John Paul II Institute admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the Institute. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and fellowship programs, and other Institute-administered programs.

Applications for admission are available online (www.johnpaulii.edu) and at the administrative offices of the Institute. Students may contact the Director of Admissions for information regarding admission and to arrange to visit the Institute. The application deadline for admission to the various degree programs is January 30. After this date, the Institute considers degree-seeking applications on a rolling basis, when places remain available.

FINANCIAL AID

Government Loans and McGivney Scholarship Program
The Institute administers financial aid in such a way as to affirm the financial responsibility and integrity of both the student and the Institute. Responsibility for securing the necessary financial resources rests ultimately with the student.

Students enrolled at the John Paul II Institute who carry at least six academic credits are eligible to apply for student loans to pay tuition and living expenses through the Stafford Direct and Graduate Plus loan programs. Students may apply for these loans by completing the FAFSA online.

Additionally, the Institute designates yearly a limited number of complete and partial tuition scholarships on the basis of academic merit and financial need. These scholarships are provided in memory of Knights of Columbus founder, the Reverend Michael J. McGivney, through the support of the Knights of Columbus. Scholarship recipients are required to be enrolled full-time (that is, to carry a minimum of three courses per semester for credit). To be considered for a scholarship, the application must be completed and received by January 31.

Scholarship request forms may be obtained online or from the Director of Admissions, Pontifical John Paul II Institute for Studies on Marriage and Family, The Catholic University of America, 620 Michigan Ave., NE, Washington, D.C. 20064.

In the M.T.S. and S.T.L. programs, scholarships are renewable for a period of up to four semesters, while S.T.D. scholarships are renewable for two semesters, during full-time course enrollment. Ph.D. scholarships (and fellowships) are renewable each year for up to five years. Scholarships do not include any type of fees: application, student activity, registration, dissertation direction, graduation, etc.

TUITION AND FEES

The following tuition and fees are effective for the 2011-12 academic year:

<table>
<thead>
<tr>
<th>Tuition per Semester:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$7,900</td>
</tr>
<tr>
<td>Part-time (per credit)</td>
<td>$700</td>
</tr>
<tr>
<td>Audit (per course)</td>
<td>$350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application (non-refundable)</td>
<td>$60</td>
</tr>
<tr>
<td>Registration (per academic year)</td>
<td>$50</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$175 per semester (full-time)</td>
</tr>
<tr>
<td></td>
<td>$75 per semester (part-time)</td>
</tr>
<tr>
<td>Thesis Direction Fee</td>
<td>$1,300 per semester</td>
</tr>
<tr>
<td>Graduation and Diploma</td>
<td>$125</td>
</tr>
<tr>
<td>Late Registration (additional fee)</td>
<td>$50</td>
</tr>
<tr>
<td>Deferred Payment Plan</td>
<td>$50</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$75</td>
</tr>
</tbody>
</table>

REFUND POLICY

During first two weeks of term* 100%
Until mid-term* 50%
Following mid-term 0%

*For exact dates, please refer to academic calendar.

Fees and tuition are subject to change without notice.
Scholarships are renewable based on assessment of academic performance and subject to availability of funds. Applicants are notified by mail at the end of March.

The Sobota-Kardos Fellowships
The Sobota-Kardos Fellowships are awarded through a fund established by Paul and Paulette (Sobota) Kardos. These fellowships make small living stipends available to lay students qualifying for financial assistance. Special consideration is given to married students. The stipends are dispensed in equal payments at the beginning of each semester of the academic year for which the fellowship is awarded. In some cases, the awards are given as tuition remission.

ACADEMIC INFORMATION

Registration

Students registering for the first time
Once students have notified the Institute of their decision to enroll, a registration package is sent, along with directions for registration for classes. Prior to registration, students who are not citizens of the United States must have completed an “Admissions Supplement” form. This form is sent to the student upon application to the Institute and is necessary for the completion of the I-20 form.

Continuing students
Registration packets are available for the coming semester after midterm.

Fees
An annual registration fee of $50 is assessed at the beginning of each academic year. Each fall and spring students who fail to comply with registration deadlines will be charged a late fee in addition to the registration fee.

Finances
Students who have outstanding financial balances cannot (1) register for classes; (2) receive grades or transcripts; or (3) graduate until their accounts are paid in full.

Academic Advising
The Program Advisors for each degree bear primary responsibility for advising students about their course work and other degree requirements. The Program Advisors are available prior to registration for consultation with M.T.S., S.T.L., Ph.D., and S.T.D. students who require guidance in the selection of courses. Ph.D. students in the second or third year should consult their personal advisors to discuss the selection of their courses, which must also be approved by the Program Advisor (regarding personal advisors, see the section entitled “Advising” in the description of the Ph.D. degree program below).

Other faculty members are available to offer academic and career advice to students according to their own experience and fields of interest.

Classification of Students

Degree-seeking Students
There are two classifications of degree-seeking students: full-time and part-time. Full-time students take at least three courses (nine credits) each semester. Part-time students take either one or two courses per semester. Only full-time students may apply for scholarships, in accord with the stipulations for each degree program.

Non-degree-seeking Students
Persons who do not wish to pursue a degree but nevertheless desire to take courses at the Institute may apply to be special students, with “non-degree-seeking” status. A limited number of non-degree-seeking students are admitted based on their preparation for graduate study. A bachelor’s degree is required for admission. Financial aid is not available to non-degree-seeking students. Non-degree-seeking students who later desire to be admitted to a degree program must apply as degree-seeking students and complete the admission requirements for the relevant program. Following admission to a degree program, the student may petition the Office of the Dean to have previously completed Institute courses applied toward the degree requirements.

Auditing
A student enrolled at the Institute may register for additional classes without course or degree credit, within their own program, if desired. In order for the course to appear on the student’s transcript as an audited course, the student must abide by the regular attendance policy of the Institute.
Full-time students may audit up to two courses per semester without additional charge (however, to enroll in more than five courses per semester requires the permission of the Provost/Dean). Part-time students must pay the fee of $350 per course to audit.

Class Attendance
Students’ presence at and participation in every class session is expected. In each course, a student is allowed, for serious reason, an absence equal to the number of hours the course meets for one individual session. It is at the discretion of the professor to decide whether make-up work for absences is to be permitted and in what way it is to be graded. If the student exceeds the permitted number of hours of absence, the professor may require that he or she obtain permission from the Provost/Dean in order to remain in the course.

Transfer of Credits
Students may apply to transfer credits from previous study using the form available in the Reception Office (Room 313). In the M.T.S. program, a student may transfer up to six credits from another graduate school with the written permission of the Provost/Dean. Transfer of credits in the S.T.L., S.T.D., and Ph.D. programs is considered on a case-by-case basis by the Provost/Dean. Only courses from an equivalent degree program may be considered transferable. Please note that transfer credits are not automatic and may be denied based on the Institute’s current curriculum.

Change of Courses
Students may add or drop courses with the approval of the Program Advisor and in accord with the deadlines published in the academic calendar. Forms are available in the Reception Office (Room 313).

Plagiarism/Unethical Submission of Work
A student who submits the academic work of another, including a research agency, as his/her own, or who uses prohibited materials in completing an examination, paper, thesis, dissertation, or other graded work is subject to a grade of F (failure) for the course or for the dissertation project. Further penalties, including possible expulsion, may be imposed in accordance with particular circumstances.

Grade Reports
Grade reports are issued by the Registrar after the end of each semester according to the system above. To remain in any of the degree programs at the Institute, students must maintain a grade-point average of at least 3.0.

Grade Appeals
A student who wishes to appeal a course grade must do so within the first 30 days of the semester following the semester of the course in question. He or she should first take up the matter with the professor of the course. The professor must respond within 30 days. If a satisfactory resolution is not reached within this period, the student may appeal formally to the Provost/Dean, who will discuss the matter with the student and the professor and make a final decision within 30 days. The grade appeal form is available in the Reception Office (Room 313). A successful appeal of an “F” grade will result in a mandatory grade of “P.”

Transcripts and Diplomas
Each student may request one transcript free of charge. Further transcripts may be obtained for a fee of $5 by check made payable to the K of C Family Life Bureau, Inc. Requests for transcripts may be obtained through use of our on-line form and submitted to the Office of the Registrar. Diplomas for the M.T.S., S.T.L., and S.T.D. degrees are issued through the Pontifical Lateran University in Rome.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.66</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Passing but marginal</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Records and Directory Information

The Pontifical John Paul II Institute complies fully with the provisions of the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment), 20 U.S.C. 1232 et. seq. (1975), which guarantee the confidentiality of student records.

The following data are considered to be directory information and, at the discretion of the Institute, may be given to an inquirer, either in person, by mail, or by telephone, and may otherwise be made public: name of student; address (both local and permanent); email address; telephone (both local and permanent); date of registered attendance; school or division of enrollment; field of study; nature and dates of degrees and awards received. If an inquiry is made in person or by mail, a student’s signature and date and place of birth may be confirmed.

An individual student may request that no such directory information be disclosed by completing the appropriate form, available in the Reception Office (Room 313).

A student who alleges that the Institute has failed to comply with the requirements of Section 438 of the Act has the right to file a complaint with the Family Educational Rights and Privacy Act Office of the Department of Education.

Incomplete

Coursework is to be completed by the end of the semester in which the course is taken. The provisional grade of “I” (Incomplete) may be given only to a student who has not completed the requirements of a course for serious reasons, for example, death in the immediate family or hospitalization, and who has made a formal application using the form available in the Office of Admissions. The grade of “I” is not given to one who has simply failed to meet the academic requirements of the course on time.

Incomplete grades must be removed before mid-semester of the succeeding term, whether or not the student continues in residence. If the grade of “I” is not removed by mid-semester, it will be recorded as a grade of “F” (Failure).

Under extraordinary circumstances, a student may petition the instructor of the course and the Provost/Dean for an extension of the period normally allowed for removal of the “I.” This petition must be made before the date of the mid-semester following the reported “I” grade.

Leave of Absence

Students may request a leave of absence, no longer than a year, for sufficient reason, such as prolonged illness, financial difficulty, or military service. Students must submit a written request, including a specific statement of the reason, to the Provost/Dean, using the form available in the Reception Office (Room 313). If permission is granted, the period of the leave of absence will not be counted against residency or other program requirements. Any grades of “Incomplete” must be completed in accord with the academic calendar and Institute policy, whether the student is enrolled in classes or on leave of absence in the following semester. The student may petition the Provost/Dean for exceptions to the leave of absence policy.

Text Books

Prior to each semester a book list for all courses is available at the Institute’s administrative offices or on the Institute website. Books may be purchased at Newman Bookstore, located at the Hecker Center, 3025 4th Street NE, Suite 120, Washington, DC 20017; telephone: (202) 526-1036. Store hours are from 9:00 a.m. to 5:00 p.m., Monday through Friday, and from 10:00 a.m. to 4:00 p.m. on Saturday.

Course compendia may also be purchased at Newman Bookstore.

Library Resources

Mullen Library

Institute faculty and students are entitled to user privileges in the John K. Mullen Library and the Kathryn J. DuFour Law Library of The Catholic University of America. At the beginning of each semester, registered Institute students receive a library bar code at the circulation desk of Mullen Library upon presenting an Institute student ID. The University library system contains more than 1,300,000 journals, books, dissertations, and other research materials. The Theology/Philosophy/Canon Law Library located on the third floor of Mullen Library houses specialized reference materials in the areas of religious studies and philosophy.

As a benefit of CUA’s membership in the
Washington Research Library Consortium (WRLC), students have access to ALADIN, a shared electronic library system serving several universities in the Washington, D.C. area. ALADIN includes the online library catalog as well as article databases, electronic journals, image collections, and Internet resources. Students may access ALADIN databases remotely, i.e., from home or office. Additional databases on CD-ROM are available in the libraries. In addition to the Consortium Loan Service, which allows students to borrow volumes from other universities in the WRLC via a courier service, interlibrary loan from non-WRLC-member schools is available, and requests for both loan services may be submitted to the Access Services desk via the Mullen Library website. All faculty and students are invited to take advantage of group and individual instruction in the use of electronic library resources at Mullen Library.

Mullen Library has a number of computer stations located throughout the building that are available for research and internet use. In addition, Dell PC and Macintosh iBook laptops can be checked out from the Circulation Desk for use inside the library. The laptops have word-processing capability and are connected to Mullen’s wireless network. Students who own a laptop may check out a wireless network card from the Circulation Desk for access to the network. Further information about the wireless network is available at: http://libraries.cua.edu/access/wireless.html. Students may purchase a photocopy card for use with the Mullen photocopying machines on the second floor.

The regular semester hours of Mullen Library are as follows:

Monday-Thursday: 8 a.m.-11:30 p.m.
Friday: 8 a.m.-10 p.m.
Saturday: 9 a.m.-10 p.m.
Sunday: 11 a.m.-11:30 p.m.

Mullen Library has extended hours during the final exam periods. For vacation hours, students may call the schedule information number: 202-319-5077. For more information, visit the library’s homepage at http://libraries.cua.edu.

Washington Theological Consortium

In the Washington, D.C., metropolitan area, the libraries of institutions which participate in the Washington Theological Consortium are available to students of the Institute for research and study through the Institute’s affiliation with Mullen Library. The institutions in the Consortium are The Catholic University of America School of Theology and Religious Studies, the Dominican House of Studies, Howard University School of Divinity, Lutheran Theological Seminary in Gettysburg, the Richmond Consortium, Virginia Theological Seminary, Washington Theological Union, Wesley Theological Seminary, the College of Preachers (associate member), and St. Paul’s College (associate member). Institute students should bring their Mullen Library cards when researching in Consortium libraries. Access to Consortium libraries is for research only; to check out books, Institute students may use the interlibrary loan services of Mullen Library.

Other Collections

Other significant collections open to the public in the Washington, D.C. area include the Kennedy Institute of Ethics library, the Library of Congress, the National Library of Medicine, and other university libraries.

Master Class Week

Each January, professors of the central Roman session of the Institute offer a week of lectures on various theological-anthropological themes for the students of the Washington, D.C. session. Regular classes are not held during this week so that students are available to attend the morning and afternoon sessions of Master Class Week. Graduates of the Institute and members of the wider community may attend the lectures of Master Class week; the fee is $250.

Commencement

A graduation Mass is celebrated in the Crypt Church of the Basilica of the National Shrine of the Immaculate Conception. All candidates on whom degrees are to be conferred must be present at the commencement exercises of the Institute, unless excused for serious reasons by the Provost/Dean.

An annual Graduation Ball completes the academic year; it typically takes place between final examinations and the graduation exercises.
Introduction

In light of the mission statement of the Institute, the M.T.S. Marriage and Family program prepares students for further academic study in higher degree programs as well as for professional work in a variety of contexts such as high school education, diocesan family bureaus, pro-life organizations, and legal, governmental, medical, and public policy fields.

The M.T.S. conforms to the special provisions of Magnum matrimonii sacramentum, which establish a basic pontifical degree program for students who have completed an undergraduate liberal arts curriculum.

Admissions Requirements

Applicants must possess an undergraduate degree from an accredited institution in the United States or from its equivalent in foreign countries. While it is advisable that applicants for admission have a previous background in philosophy and theology, students without a background in philosophy and theology are strongly encouraged to apply. Further requirements are enumerated in the application for the program.

Degree Requirements

M.T.S. students are subject to the degree requirements of the academic catalog of the year in which they were first enrolled as degree-seeking students.

M.T.S. students must complete 48 credits of course work, in addition to a certain number of audits, as announced during the course of the school year, with a grade-point average of at least 3.0 on a 4.0-point scale. Additionally, students must pass a comprehensive examination administered in the final semester of study.

As part of the M.T.S. curriculum, master’s program students are expected to participate in the Book Forum during the second and third semesters of their degree program.

Comprehensive Examination

The comprehensive examination is based on the areas of study in the M.T.S. curriculum, including the areas of Sacred Scripture, patristics, fundamental and systematic theology, philosophy, moral theology, law, and science. Each of the M.T.S. specializations (see below for a description of the Biotechnology and Ethics specialization) has its own examination, in accordance with the differences in the two curricula. In either case, the purpose of the comprehensive examination is to assist the candidate in synthesizing and integrating his or her knowledge in the specialization.

The examination consists in three two-hour written examinations. All components are graded on a pass-fail basis. If a student should fail any one of the questions, he or she may be required to retake the examination in whole or in part. If a student fails the second time, he or she will cease to be a candidate for the degree.

In the examination, the student must demonstrate a mastery of the material covered in the program commensurate with graduate study, including concrete historical and theoretical bases, and offer substantive interpretations, pertinent interrelationships between fields, and relevant concluding judgments.

Book Forum

The Book Forum consists of a series of evening lectures followed by discussion on selected works of literature. The purpose of the Book Forum class is to promote common reflection and conversation around the themes of person, God, love, marriage, and family as these have been articulated especially within the great tradition of
twentieth century Catholic/Christian authors in fiction, poetry, drama, essays, and the like. The authors to be read will include Bernanos, Chesterton, Claudel, O’Connor, Péguy, Berry, (possibly Eliot, Waugh, Percy, and others). In the words of Joseph Ratzinger, “Culture at its core means an opening to the divine.” At the heart of every culture is an implicit understanding of ultimacy . . . of the meaning of our existence in relation to God. It is this relation to God that endows all of the activities of a culture - raising and educating children, marriage, music, dance, architecture, economy, etc. - with their deepest significance. Reciprocally, in order to discern how a culture conceives the human being’s relation to God, all the aspects of that culture should be considered. Reflection on great works of literature is integral to cultural discernment, and thus integral to the educational mission of the Institute.

Students receive a “pass” or “fail” grade for the Book Forum based on attendance and participation in the discussion and on a short paper, to be submitted the day before the meeting.

Residency

This degree program requires four semesters of full-time study in residence. In certain cases, the Provost/Dean will consider requests to fulfill course requirements on a part-time basis. In all cases, total tuition payments for the degree must equal at least the cost of four full-time semesters.
The Master of Theological Studies: Biotechnology and Ethics (M.T.S.)

Introduction

In light of the mission statement of the Institute, the M.T.S. Biotechnology and Ethics program prepares students for further academic study in higher degree programs as well as for professional engagement in a variety of contexts such as teaching, research, policy development, and clinical consultation work related to bioethics. The program also offers continuing education for professionals in the medical, legal, and other fields.

The M.T.S. conforms to the special provisions of Magnum matrimonii sacramentum, which establish a basic pontifical degree program for students who have completed an undergraduate liberal arts curriculum.

Admissions Requirements

Applicants must possess an undergraduate degree from an accredited institution in the United States or from its equivalent in foreign countries. While it is advisable that applicants for admission have a previous background in philosophy and theology, students without a background in philosophy and theology are strongly encouraged to apply. Further requirements are enumerated in the application for the program.

Degree Requirements

M.T.S. students are subject to the degree requirements of the academic catalog of the year in which they were first enrolled as degree-seeking students.

M.T.S. students must complete 48 credits of course work, in addition to a certain number of audits, as announced during the course of the school year, with a grade-point average of at least 3.0 on a 4.0-point scale. Additionally, students must pass a comprehensive examination administered in the final semester of study.

As part of the M.T.S. curriculum, master’s program students are expected to attend the Book Forum during the second and third semesters of their degree program.

Comprehensive Examination

The comprehensive examination is based on the areas of study in the M.T.S. curriculum, including the areas of Sacred Scripture, biotechnology, fundamental and systematic theology, philosophy, moral theology, law, and science. Each of the M.T.S. specializations (see above for a description of the Marriage and Family specialization) has its own examination, in accordance with the differences in the two curricula. In either case, the purpose of the comprehensive examination is to assist the candidate in synthesizing and integrating his or her knowledge in the specialization.

The examination consists in three two-hour written examinations. All components are graded on a pass-fail basis. If a student should fail any one of the questions, he or she may be required to retake the examination in whole or in part. If a student fails the second time, he or she will cease to be a candidate for the degree.

In the examination, the student must demonstrate a mastery of the material covered in the program commensurate with graduate study, including concrete historical and theoretical bases, and offer substantive interpretations, pertinent interrelationships between fields, and relevant concluding judgments.

Book Forum

The Book Forum consists of a series of evening lectures followed by discussion on selected works of literature. The purpose of the Book Forum class is to promote common reflection and conversation around the themes of person, God, love, marriage, and family as these have been articulated especially within the great tradition of twentieth century Catholic/Christian authors in fiction, poetry, drama, essays, and the like. The authors to be read will include
Bernanos, Chesterton, Claudel, O’Connor, Péguy, Berry, (possibly Eliot, Waugh, Percy, and others). In the words of Joseph Ratzinger, “Culture at its core means an opening to the divine.” At the heart of every culture is an implicit understanding of ultimacy . . . of the meaning of our existence in relation to God. It is this relation to God that endows all of the activities of a culture - raising and educating children, marriage, music, dance, architecture, economy, etc. - with their deepest significance. Reciprocally, in order to discern how a culture conceives the human being’s relation to God, all the aspects of that culture should be considered. Reflection on great works of literature is integral to cultural discernment, and thus integral to the educational mission of the Institute.

Students receive a “pass” or “fail” grade for the Book Forum based on attendance and participation in the discussion and on a short paper, to be submitted the day before the meeting.

**Residency**

This degree program requires four semesters of full-time study in residence. In certain cases, the Provost/Dean will consider requests to fulfill course requirements on a part-time basis. In all cases, total tuition payments for the degree must equal at least the cost of four full-time semesters.
The Licentiate in Sacred Theology of Marriage and Family (S.T.L.)

Introduction
The S.T.L. program prepares the graduate for teaching posts, especially in Roman Catholic seminaries, colleges, and universities, as well as for further studies at the doctoral level. This is a post-S.T.B. program offering further academic development and research skills in accordance with the mission statement of the Institute. As an ecclesiastical degree, the licentiate is granted by the authority of and in the name of the Holy See.

The S.T.L. program conforms in its specifications to the requirements set forth in *Sapientia christiana* and *Magnum matrimonii sacramentum*.

Admissions Requirements
Admission to the S.T.L. program requires the pontifical Bachelor of Sacred Theology (S.T.B.) or a graduate degree with coursework that is equivalent to that of the S.T.B. In the case of applicants with a Master of Arts in Theology, normally two years of additional full-time study in theology and philosophy will be required to meet the equivalency stipulation. Further requirements are enumerated in the application for the program.

Degree Requirements
S.T.L. students must complete 48 credits of prescribed three-credit courses, in addition to selected seminars as announced during the course of the school year, with a grade-point average of 3.0. S.T.L. students must write and defend a thesis and satisfactorily present a *lectio coram* in order to receive the degree.

Languages
Students are required to demonstrate reading proficiency in scholastic Latin by successful completion of a written examination administered by Institute faculty. This requirement is to be fulfilled during the first semester of residency.

Students must also demonstrate reading proficiency in a modern language from the following list: French, Spanish, Italian, or German. Proficiency is demonstrated by successful completion of a written examination administered by Institute faculty. This requirement must be fulfilled by the end of the third semester, but students are urged to fulfill it by the end of the first year.

Lectio Coram
S.T.L. students must satisfactorily present a *lectio coram*—a public lecture—during the final semester of study, following the completion and approval of the thesis. Before a panel of examiners, consisting in the thesis director and two readers of the thesis, the *lectio coram* should demonstrate the candidate's competence in theology and as a teacher. It must be clearly and logically organized, manifest the candidate's familiarity with a wide range of relevant literature, and exhibit soundness of theological judgment. As the name implies, the *lectio coram* is open to the public.

The thesis director will propose a topic unrelated to the thesis. The candidate is notified of the selected topic 48 hours prior to the *lectio coram*. The candidate may present the lecture using a one-page written outline. The lecture may not be delivered from a written text. If an outline is used by the candidate, copies must be submitted to the board prior to the lecture. After the *lectio coram* each examiner gives a secret grade, and the final grade is the average of those grades. If the candidate fails this examination, he or she is not permitted to defend the thesis, which otherwise occurs immediately following the *lectio coram*. The Provost/Dean, in consultation with the chairman of the panel of examiners, will determine whether the examination may be repeated. Should a student fail a second time, he or she ceases to be a candidate for the licentiate degree.

Thesis
The thesis is an integral part of the
S.T.L. curriculum, requiring several months’ planning, research, analysis, exposition, revision, and discussion. It entails both the independent investigation of some significant question arising from the work of the program and a defense of the conclusions reached. It should give evidence of training in research and make a contribution to theological and/or philosophical knowledge involving a limited yet significant issue. It must demonstrate the student’s familiarity with basic methods and techniques of research, mastery of a limited topic, and ability to exercise sound theological judgment and to formulate accurate conclusions. The thesis director, more a critic than a teacher, provides major assistance in defining the question to be examined. The student alone is responsible for working out the question and its resolution.

**Schedule of Production of the Thesis**

By the end of the first semester, and in consultation with the S.T.L. Program Advisor, the student asks a faculty member to direct his thesis. Once a faculty member agrees to direct the thesis, the Program Advisor, in consultation with the thesis director, appoints two other faculty members to a thesis board. One of the two faculty members is designated the first reader of the thesis.

By midterm of the second semester, and in consultation with the thesis director, the student prepares and submits to the Program Advisor a five-page proposal, including the title; a detailed statement of the proposed topic, its background, and its purpose; the methodology; and a proposed table of contents. In addition, a preliminary bibliography is submitted at this time.

Within two weeks, the thesis board meets with the candidate to discuss the proposal. The thesis director, other board members, and the Program Advisor may accept or reject the proposal, or they may specify required modifications to it (acceptance *sub conditione*). If substantial revision is required, the board meets again with the student, either accepting or rejecting the proposal or requiring further modifications. The proposal is deemed to be approved when it has been signed by the thesis director, the other two board members, and the Program Advisor. The proposal, with original signatures, is held in the student’s official file.

Once the proposal has been approved, the student is free to commence writing the thesis in consultation with the thesis director and the other board members.

At least six weeks prior to the expected date of defense and on or before the due date listed in the academic calendar, the student must submit five copies of the completed thesis to the Program Advisor. The copies must be bound with a black plastic “comb binding,” a black vinyl back cover, and a clear plastic front cover. The copies of the thesis are distributed to the thesis director and the other board members.

The thesis must be between 60-70 pages in length, excluding the bibliography (page limits are strictly enforced) and written according to the *Chicago Manual of Style*. Upon completion of the thesis, the thesis director and first reader may judge the thesis substantively complete and worthy of defense, while noting some mandatory corrections to be made prior to final acceptance.) The date for the *lectio coram* and the thesis defense cannot be set prior to this written approval; approval must be received at least 30 days in advance of the defense. Also, the defense of the thesis cannot be scheduled until all language requirements have been met.

**Defense of the Thesis**

After successful completion of the *lectio coram*, the student must defend the thesis by oral examination, to be conducted by the thesis board (the thesis director and the two readers). The student may begin with a
brief presentation of his thesis. At the end of the defense, the written thesis and the oral examination are graded separately by the members of the defense board. The votes are taken in secret and supervised by the chairman of the examination. The final grade is the average of the grades submitted by each board member. If a candidate fails this examination, he must obtain permission from the Provost/Dean to schedule another defense. A candidate will not be permitted to retake the examination until at least one semester, or an equivalent period of time, has elapsed since the date of the failure. If the student fails a second time, he or she ceases to be a candidate for the licentiate degree.

**Residency**

The S.T.L. program requires four semesters of full-time study in residence. In certain cases, the Provost/Dean will consider requests to fulfill course requirements on a part-time basis. All the requirements for the S.T.L. degree must be completed within five years of the date the student enters the S.T.L. program at the Institute. If a student does not complete all requirements within five years, the student may petition the Provost/Dean for a one-year extension. If a student fails to complete all requirements within this period, he or she ceases to be a candidate for the S.T.L. In all cases, total tuition payments for the degree must equal at least the cost of four full-time semesters.
The Doctorate in Sacred Theology with a Specialization in Marriage and Family (S.T.D.)

Introduction
The S.T.D. is a post-S.T.L. degree completing academic formation in conformity with the mission statement of the Institute; it qualifies the graduate for teaching posts in Roman Catholic seminaries, colleges, and universities. As an ecclesiastical degree, the S.T.D. is granted by the authority of and in the name of the Holy See.

The S.T.D. conforms in its specifications to the requirements set forth in Sapientia christiana and Magnum matrimonii sacramentum.

Admissions Requirements
Admission to the S.T.D. program requires the S.T.L. degree (magna cum laude or higher) from a session of the John Paul II Institute. Other requirements are enumerated in the application for the program. While receiving a magna cum laude or higher for the S.T.L. degree is a prerequisite for consideration for admission into the S.T.D. program, possession of this degree with a magna cum laude does not guarantee admission.

Degree Requirements
S.T.D. students are required to complete four doctoral seminars. Competency in four languages must be demonstrated by S.T.D. students before the second year of the program, in preparation for the dissertation research. The dissertation must be defended within five years of the student’s entry into the program.

Languages
Reading proficiency in scholastic Latin is presupposed at admission and must be demonstrated by successful completion of a written examination. This requirement must be fulfilled during the first semester of residency.

Students are required to demonstrate reading proficiency in biblical Greek by successful completion of a written examination. This requirement must be fulfilled during the first year of residency.

Students must demonstrate reading proficiency in two modern languages from the following list: French, Spanish, Italian, or German. Proficiency is demonstrated by successful completion of a written examination. This requirement must be fulfilled by the beginning of the third semester of the program.

S.T.D. Dissertation
The dissertation should demonstrate maturity of theological judgment based on advanced graduate study. It should give evidence of research skills commensurate with doctoral level study, the ability to perform independent scientific work, and mastery of the candidate’s chosen field of study. The dissertation should be of sufficient quality to constitute a genuine contribution to that field of study and to warrant publication. The dissertation should be at least 175 and no more than 300 pages in length, exclusive of bibliography.

Schedule of Production of S.T.D. Dissertation
By the end of the first semester, and in consultation with the S.T.D. Program Advisor, the student asks a faculty member to direct his or her dissertation. The Program Advisor, in consultation with the dissertation director, appoints two other faculty members to a board under the chairmanship of the dissertation director.

By midterm of the second semester, and in consultation with the dissertation director, the student prepares and submits to the Program Advisor a ten-page dissertation proposal, including the title; a brief presentation of the background of the topic and the current state of relevant research; a concise statement of the proposed thesis of the dissertation; a statement of the contribution and originality of the thesis; a detailed statement describing the methodology and argument...
of the dissertation; and a proposed table of contents. A preliminary bibliography containing the most important primary and secondary sources must be submitted with the proposal.

Once the thesis director deems the proposal acceptable, it is circulated among the entire faculty. Every member of the faculty is expected to submit his or her approval, comments, objections, and questions to the thesis director and Program Advisor within two weeks of having the proposal.

After this review, the student may defend the proposal before the board, comprised of the director and two readers. The dissertation director, the other board members, and the Program Advisor may accept or reject the proposal, or they may specify required modifications to it (acceptance *sub conditione*). If substantial revision is required, the board and Program Advisor meet again with the student, either accepting or rejecting the proposal or requiring further modifications.

The proposal is deemed to be finally approved when it has been signed by the dissertation director, the first and second readers, and the Program Advisor. The proposal, with original signatures, is held in the student’s official file.

Once the proposal has been finally approved, the student may begin to write his or her dissertation.

*Preparation for the Defense of S.T.D. Dissertation*

At least eight weeks prior to the expected date of defense and on or before the due date listed in the academic calendar, the student must submit six copies of the completed dissertation and six copies of an abstract of 350 words to the Program Advisor. The dissertation copies must be bound with a black plastic “comb binding,” a black vinyl back cover, and a clear plastic front cover. At this time, the S.T.D. Program Advisor, in consultation with the dissertation director, selects a reader who is not a member of the Institute faculty to participate at the defense. The Office of the Provost/Dean distributes the copies of the dissertation to the dissertation director and the other board members.

The date for defense cannot be confirmed prior to approval by the dissertation director and the board members who are Institute faculty; approval must be given at least 30 days before the expected date of the defense. Also, the defense of the dissertation cannot be scheduled until all language and coursework requirements have been met.

The completed dissertation must be defended within five years of the date the student enters the S.T.D. program at the Institute. If the student is not able to defend the thesis within five years, the student may petition the Provost/Dean for a one-year extension. If a student fails to defend the thesis within this period, he or she ceases to be a candidate for the S.T.D.

*Defense of the Dissertation*

After acceptance of the dissertation by the dissertation director and readers, the student must defend the dissertation in an oral examination of at least two hours. The student will begin with a fifteen-minute presentation of his dissertation. At the end of the defense, both the written dissertation and the oral examination will be graded. A vote will be taken in secret and supervised by the chairman of the examining committee. The final grade is the average of the grades submitted by each board member. If a candidate fails the oral examination, he must obtain permission from the Provost/Dean to repeat the examination. A candidate will not be permitted to retake the examination until at least one semester, or an equivalent period of time, has elapsed since the date of the failure. If the student fails a second time, he or she ceases to be a candidate for the S.T.D. degree.

*Residency*

This degree program requires two semesters of full-time study in residence. The completed dissertation must be defended within five years of the date the student enters the S.T.D. program at the
Institute. If a student is unable to defend the dissertation within five years, the student may petition the Provost/Dean for a one-year extension. If a student fails to defend the dissertation within this period, he or she ceases to be a candidate for the S.T.D. In all cases, total tuition payments for the degree must equal at least the cost of two full-time semesters.

THE DOCTORATE IN THEOLOGY WITH A SPECIALIZATION IN PERSON, MARRIAGE, AND FAMILY (PH.D.)

Introduction
The purpose of the Ph.D. program is the formation of students toward an understanding of person, marriage, and family, in accord with the mission statement of the Institute. The program prepares students to carry out significant research and publication and qualifies students for academic positions in universities, colleges, and seminaries.

Admissions Requirements
Admission to the Ph.D. program requires the successful completion of a master's degree in theology or a related field and the completion of the application process as outlined on the appropriate admissions form. Prior to acceptance, an on-site interview will be required.

Degree Requirements
The Ph.D. program is a 48-credit program (16 courses), and course work is to be completed over three years. Ph.D. students must be in residence for full-time study during the first three years of the program, and ordinarily for the two years of dissertation writing. Full-time study is defined as taking three courses per semester and fulfilling the requirements of the Symposium, which meets four times each semester.

Proficiency in four languages is required of all Ph.D. students: scholastic-eclesiastical Latin, New Testament Greek, and two modern languages, as delineated below.

Additionally, students are expected to complete successfully the two foundational works examinations and qualifying examinations by the end of January of the sixth term of study.

Following completion of coursework, language requirements, foundational works examinations, and qualifying examinations, Ph.D. students must take and pass the dissertation prospectus course by the end of April of the sixth term of study. After the prospectus has been approved, students are expected to complete their dissertations in two years.

Courses
Ph.D. courses are generally offered on a three-year cycle, and students may choose any 15 courses of those offered at the Institute during the first five semesters, in addition to the prospectus seminar in the sixth semester.

Ph.D. students who are new to the Institute are typically required to take additional courses at the master's or licentiate level. With the permission of the Ph.D. Program Advisor and the fulfillment of an additional writing requirement, one of these courses may be substituted for a Ph.D.-level course. A maximum of two additional non-Ph.D. courses may be audited during the years of course work.

Languages
Students are required to demonstrate reading proficiency in scholastic-eclesiastical Latin, New Testament Greek, and two modern languages (French, Spanish, Italian, or German). Proficiency is demonstrated by successful completion of a written examination administered by Institute faculty.

One ancient and one modern language examination must be taken before the end of the first semester. The remaining language examinations must be taken by the end of the third semester.

An additional language may be required, depending on the dissertation topic.
**Symposium**

The Symposium consists in monthly evening seminars on selected “Great Books” (and occasionally works of art or music), for the purpose of developing a community of conversation among all Ph.D. students and the faculty around the themes of God, person, love, marriage, and family as these have been articulated by, and shape, the tradition of Christianity and the West. This community of conversation is integral to both the method and the substance of the educational mission of the Institute. An overarching concern of the conversation is to explore the sense in which the meaning and dignity of human life are recognized and can finally be sustained only from within a culture of gratitude. John Paul II writes often of a “civilization of love” or again a “culture of life.” The Symposium examines civilization, love, and life as matters above all of what the Greeks termed “morphosis,” or “morphe” of being formed, hence of “form.”

**Foundational Works**

The two examinations on the foundational works of theology are intended for students to display the breadth and depth of their knowledge of philosophy and of the Catholic tradition. Students should show significant grasp of the main theological and philosophical terms and issues discussed by the works of the authors that form the reading lists. The examinations should also indicate the student’s capacity for synthesis as well as his or her grasp of the thread that, where pertinent, manifests the unity in the development of doctrine.

The foundational works reading list is available in the administrative offices of the Institute. Although some of these books appear on course bibliographies, each student is expected to read and prepare on his or her own all the books for the foundational works examinations.

**Qualifying Examinations**

The Qualifying Examinations consist of both written and oral components. The written component is divided into three sections, and the student’s response in these three sections are treated in the oral component. The qualifying examinations take place in the first week of the sixth semester of study.

The written component is comprised of the following sections.

**Section 1:** This section treats what is termed “the quarrel between the ancients and the moderns.” This examination involves in-depth consideration of one author from each of the following four categories:
1. **Ancient writers:** Plato, Aristotle
2. **Modern writers:** Machiavelli, Galileo, Hobbes, Bacon, Descartes, Locke, Kant
3. **Recent Christian authors and the Second Vatican Council:** Balthasar, John Paul II, Ratzinger/Benedict XVI
4. **American authors:** I. Hecker, J. C. Murray

**Section 2:** This section requires students to present and discuss the *status quaestionis* of current issues in marriage and family and pertinent topics, such as bioethics, gender, sacramentality.

**Section 3:** This section seeks the critical elucidation of foundational anthropological-ontological and theological issues pertinent to the thought of John Paul II, as well as foundational issues of morality.

Once a student has received a grade of “pass” for all qualifying examinations, he or she may defend the dissertation prospectus.

**Dissertation Prospectus**

The dissertation prospectus course is a directed reading with the dissertation director, who must be selected by registration week of the fifth semester. The key elements of the dissertation prospectus course are the production of the dissertation prospectus and the collegial process of guidance by the dissertation director and the first and second readers of the dissertation.

**Dissertation Prospectus Defense**

The student must have passed the qualifying examinations before the prospectus may be defended.

Once the dissertation director deems the prospectus acceptable, but not later than
April 1st of the sixth semester, it is circulated among the entire faculty. Faculty members may submit comments, objections, and/or questions to the thesis director and Program Advisor.

After this review, the student may defend his or her prospectus before the board, comprised of the director and two readers. The prospectus is deemed to be finally approved when it has been signed by the dissertation director, the first and second readers, and the Program Advisor. The prospectus, with original signatures, is held in the student's official file.

Once the prospectus has been approved, the student may begin to write his or her dissertation.

Ph.D. Dissertation
The Ph.D. degree is awarded after the successful completion of the doctoral dissertation and a defense of the dissertation before the dissertation board. The dissertation should not exceed 300 pages (bibliography excluded) and should demonstrate maturity of theological judgment based on advanced graduate study. It should give evidence of capacity for research and reflection commensurate with advanced study, an ability to perform independent intellectual work, and a profound comprehension of the candidate's chosen field of study. The dissertation should be of sufficient quality to constitute a genuine contribution to that field of study.

Defense of the Ph.D. Dissertation
After acceptance of the dissertation by the director and readers, the student must defend the dissertation in a public defense of at least two hours. The student will begin with a fifteen-minute presentation of the dissertation, which will be followed by a period of questions from each member of the dissertation board.

Advising
Ph.D. students have two types of advisors: the Ph.D. Program Advisor and the dissertation advisor. The Program Advisor orients the student to the degree program, guides the student through questions regarding the degree requirements, assists the student in selecting the dissertation advisor, and gives final approval to course selection. The dissertation advisor, selected during the third semester in the program, guides the student in the selection of courses and of a dissertation topic; normally the dissertation advisor will serve as the student's dissertation director.

Review of Academic Progress
The Ph.D. Program Advisor conducts an interview with each doctoral student at the end of his or her first and third years of study to review the student's academic work and to receive comments from the student regarding his or her progress and concerning the program itself. At this time, the Program Advisor communicates to the student the results of the periodic evaluation of his or her progress by the faculty members of the Admissions Committee.

Residency
The Ph.D. program normally requires six semesters of full-time study in residence, plus two years of dissertation writing. The completed dissertation must be defended within seven years of the date the student enrolls in the Ph.D. program. If a student is unable to defend the dissertation within seven years, the student may petition the Provost/Dean for a one-year extension. If a student fails to defend the dissertation within this period, he or she ceases to be a candidate for the Ph.D. degree.

Assistantships
Ph.D. students will accept research or teaching assistantships during the fourth and fifth years of study, as available. The assistantships may entail ten to fifteen hours of work per week assisting a designated professor or teaching a course or part of a course, depending on availability.

Ph.D. Handbook
Further details of the Ph.D. program requirements are elaborated in the Ph.D. Handbook, distributed to Ph.D. students at orientation and available from the Institute's Reception Office.
**JPI 510/729**  
*Theological Anthropology: History and Method*  
Beginning with an examination of the problem of anthropology in modernity, this course will examine the main theses of a theological anthropology which include: predestination (of Jesus Christ and of men in Jesus Christ); creation (in Christ); the relation between nature and grace; man as *imago Dei (ad imaginem)* both in his personhood and in sexual difference; original sin; and justification.

3 credits

**JPI 511/731**  
*Faith and American Culture*  
This course attempts a theological-ontological interpretation of American culture against a background, most immediately, of the Second Vatican Council and the pontificate of John Paul II. The purpose is to frame the fundamental terms of a Catholic’s presence in and engagement with modernity as expressed in the history of America. Readings for the course will be drawn from authors influential in the founding and history of American culture, as well as from significant Catholic interpretations of and engagements with the culture.

3 credits

**JPI 517/817**  
*Jesus Christ: Revealer of God and Man*  
This course seeks to give students an introduction to Christology that will help them to deepen their understanding of the Christocentric approach to anthropology that characterizes the pontificate of John Paul II. The course thus seeks to impart familiarity with the development and significance of key ideas in Christology. The first part of the course presents Christ’s self-revelatory method, examining what he reveals of God and how this revelation occurs. The second part of the course studies the major controversies surrounding the person and mission of Jesus Christ and the thinkers who played a decisive role in these controversies. Attention is paid to the patristic era and to the gradual development of the understanding of the crucial concepts of nature and person. The sense in which Christ reveals man to himself is elucidated in the last part of the course.

3 credits

**JPI 518/757**  
*Theology of Mary*  
This course deals with the theological significance of the Virgin Mary, which can only be understood if presented in the wide horizon of God’s plan to recapitulate all things in Christ. That means that we will consider Mary, following the guidelines traced by the Second Vatican Council, in relation to the mystery of Christ and the Church. In her unique relationship with Christ she appears as the fulfillment of the nuptial covenant of God with the people of Israel and, at the same time, as the living and concrete image of the pilgrim Church. The structure of the course follows an historical thread: the mysteries of the life of Mary. All the traditional topics of Mariology (Immaculate Conception, Virginity, Divine Motherhood, Assumption, collaboration in the redemption, etc.) will be covered as we consider Mary’s course of existence (from her Old Testament roots to the final Parousia). Her pilgrimage in faith will give us the key to contemplating the whole life of Jesus as a mystery, that is, as the revelation and action of the Triune God in the midst of human history.

3 credits

**JPI 539/859**  
*The “Nuptial Body” in Historical–Theological Perspective*  
This course studies John Paul II’s *Man and Woman He Created Them: A Theology of*
the Body—his “Wednesday catecheses”—through a reading of the text and a discussion of his scriptural, theological, and philosophical methodology. It shows how the dual unity of man and woman and their interpersonal communion, even in the body, image divine trinitarian life. The explanation will follow a historical thread, from Creation to the final resurrection of the flesh. A chapter devoted to the redemption of the body brought about by Christ through his death and resurrection will be added, in order to better grasp the theological unity of the proposal. John Paul II draws from this christological anthropology the nuptial nature of reality, which is expressed differently in marriage and consecrated celibacy, thus expressing the vocation of the Church as spouse of Christ. Special emphasis will be made on the foundations of the Theology of the Body in the Christian tradition. The course will draw also on other works by John Paul II that deal with marriage and the family, such as The Jeweler’s Shop, Love and Responsibility, and Roman Triptych.

3 credits

JPI 548/748
Fundamental Moral Theology: Freedom and Human Action
This course takes up themes arising within fundamental moral theology. In what sense is moral theology really a theology? What role do desire, fulfillment, love, truth, beauty, and the invitation to communion (cf. Veritatis splendor, ch. 1) play in our grounding of moral theology? The course takes up the issue of the relationship between “norm-based” and “virtue-based” moral theology, as well as the different understandings of freedom and moral action that correlate with these different starting points. The course then takes up the foundation and meaning of natural law and the structure and character of moral action. The course addresses specific themes raised by Veritatis splendor, such as freedom and truth, conscience, fundamental option, proportionalism, the ecclesial setting for moral action, and the role of Church teaching. Readings include Veritatis splendor and texts drawn from J. Ratzinger, St. Thomas Aquinas, Kant, H. U. von Balthasar, S. Pinckaers, M. Rhonheimer, and L. Melina.

3 credits

JPI 549/752
Marriage and Virginity as States of Life
This course considers the concept of a “state of life” as a specification of the human vocation to love (Familiaris consortio, 11). The tradition has often stated that marriage and virginity are complementary rather than fundamentally opposed to each other. At the center of this complementarity is each state’s analogous realization of the interior “form” of the vocation of human nature itself as revealed in the life and mission of Christ. The course explores the foundation of the two states in creation and their eschatological destiny, whether and in what sense we might call marriage a “state of perfection,” and the relation of the two states to the human person’s most fundamental and interior level of freedom. Readings include texts drawn from John Paul II, H. U. von Balthasar, St. Thomas Aquinas, D. Crawford, and M. Ouellet.

3 credits

JPI 550
Gender/ The Sexual Difference
This course considers the question of the sexual difference (gender) in terms of its theological and ontological foundations, and in light of issues raised regarding this question in the current cultural situation. Readings are drawn from Aristotle, John Paul II, Hans Urs von Balthasar, and a variety of contemporary authors (e.g., biologists, psychologists, theologians, cultural critics, American and French feminists).

3 credits
**COURSES OF INSTRUCTION**

**JPI 553/763**  
**Being as Gift: Philosophical Foundations**  
This course elucidates the constitutive elements of a metaphysics of love necessary to undergird John Paul II’s nuptial anthropology. John Paul’s II anthropology, to which his interpretation of GS 22 and GS 24 in terms of nuptial mystery witnesses, is rooted in the perception that being (both God and man) is gift. Through readings of Plato, Aristotle, Aquinas, Hegel, Brnaire, F. Ulrich, Balthasar, and John Paul II, the course revisits main philosophical themes—nature, substance, relation, the transcendentals, childhood, and causality—in light of an ontology of gift. In so doing, the course seeks to illustrate the intrinsic relation between theology and philosophy as presented in John Paul II’s *Fides et ratio.*

3 Credits

**JPI 568/768**  
**Revelation, Scripture, and the Nature of Exegesis**  
*Dei verbum* teaches that Scripture is the “soul of theology,” thus showing its fundamental importance to the theological endeavor. This course will operate along two major thematic lines: the text as sacred text and the development of an exegetical approach congruent with the text. The lectures will examine the phenomenon of divine self-disclosure within the created order and the specific form this communication takes within the community of God’s people. Included in this study will be an examination of a) the nature of revelation; b) the nature of the Word of God as Scripture; c) the relationship between eternal Word and human event; d) the categories by which truth is conveyed, including Semitic categories of thought such as toledoth, corporate personality, the actualizing power of the word, vows, covenantal reality, etc.; and e) the relationship of the two testaments. Central to this investigation will be the insight of John Paul II and his linking of the Incarnation to the Scriptural text itself. The second theme is centered on the interpretation of the text and the appropriation of an exegetical model which enables the truth of the text to emerge. Here, an examination of the modern methodological crisis will be made (of Bultmann et al) along with the response of Ratzinger (*Biblical Interpretation in Crisis*). Included here will be an examination of how the Fathers read the Scriptures, a thorough investigation of the magisterial documents on biblical interpretation (especially *Providentissimus Deus*, *Divino afflante Spiritu*, and *Dei verbum*) and a review of the different methodologies informing today’s exegesis (with reference to the Pontifical Biblical Commission’s *Interpretation of the Bible*). The importance of the re-discovery of symbolic realism (which allows for the typological structure of Scripture to be operative) will be discussed. The work of Cardinal Ratzinger (Benedict XVI), Henri de Lubac, von Balthasar, Childs, Cassuto, Eichdrodt and Fishbane (among others) will be central to this study.

3 credits

**JPI 570/838**  
**Sexual Ethics and the Person**  
This course will study the personal character and meaning of the body and conjugal love as a foundation for sexual ethics. Starting with the specificity of the moral point of view, the course will develop the main lines of an ethics of sexuality in which the human person as a created whole, corpore et anima unus, is “the subject of his own moral acts” (*Veritatis splendor*, 48). As John Paul II said, we find in the body “the anticipatory signs, the expression and the promise of the gift of self, in conformity with the wise plan of the Creator” (ibid.). Particular issues will include the ethics of conjugal relations, contraception, homosexuality, and the use of condoms to prevent HIV/AIDS. (*Fundamental Moral Theology: Freedom and Human Action* is highly recommended as a background.)

3 credits
**JPI 605**
*Issues in Psychological and Neurological Science: Marriage, Family, and the Sexual Difference*

Pope John Paul II stated, “Only a Christian anthropology, enriched by the contribution of indisputable scientific data, including that of modern psychology and psychiatry, can offer a complete and thus realistic vision of humans.” This vision will guide the exploration of the neurological and psychological discoveries regarding male and female gender. Topics to be covered also include divorce, sexual and physical abuse, homosexuality, abortion, psychotherapy, marriage counseling, family therapy, and pastoral responses to these issues.

3 credits

**JPI 611**
*Health & the Nature of Medicine: The Body, Healing, and Suffering*

The course considers the meaning of health and the nature of medicine in the light of their historical development, the Church’s understanding of the human person, and the state of modern medicine. Special attention will be paid to the meaning of the body and human suffering and to the challenges faced by physicians and other health care workers in a contemporary setting.

3 Credits

**JPI 620/813**
*Communio Personarum: Trinity and Church*

This course seeks to account for the understanding of God as a *communion of persons* that is foundational for John Paul II’s anthropology and nuptial sacramental theology. God reveals himself in Jesus Christ as a threefold, personal communion of absolute love. The human being is created in the image of this Triune mystery of Love and destined to share in its eternal life. Through a close reading of the writings of the Latin and Cappadocian Fathers as well as some medieval authors, the course explores the adequate understanding of “communion” and of “person.” In a second part, the course examines the adequacy of John Paul II’s understanding of *imago Dei.*

3 credits

**JPI 634/826**
*Sacramentality of Marriage*

This course offers a nuptial account of “sacrament,” understood as salvific mystery of communion, and of the sacramentality of marriage in particular. The course consists of three parts. The first part of the course examines the main elements needed for an elaboration of nuptial sacramental theology. The second part examines the history of the doctrine of marriage’s sacramentality with an eye to grounding a sacramental nuptial theology and to developing a doctrine on marriage’s sacramentality in light of the contributions of John Paul II and Benedict XVI’s theology of love. This middle part examines readings taken from Tertullian, Augustine, Aquinas, Bonaventure, the Protestant Reformed Tradition, the Council of Trent, Vatican II, and the writings of Leo XIII, Pius XI, and John Paul II. Bearing in mind the contemporary debate and questions, the last part of the course offers a theological account of the meaning of marriage’s unity, indissolubility, and fecundity.

3 credits

**JPI 635**
*Marriage and Canon Law*

The purpose of this course is to explore the canonical profile of marriage articulated in the 1983 Code of Canon Law in light of a nuptial sacramental theology and the ecclesiology of the Second Vatican Council. To this end, the first part of the course addresses the basic historical and methodological issues necessary for discerning the relationship between canon law and theology, and for understanding correctly the nature of canon law’s mission in the life of the Church. The second part of the course specifically considers the canonical principles and issues relevant to the
pastoral care of marriage, especially the implications of the sacrament’s theological and juridical elements for annulments, dissolutions, and convalidations. In this regard, special attention is given to the adequacy of matrimonial jurisprudence in American tribunals.

3 Credits

JPI 641/841
Marriage and Family in Patristic Theology
This course provides an introduction to the study of marriage and family in the early Church through a reading of representative patristic texts that situates them within a particular literary and historical context. Early Christian views of the Incarnation, revelation, and salvation invoke elements of Christian anthropology that relate to marriage and family, e.g., competing concepts of the physical body, life, and death in the ancient world necessarily raised questions as to whether Christians should marry and bear children or practice celibacy. Issues of marriage and family were also important in the Church’s efforts to combat heresy, since many groups identifying themselves as “Christian” discounted the need for marriage and procreation.

3 credits

JPI 661/861
Biblical Theology of Marriage and Family
The purpose of this course is to help the student discover the Biblical vision of the person, marriage and family. Consequently, this is a text-oriented course which will examine key biblical texts which provide the foundation for these fundamental human realities. The Old Testament is indispensable because it explains the foundational keys to all of their natures. In the creation account we will uncover the ground for all Biblical anthropology. But for the Hebrew mind, the narrative and legal texts are critically important because they too give a concrete vision of the value and purpose of marriage and family. Thus, we will study the patriarchal narratives, the legal texts, and the familial rituals in the cult of Israel to understand how the person (imago dei) and family (carrier of the covenant) functioned in the Old Testament. Within the Prophetic period there is an intensification of marital imagery for the covenant and in the Wisdom Literature we find the ideal vision of marriage which re-establishes the divine vision. In the New Testament marriage, family and the person are transformed in the person of Christ. This reconciliation fundamentally alters human nature to such a degree that the redeemed are said to be new creations in Christ. We will study the ’renewed’ anthropology which is operative in the Gospels and in particular the teachings of Jesus on marriage, celibacy, divorce, the family and the human person. We will investigate the idea of the Messianic family, i.e., the Church becoming the family of God with its specific and unique call to discipleship. At the heart of the New Testament experience is baptism. As we look at Pauline texts, we will study: a.) how this new creation in Christ is effected; b.) the relationship between the nature of flesh (sarx) and the life in the spirit (pneumatikoi); and c.) how baptism fundamentally affects marriage and the family (household baptisms), bestowing on them greater iconic value. This study will also include an examination of the meaning of celibacy in the new covenant and the practice of household baptisms.

3 credits

JPI 662/862
Modernity and Humanism
This course examines, from a philosophical perspective, the dynamics of the process of modernization that has continued from the late Middle Ages to today in Western culture and is making its impact felt throughout the world. The course’s focal point is upon the impact of the Enlightenment, which summed up and crystallized the shape of modernity in Europe and elsewhere.

3 credits
JPI 665
Beginning / End of Life Issues
This course examines the ethical problems raised when dealing with human life at its beginning. The different biological and medical techniques that manipulate human subjects and genetic materials in order to obtain some positive outcome will be described and the social and moral aspects of its use will be discussed. The second part of the course will consider the ethical problems concerning the end of life of a person.

3 credits

JPI 666
Creation: Nature and Life
This course will deal with the philosophical foundations needed for a correct understanding of the phenomenon of life. What is organic life and how can we recognize its presence? In what does its novelty consist with respect to the material world? How does an organism differ from a machine? How essential are theology and the doctrine of creation to the adjudication of these questions? By analyzing these and similar questions, the course will provide the adequate philosophical basis needed for dealing with the ethical problems posed by biotechnology.

3 credits

JPI 667
Dominion and Techné
This course ponders the theological and ontological roots of dominion—God’s command to “subdue the earth”; and of techné—technique, technology. The course begins with the Old and New Testaments, considering the biblical meaning of dominion: its meaning as integral to man’s imaging of God; in relation to man’s being created male and female and being called “to be fruitful and multiply”; in terms of the Covenant that God establishes with man and with all of creation through man; and finally in terms of the new Covenant established by God in Jesus Christ through the Virgin Mary. The second part of the course considers the meaning of dominion and techné as conceived and practiced in ancient Greece (e.g., Plato, Aristotle; W. Jaeger). Finally, the third part of the course reflects on the new meaning given dominion (work) and techné in modernity—in the seventeenth century beginnings of modern science and on into the contemporary period (e.g., Descartes, Bacon, J. Monod). A major concern in this third part of the course will be to reflect not only on the sense in which modern science is technological in its original nature as such, but also on what is meant by the assertion (cf., e.g., Heidegger, G. Grant) that “technology is the ontology of modernity.” An overarching purpose will be to examine the meaning of this assertion in terms of the dominant conceptions of reason, freedom, and God, as well as general patterns of life and culture, in liberal societies (cf., e.g., F. Ulrich, W. Berry). The course will consider further how these conceptions operate in current biotechnological theory and practice (therapeutic and reproductive technologies, questions of gender and familial relations, and the like). Readings will be drawn, in addition to those mentioned above, from various classical, modern, and contemporary theologians, philosophers, and scientists, as well as from the writings of John Paul II and Ratzinger/Benedict XVI.

3 credits

JPI 668/868
Law, Family, and the Person
This course closely examines the treatment of marriage, family, and the person, as well as the related issues of sexual difference, procreation, and bio-technology, under civil law. The course will be divided into three parts. The first part will offer a philosophical and historical context by examining a number of ancient, modern, and post-modern thinkers, as well as a few legal cases and Church documents, in relation to the nature of law, the questions of natural law, law and the body, and so forth. The second part of the course will draw on this philosophical/anthropological
foundation to examine the developing treatment of marriage and sexuality under the law, as present in important judicial opinions and other legal materials. Topics will include the so-called “fundamental right” to marriage, contraception, the “right to privacy” in the area of sexuality, “gay adoption,” and “same-sex marriage.” The third part of the course, also focusing on court cases and other legal materials, will address the treatment of the person in the developing context of biotechnology. Topics will include abortion, surrogate motherhood, artificial “reproduction,” cloning, and end-of-life issues.

3 credits

**JPI 669**

*Science, Theology, and Ethics*

The relationship between science and theology is a preoccupation of modern scientific and political culture with great stakes hanging in the balance. Virtually everyone agrees that there is an essential difference between them and that each has a proper, relative autonomy, but in what does this autonomy consist? Is scientific integrity, for instance, constituted by science’s independence from metaphysical and theological considerations? Must metaphysical or theological criticism of science confine itself to morality, and is such criticism possible without lapsing into fideism or violating scientific autonomy? Beginning with a philosophical inquiry into the nature of scientific knowledge, exploring the historical relationship between science, philosophy, and theology and the effect of this relationship on our fundamental conceptions of nature, this course will address these and other such questions. It will contend that science is internally constituted by its relationship to metaphysics and theology and that science’s proper integrity and autonomy follow from a deeper understanding of that relationship. This then opens up largely ignored possibilities for thinking of the relationship between scientific knowledge and ethics.

3 credits

**JPI 670**

*Environment and the Cosmological Order*

In calling the human being to subdue the earth and have dominion over it, the Book of Genesis reveals an intimate relationship between human making and the natural world. But how are we to understand this relationship in light of an environmental crisis brought about largely by human technology? And how does this relationship help us to understand the nature of the ecological crisis? Developing the foundations that underlie this mission entrusted to the human person, this course will examine the destructive transformation of this relationship and explore the relevance of the doctrine of creation and a corresponding theological anthropology for thinking about the ecological crisis and our technological age.

3 credits

**JPI 671**

*Issues in Science: Genetics & Embryology*

Modern bioethics encompasses numerous new scientific and medical techniques, and requires an understanding of the scientific basics in order to frame knowledgeable bioethical questions and answers. This course will survey basic bioscience with particular emphasis on new genetic and embryological techniques, including stem cells, cloning, genetic engineering, and other new biotechnologies. The science as well as the ethical questions raised by new biotechnologies will be discussed.

3 credits

**JPI 672**

*Bioethics and the Family*

This course will address the development and content of Catholic bioethics. Issues to be discussed include reproductive technologies, embryo transfer, abortion, death and euthanasia, cloning, and stem cell research. (*Fundamental Moral Theology: Freedom and Human Action* is highly recommended as a background.)

3 credits
**JPI 703
Virtue and Human Action**
This course studies the place of virtue, deliberation, choice, character, friendship, ends and purposes, and other elements in moral action. It examines the active and the theoretical life and discusses various forms of goodness and badness in moral conduct. Half of the course deals with Aristotle's *Nicomachean Ethics*, the rest with Kant's *Foundations of the Metaphysics of Morals*, Mill's *Utilitarianism*, Simon's *A General Theory of Authority*, and selected passages from Thomas Aquinas. The aim of the course is to provide a range of categories that are essential to moral thinking.

3 credits

**JPI 715
Covenantal Reality: Biblical Foundations**
Covenant is at the heart of God's relationship to his people. This course will examine the numerous covenants within the Scriptures, their constitutive structure, and the relationship they have to each other. Within the OT, the meaning of covenant, its development within the canon, its relationship to its ancient Near Eastern context, and the trajectory it takes within the prophetic and messianic texts will be explored. Fundamental here are the critical questions of a) creation as a covenant; and b) the role of human response and freedom. The experience of divine revelation and of covenant profoundly affected Israel's view of the human person, marriage and family. As the covenant is fulfilled in Christ, at the heart of our study will be how the Paschal mystery effects a re-constitution of the covenant such that it becomes new. Here, we will examine the Marian, Eucharistic and somatic dimensions of the Christological form of the covenant. Critical to our study is the complex question of how the Old and New Covenants are related. Key Pauline texts will be studied and will include a critique of the modern proposal of *covenantal nomism*.

3 credits

**JPI 725
Theological Meaning of Love and Sexuality**
This course will begin with a consideration of the affective dimension of human love through an analysis of the Thomistic doctrine of connaturality (*amor naturalis*) and the passion of love. The course will then move to an examination of the specifically human love (*amor rationalis*) in its two basic manifestations, (“love of concupiscence” and “love of friendship”). Such distinctions (which also include that between selfishness and the proper love of one’s own good) will introduce the thorny problem of the relation between the desire for happiness (fulfillment) and the requisite love of another “for his own sake,” and its attendant problem of the “order of love” between love of God, love of self, and love of neighbor. The contemporary debate about the compatibility of *eros* and *agape* will then be considered. Finally, the course will end with a look at the essential features of a theology of sexuality, and how, in particular, the “dual unity” of man and woman bears on the aforementioned classical distinctions.

3 credits

**JPI 758
Confession: Reconciliation and Communion**
The communion of persons to which man is called is a process carried forward along several stages. Reconciliation plays therein an important role, as attested to by the place of the sacrament of penance in the Christian life. This sacrament is also called *confession* because of one of its central parts, which will be the object of our course. The act of confession will be situated in its sacramental context, in relationship with the redemptive act of Christ. After considering the dogmatic foundations, we will continue our analysis by a reading of St. Augustine's *Confessions* and the works of other authors of the theological and philosophical tradition (St. Anselm, St. Thomas Aquinas, Paul Ricoeur, Joseph Ratzinger). All this will allow us to understand the place of
confession in the dynamism of communion, as the retrieval of that original transparency that is part of God’s plan from the beginning.

3 credits

**JPI 809/928**  
*Anthropology of Karol Wojtyła/ John Paul II*  
This course examines, in its first half, the philosophical sources used by Karol Wojtyła, in particular, Kant, Schelling, and Hume. The course’s second part is given over to an analysis of Wojtyła’s philosophical writings, especially the *Lublin Lectures, The Acting Person*, and several articles.

3 credits

**JPI 816**  
*Domestic Church: Biblical Foundations*  
John Paul II stated that the future of humanity passes by way of the family. The purpose of this course is to construct a theology of the Domestic Church. This task requires the development of a hermeneutic for the recovery of a Scriptural view of reality, an analysis of the biblical basis for this doctrine from both the Old and New Testaments, and an examination of how these biblical categories were developed through the Early Church and the Fathers up to the Middle Ages. This course will examine the sudden reappearance of the term “domestic church” at Vatican II and its further development in modern times, particularly in magisterial teaching. Thematically, the course treats of the structure of creation, the role of the family within the Abrahamic covenant, the family as the locus of the Hebraic cult, and the educative role of the family in the Scriptures. The course concludes with an analysis of the problems of its modern appropriation.

3 credits

**JPI 837**  
*Knowledge of God in the Fathers*  
This course will address important questions: While Catholic dogma affirms that man can see God, in what does this ‘vision of God’ precisely consist; what is its real object; what are its limits? Does this vision deal only with eschatology, or is it an experience “inchoately” possible for man here and now, even if only through the *speculum* (mirror) of faith? What have “mystery” and “mysticism” meant from the very beginning of the Christian tradition? Does man desire to see God? Is this vision necessary in order to become a perfect human person?

The goal of the seminar is to show: 1) that the affirmative answers to the questions above have deep roots lying in both the Old and New Testaments of Scripture itself and 2) how the Fathers achieved – more or less successfully – a creative synthesis of the genuine biblical inheritance with the contemplative ideal of Greek tradition. Focus will include study of biblical theophanies, especially of the Exodus; the complex origins of Christian mysticism, paying attention to both the platonic and the biblical understanding of “mystery”; Philo of Alexandria's exegesis of the biblical passages studied, as well as insights drawn from Origen and Gregory of Nyssa.

3 credits

**JPI 921**  
*Thomism, Ressourcement, and Vatican II*  
This course aims to familiarize students with the key debates of twentieth-century theology which form the backdrop to the Second Vatican Council and still significantly influence its interpretation today. Particular attention will be given to the relation between nature and grace, as well as the relation between being and love, in light of a renewed interpretation of Thomas Aquinas. Authors studied include Maurice Blondel, Henri de Lubac, Etienne Gilson, Joseph Ratzinger, and Yves Congar.

3 credits
JPI 922
God the Giver of Life
Following John Paul II’s reflection on Evangelium Vitae and the Holy Spirit (Dominum et vivificantem), this seminar explores the understanding of “life” as disclosed in Christian revelation. Through an examination of the third hypostasis, the “person-gift” and of his role in God’s work of salvation, the first part of the seminar deals with the nature of Triune divine life as revealed in Christ. It thus approaches the issue regarding the criteria for adequate speech about God and hence studies the relation between Christology and Pneumatology and the limits and place of human language in any discourse on God. These questions are examined through the most important texts of the early Greek and Latin tradition on the person of the Holy Spirit and some Eastern and Western theologians. The Holy Spirit, rightly called by Irenaeus communicatio Christi, gives to man that divine life which in Christ has revealed itself to be a communion of love. The second part of the seminar therefore explores the form of this communication, in particular with regard to the nature of the Church, the sacrament of marriage, and the life of prayer. The course deals with major works of the following authors: Basil the Great, Gregory Nazianzen, Pseudo-Dionysius, St. Augustine, John Paul II, H. U. von Balthasar, Y. Congar, S. Bulgakov, Symeon the New Theologian, A. Scola, and M. Ouellet.

3 credits

JPI 927
Spousal Love and the Relationship between Eros and Agape
Though it is generally evident that the other is to be loved “for his own sake,” what is not so clear is what this evidence has to do with the love of self which stands so much at the heart of the most basic of natural inclinations. And were these two aspects of love held together in a unity, one would still have to give an account for such unity.
This course will attempt to give such an account by taking up the thorny problem of love at its various levels: the relation between love itself and its alternative (“rational self-interest”); the relation between love as inclination (amor naturalis) or passion, and love as an act (amor rationalis); the relation (within amor rationalis) between “love of concupiscence” and “love of friendship;” the relation between the various “objects” of love (between the self and the other, both God and neighbor); and finally the relation between Eros and Agape.
In order, the course will begin with a consideration of the affective dimension of human love. Under this dimension, it will consider Eros (Plato); the natural “desire for happiness” (St. Thomas); the “enjoyment” of the ultimate object of that desire and the “use” of everything else (St. Augustine); and finally love as the first of the passions (St. Thomas). It will then turn toward the effective dimension of love, by considering the “objects” of love (God, self, and neighbor), as well as the central question about the hierarchy of friendships (ordo amoris) relative to love of self (Aristotle and St. Thomas). Next the course will take up the modern and post-modern claim about the fundamental incompatibility of Eros and Agape (Luther, Derrida). With that problematic in view, the course will, finally, consider elements from the theology of the Trinity (Richard of St. Victor, Balthasar) as well as from recent thought on sexual difference and spousal love (John Paul II, Scola) that could be brought to bear on the question.

3 credits

JPI 930
The Trinitarian Meaning of Human Suffering
This course takes as its starting point John Paul II’s encyclicals Redemptor hominis, Dives in misericordia, and Dominum et Vivificantem, and the apostolic letter Salvifici doloris. The course attempts to advance a theological understanding of the meaning of evil and suffering. This reflection is set against the backdrop of the examination in the contemporary reflection on the meaning of suffering and
innocent suffering. In addition to the work of John Paul II and several contemporary authors, the course also examines some of the works of Plotinus, Aquinas, Hegel, von Balthasar, and E. Mounier.

3 credits

**JPI 932**

*Theology of the Body and the Development of Doctrine: Irenaeus and Newman*

The Theology of the Body, as developed by John Paul II in his “Wednesday catecheses,” follows a historical thread, from the beginning of creation to the final resurrection. This development is not accidental: the temporal dimension belongs to the very core of that theology. In order to consider that fact, we will read the work of Irenaeus of Lyon, which moves along the lines of the patient assimilation of the human flesh to the divine Spirit. The temporality of God’s communication in history will then set the foundations for a better understanding of the development of doctrine. The study of Irenaeus, completed with a reading of some works by John H. Newman, will convey to us the most important clues for this task.

3 credits

**JPI 937**

*Causality and Retrieval of Interiority*

The course is dedicated to the recovery of a philosophical sense of interiority. It will begin by distinguishing other forms and modes of inwardness: physical dissection, psychological introspection, artistic and literary character depiction, religious mysticism. The appreciation of a properly philosophical interiority has tended to fade out of contemporary consciousness, both in the popular as well as the learned culture, with important consequences for the culture at large. Readings will include texts from Avicenna, Matthew of Aquasparta, Duns Scotus, Aquinas, Descartes, Kant, Husserl, and Marcel.

3 credits

**JPI 938**

*Biotechnology and the Good*

The purpose of this course is to reflect on the meaning of *bios* and *techne* in light of the origin and nature of the (ethical) good. The starting point for reflection is set by John Paul II’s writings regarding the “nuptial body” (what does this notion imply for an understanding of biology?); by *Evangelium vitae*’s understanding of human life (what is its nature and whence arises its dignity?); by *Veritatis splendor*’s rejection of the notion of a “premoral” body and of the detachment of human freedom from “its essential and constitutive relationship to truth.” The course will focus on foundational sources regarding the meaning of *bios* and *techne*. Readings will be drawn variously from Christian theology (e.g., R. Brague, Maximus the Confessor, W. Pannenberg, H.U. von Balthasar); the “ancients” (e.g., Plato, Aristotle); the “moderns” (e.g., Galileo, Descartes, Bacon, Boyle, Huygens, Newton); and alternatives to either (both) the ancients or (and) the moderns (e.g., Goethe, Heidegger, Jonas, MacIntyre, Bohm, Portmann, Monod, Dawkins). The course will also discuss the ethical issues raised by biotechnology in the current cultural situation. Readings will also be drawn variously from the writings of B. Commoner, W. Berry, G. Grant, J. Rifkin, L. Kass, the President’s Council on Bioethics.

3 Credits

**JPI 940**

*Revelation and the Logic of Experience: Issues in the Meaning of Love*

The concept of experience and its relation to Christian Revelation, an indispensable term when faith is understood as the encounter between the whole person and God (*Dei Verbum*, 2, 8; *Deus Caritas Est*, 1), is the methodological kernel of John Paul II’s anthropology. The seminar thus seeks to explore the adequacy of this term for the understanding of the nature of love and of the human person. The seminar first approaches the structure of human experience in order to discover its relation with Christian experience. Then, in light of *Dei Verbum*, it elucidates the main
elements of the concept of Christian experience as presented in Scripture. The third part of the course examines the objective and subjective dimensions of Christian experience. Since Christian experience springs from the encounter with God, understanding this concept requires examining both the meaning of the spiritual senses, the roles of reason and freedom as man comes to see and adhere to the Incarnate Logos, and the understanding of the person as called to love (*Redemptor Hominis*, 10). Lastly, after having studied the subjective dimension of the concept of experience, the course seeks to elucidate its objective side by approaching the ecclesiological dimension of experience. The main authors treated in this seminar are: John Paul II, Origen, J. Mourgoux, F. Schleiermacher, selected contemporary feminist theologians, H. U. von Balthasar, and L. Giussani.

3 Credits

**JPI 941**

*The Mysteries of Christ and the Meaning of Time and History*

A correct understanding of *Gaudium et Spes*, 22, is crucial for developing the adequate anthropology John Paul II speaks of in his writings. The contemplation of Jesus Christ, who reveals the mystery of the Father and his love, allows us to fully see a new image of man. It is important to notice that this section of the pastoral constitution refers to the whole of the life of Christ, from the Incarnation to the Death and Resurrection of the Lord. Christ “has truly been made one of us, like us in all things except sin,” and that in turn means: He has assumed also human time and recapitulated in himself human history.

This course focuses on how a consideration of the life of Christ opens a new understanding of human time and history. A theological category will constitute the guideline of our discussion: the concept of Mystery, deemed by Joseph Ratzinger to be the most fruitful of twentieth century theology. The course will draw from the understanding of mystery in Scripture and the Fathers of the Church, as well as from the Christology of some modern theologians (such as J. Ratzinger, K. Rahner and H. U. von Balthasar), in order to see the fruitfulness of a Christology focused on the mysteries of the life of Jesus. The different mysteries of the life of Christ, understood in their interconnection and development as an exodus of love and as the very dynamic of Jesus’ self-giving (cf. *Deus caritas est*, 7; 12), will reveal to us the meaning of human history and the sense of time in human existence.

3 credits

**JPI 943**

*The Spousal Relation and the Nurturing Body: Theological/Historical Perspectives*

Arguing from Angelo Scola’s proposition that the nuptial mystery of love, sexual difference, and procreation is the *analogia princeps* of the divine mysteries, this course examines how historically distortions in living out human sexuality have impacted doctrine, ecclesiology/mariology, faith and worship and vice versa. The course examines how, beginning in the late Middle Ages, these distortions have led logically to modern contraception and its attendant dualism. There will be two methodological approaches: (1) Scola’s nuptial mystery will be the overarching context. (2) Key figures and their thought in each period—from Bernard of Clairvaux, women mystics and philosophers, Descartes and Calvin, to von Balthasar, John Paul II, and Carl Djerassi, ambivalent inventor of the “Pill”—will be singled out as representative of the age’s distortion or restoration of the nuptial mystery. The course will stress particularly the interplay between the spousal relation and the nurturing body.

3 credits

**JPI 946**

*Domestic Church: Biblical Foundations*

This course will critically examine the concept of the family as *ecclesia domestica*. We will investigate its biblical and theological foundations to construct a
well-grounded theology of the family which is currently lacking. This requires the development of an adequate Scriptural hermeneutic (symbolic realism) and an analysis of the Old and New Testament texts showing a.) the family’s role in salvation history; b.) its development in the early Church; and c.) the sudden reappearance of “domestic church” at Vatican II and its development in modern magisterial teaching. Key themes: creation; the Abrahamic family/covenant; Semitic categories of thought, family, and the Hebraic cult; educative role; fulfillment in Christ and its relationship to baptism and eschatology. The course concludes with an analysis of the problems of its modern appropriation. Authors will include John Paul II, J. Ratzinger, Jeremias, de Lubac, Evdokimov, Kaplan, Lampe, Pedersen, von Rad, Schnackenburg, Rahner, and H. Wheeler Robinson.

3 credits

JPI 949

*Modernity in America*

This course ponders how best to interpret modernity in America, in light of the assumption that there exists an organic link between modernization and secularization. Does America offer an “exception” to this assumption? Is Europe secular because it is modern, or is it secular because it is European? Is there only one road to modernity? What is one to make of the difference between the French and the American Enlightenments?

The course will address these questions in terms of the root meaning of religion, or ontology of creatureliness, affirmed in Christianity: in terms of the meaning of man as *capax Dei*, as male and female, and as exerciser of dominion over creation.

The purpose of the course is to show that an adequate idea of creatureliness is the necessary condition for answering the questions.

The intended outcome of the course is that the student will have arrived at an understanding of religion and modernity (in America) sufficient for engaging the above questions critically.

Readings in the course will be drawn from representative moderns—European and American, as well as twentieth century and more contemporary authors (e.g., Descartes, Bacon, M. Weber, P. Berger, D. Martin, G. Himmelfarb, S. Bruce, G. Davie, J. Ratzinger/Benedict XVI, H.U. von Balthasar).

3 credits

JPI 950

*Feminism in Theology and Culture*

With an eye to the “New Feminism” of John Paul II, this course will examine the key elements of contemporary feminism (both theological and otherwise), in what has come to be its two main radical manifestations, viz., “equality feminism” and “difference feminism”: its critique of patriarchy, its appeal to “experience” as norm, and its understanding of gender as either a matter of social construction (in the case of the former) and or an essential (post-modern) difference (in the case of the latter). The course will, moreover, consider these elements at work in the feminist re-formation of the main theological *loci* (Trinity, Christology, Ecclesiology, Mariology).

Key texts representing feminist thought (Beauvoir, Millet, Firestone, Irigaray, Kristeva), its theoretical background (Hegel, Freud, Marx, Foucault), its theological manifestation (Daly, Johnson, Hampson, Schüssler-Fiorenza) as well as its critique (John Paul II, Edith Stein, Ong, Stern) will be read.

3 credits

JPI 951

*Body, Love, and the Person: Philosophical and Theological Perspectives*

The consideration of the body is of crucial importance for the development of an adequate anthropology, i.e., an anthropology of love. Theology, inasmuch as it takes the Incarnation as its point of departure and as its continual foundation, is concerned in a particular way with the body. As Tertullian put it: “The flesh is the hinge of salvation.” On the other hand, the
20th Century witnessed several efforts to reconsider again this philosophical topic, somehow forgotten during the course of Modernity, from the time in which Descartes made a sharp distinction between the res cogitans and the res extensa. Thus, in the body we find a particular point of that encounter between human experience and divine revelation which constitutes the key of John Paul II’s method in his catecheses on human love. In the light of this consideration, the course examines the contributions of several philosophers (Maurice Merleau Ponty, Gabriel Marcel, Hans Jonas) and theologians (Joseph Ratzinger, Henri de Lubac) for a better understanding of the meaning of the human body.

3 credits

**JPI 953**  
*Issues in 20th Century Catholic Metaphysics*  
After a brief survey of the recovery and renewal of mediaeval philosophy, and especially of the study of St. Thomas Aquinas, the course will turn to the works of Etienne Gilson and Jacques Maritain in the philosophy of being, and Gabriel Marcel’s phenomenology of presence.

3 credits

**JPI 954**  
*God, Modern Biology, and the Metaphysics of the Person*  
Modern evolutionary biology, it is often assumed, has rendered God irrelevant for our understanding of the natural and particularly biological world. But what sort of God is excluded by this theory, what are the effects of this exclusion on our understanding of nature and persons, and what are its practical and existential consequences? This course will examine the development of modern biology from Darwin to the present and the ways that this discipline determines the status of God and the human person for contemporary culture, with particular attention given to the theological, metaphysical, and anthropological assumptions of this discipline. Along the way, we will also discuss the proper relationship between science, theology, and metaphysics more generally and the implications of a proper understanding of creation *ex nihilo* for this relationship and for the truth claims of modern biology. We will consider how modern biology is affected by modern culture and capitalist economics and how these in turn are affected by modern biology. And we will consider the tragic relationship between modern biology, classical eugenics, and contemporary developments in biotechnology, asking in what ways it can be attributed to the failure of modern biology to acknowledge its own metaphysical and theological debts and to embrace an adequate theological anthropology.

3 credits

**JPI 955**  
*Nature and History*  
The purpose of this course is to ponder the ontological (philosophical, theological) issues surrounding the problem of nature and history: the problem of what is often called historicism, or historical relativism. What is nature and what is history, and in what sense does being participate at once in both? In what sense are nature and history mutually inclusive? Is intelligible order compatible with historical novelty? The problem of nature and history thus concerns the meaning of being in its most basic “givenness.” In what sense is our own being and the being of everything (human and subhuman), in its primitive constitution as given, a matter of truth and goodness? What most basically establishes being as true and as good, and what is the relation between the two? In what sense is this truth and goodness to be ascribed to things *qua* natural and *qua* (ongoingly) historically differentiated? Such questions carry in their train several further cognate questions, regarding the meaning of being *qua* universal and singular; *qua* bearer of the past and open to the future; *qua* eternal and open to time; *qua* necessary and spontaneous (free); *qua* same and other; and so on.
The intended outcome of the course is that the student will understand the sense in which nature transcends history and at the same time remains in principle open to and inclusive of history: such that it is possible—indeed, in principle necessary—for a thinker to take seriously the being and meaning of the present even as he avoids historicism. These questions with which the course is occupied are framed most basically within the horizon of the relation between the “ancients” (“classical” culture) and the “moderns” (“modern” culture), and between “Jerusalem” (or Christian revelation) and “Athens” (reason: philosophy and science). Readings will be drawn from L. Strauss, Plato, Aristotle, R. Spaemann, H. U. Von Balthasar, J. Ratzinger, J. Monod, G. Hegel, among others.

JPI 956
Covenant, Nuptiality, and The Biblical Vision of Reality
At the heart of Biblical revelation is a vision of reality that is relational and constitutively nuptial. This theme, latent in the earlier strata of Scriptures, nonetheless grounds creation and takes on the specific form of divine covenants. The prophets explicitly announce the nuptial nature of the covenant which is finally fulfilled in Christ, the Bridegroom. This ‘ontological’ turn is reinforced by the nuptial dimensions in the eucharistic and Marian dimensions of the covenant. While a major theme in the magisterium, some consider nuptiality controversial, seeing it as merely metaphorical. The task of this course will be to explore the Scriptural use of nuptiality and its (constitutive) role in the Biblical vision of reality. Beyond metaphor, it becomes the form of being for all creation in a unique way. Authors will include Westermann, Wenham, Cassuto, Dumbrell, Eichrodt, Heschel, Hugenerberger, Barth, von Balthasar, John Paul II, Ratzinger, Blenkinsopp, L.T. Johnson.

3 credits

JPI 957
Cosmological Community: Man’s Place in the Cosmos
The modern ‘displacement’ of humanity from its ‘home’ in the ‘center’ of the cosmos is an epochal event—even a celebrated fact in some quarters—that continues to reverberate through virtually every facet of contemporary life: from the ‘bifurcation’ of nature, to the separation of the humanities and the sciences, to the reductive and accidental character of human being posited by modern biology, to the atomization of liberal society. These developments betoken not just a change in humanity’s ‘place’ in the universe, but the very abolition of ‘place’ (topos) and perhaps the very unity or wholeness which led Platonic, Aristotelian, and Medieval Christian cosmology to the idea of a universe in the first place. This provokes the question: in what does the unity of the universe consist? In what sense is it a single order at all, and how are we to understand our place in it? Where does the communio personarum fit in this order? We will examine ancient and modern attempts to address this question from Aristotle and Plotinus, to Maximus, the Areopagite, and Aquinas, to Descartes, Newton and beyond. We will argue that only a theology that has recovered its metaphysical and cosmological ambitions can finally countenance and sustain the notion of the universe as a cosmos that is big enough for man.

3 credits

JPI 958
The Holy Family—New Perspectives for a Theology of the Family
The new emphasis on a Trinitarian Anthropology is shedding fresh light on the Holy Family as a source of theological truth on the family. In this course it will be argued that as Jesus is the ontological fullness of human personhood (through his union with human nature, human nature comes to its fullness—Ratzinger) so the Holy Family reveals the fullness of family life. Through the presence of Jesus in the domestic church through Baptism and
participation in the Eucharist and the other sacraments, the family comes to its fullness as a communion of persons both imaging and participating in divine Trinitarian communion (John Paul II). The Tradition from the Fathers through Thomas Aquinas holds that Joseph and Mary had the form of a true marriage, proles, fides sacramentum. Since the mid-19th century, papal and church documents have greatly expanded our understanding of Joseph as a true father through his marriage to Mary. The chaste union between Mary and Joseph in the presence of Christ also invites us to reconsider the relationship of conjugal love and chastity in marriage. Such an ontological/theological development of the Holy Family will help students to discern negative elements in contemporary attitudes toward the family: children from divorced vs. intact families, interventionist vs. cooperative reproductive technologies (e.g., Na Pro technology), bodily presence vs. virtual reality. Readings include texts on St. Joseph from the Fathers to John Paul II’s Redemptoris Custos, other texts from John Paul II and Benedict XVI on the family, Ouellet’s Divine Likeness, as well as excerpts from contemporary secular authors.

3 Credits

JPI 959
The Family in America: Historical Perspectives
This course would address the effects of capitalism and other liberal institutions on marital-familial integrity and stability, fertility rates, the roles of men and women (i.e. the feminist question), homosexuality, and so forth, while at the same time taking up the agrarian (e.g., Berry) and distributivist (e.g., Chesterton) movements and their implications for the family. How do liberal institutions shape the American family? What are the long-term implications of capitalism’s collusion with socialism, according to which, on the one hand, familial relations and roles are increasingly appropriated to governmental institutions, while, on the other, both parents are directed toward employment in the market economy? What is implied for the family by alternative proposals (e.g., agrarianism and distributism)? As a backdrop, the course would also discuss the relationship, antecedents, similarities and differences, between the American situation and historical developments in Europe.

3 credits

JPI 960
Truth & Freedom in the Theology of Benedict XVI and Balahasar
This course aims to familiarize students with the theological anthropology of Joseph Ratzinger/Benedict XVI and Hans Urs von Balthasar. In dialogue with the modern concept of freedom, both authors seek to develop a renewed understanding of freedom’s “essential and constitutive relationship to truth” (Veritatis Splendor, 4). The key to this development is an ontological and ultimately trinitarian conception of the personal or dramatic meaning of truth. Readings include: J. Ratzinger/Benedict XVI, Introduction to Christianity; Truth and Tolerance; Without Roots; Deus Caritas Est; Spe salvi; H.U. von Balthasar, Theo-Logic, I-III; Theo-Drama, II; Epilogue; “On the Tasks of Catholic Philosophy in Our Time.”

3 credits

JPI 961
Early Modern Thought
This course will seek to assess ‘the meaning of modernity’ by examining its founding ontological commitments, by considering how these commitments are operative in modern conceptions of nature and scientific knowledge, politics and the state, freedom and anthropology, and by evaluating their theological significance, especially in light of developments at the Second Vatican Council and in the pontificates of John Paul II and Benedict XVI regarding the meaning of the human person. The course will center largely on primary sources which may include Machiavelli, Bacon, Hobbes, Descartes, Locke, Rousseau, Vico, and Newton.

3 credits
JPI 962
Revelation, Practical Reason, and Natural Law
Natural law has been the traditional cornerstone of Catholic moral thought, particularly in supporting Church teaching concerning “moral absolutes” in, for example, sexual ethics. But the concept of natural law has raised at least as many questions as it has answered. In particular, there are two fundamental issues, each revolving around the content of “natural.” First, “natural” is often taken to bespeak the difference between the natural and revealed orders. The significance of this difference invites a debate over the relationship between philosophy and theology or creation and redemption as well as the nature of human participation in eternal law. Second, “natural” is traditionally taken to indicate that natural law is in some manner rooted in human nature. But this invites debate over the precise content of human nature, the extent and precise meaning of this rootedness, and the concomitant questions of the relationships between speculative and practical reason, between reason, inclination, and the body as “sign,” and whether the whole enterprise of natural law should be abandoned as naively based on the naturalistic fallacy. Do these two debates simply entail two different discourses, or are they energized by similar assumptions? The seminar will focus this question in terms of the concept of “unnatural acts.” Readings will be drawn from Aristotle, St. Thomas, F. Suarez, H. Jonas, A. MacIntyre, G. Grisez, H. Veatch, R. McInerny, M. Rhonheimer, E. Schockenhoff, R. Spaemann, J. Porter, H. de Lubac, H. U. Balthasar, J. Ratzinger, John Paul II.

3 credits

JPI 963
Christian States of Life and the Vocation of the Laity
Vatican II called upon the lay faithful to work for the coming of God’s kingdom within the structures of the saeculum, of the world. How is this vocation specified and mediated by a Christian state of life? According to John Paul II, “Christian revelation recognizes two specific ways of realizing the vocation of the human person in its entirety, to love: marriage and virginity or celibacy. Either one is, in its own proper form, an actuation of the most profound truth of man, of his being ‘created in the image of God.’” This course seeks to show how Christian marriage and consecrated life each reveal something essential about the meaning of love as a total and irrevocable gift of one’s life in response to Christ, and as such provide the basis for the Church’s mission in the world. Readings include: Vatican II, Lumen Gentium; Gaudium et spes; John Paul II, Christifideles Laici; Vita Consecrata; H. U. von Balthasar, The Christian State of Life; The Laity and the Life of the Counsels; D. Crawford, Marriage and the Sequela Christ.

3 credits

JPI 964
Issues in Biology and Bioethics
A great deal of the confusion that results from contemporary biotechnological ‘advances’ and attends contemporary bioethical deliberation can be attributed to the unsatisfactory answers often (tacitly) given by biology and bio-philosophy to more fundamental questions: What is life? What is an organism, and how does it differ from a machine? What is the principle of organic unity, and how are we to understand the relation between parts and wholes in living things? In what sense is the world of living things hierarchical? This course will draw on important texts in the natural philosophy and biology from Aristotle to the twenty-first century in order to address these questions, and will ponder various issues raised in modern and contemporary bioscience and bioethics in light of the answers. Readings may include Aristotle, C. Darwin, C. Barnard, Goethe, H. Driesch, H. Jonas, R. Dawkins, B. Goodwin, and R. George.

3 credits
**JPI 965**  
*Technē: Ancient and Modern*

This course considers the theological and ontological roots of the meaning of *technē* (skill)/technology, in light of the dominion granted to man in God’s command to “subdue the earth.” Central concerns of the course are to examine what kind of knowledge is involved in an adequate notion of *technē*technology; what kind of *technē* is proper to man in his creatureliness; and, finally, what is the place of technological intervention in the enhancement of human life? The course considers the biblical-Christian meaning of dominion and the ancient (classical) Greek understanding of *technē*; and then focuses on the reconfiguration of that meaning that occurs in modernity, in the seventeenth-century beginnings of modern science and on into the contemporary period. What is meant by the claim that technology is already the form and not merely the eventual product of modern science? That technology is “the ontology of modernity”? The intended outcome of the course is that the student will develop theological-ontological criteria for assessing the phenomenon of technology as a pervasive feature of modern culture.


3 credits

**JPI 966**  
*Civil Law and Nature: From Sexual Difference to Androgyny*

Is civil law an expression of wisdom or knowledge about the human person and his nature? Classical conceptions of law tend to answer this question affirmatively. Modern jurisprudence, on the other hand, characteristically begins with a denial of any *intrinsic* relation between law and either nature or truth. This denial implies a profound shift in the anthropology mediated by law, indeed a shift from an anthropology of sexual difference to an androgynous one. What broader historical changes provide the background of this historical shift? Can the modern claim to remain aloof from questions of nature and truth be maintained concretely? Does it contain internal contradictions? This class will address these questions with a particular view to understanding the relationship between law and the meaning of the body.


3 credits

**JPI 967**  
*The Pauline Vision of Marriage and Family*

For St. Paul, marriage and family become radically redefined in Christ. This course examines how Paul develops his Christological vision, showing how both realize their divinely ordained purpose in the Paschal mystery. We will examine key texts on the body, gender differentiation, sexuality, and celibacy; their functional/symbolic meaning in creation/salvation; and the nature of marriage/divorce/family within the Paschal mystery. A proper understanding of Paul requires a careful exegesis of key texts (in Romans, Corinthians, Ephesians, etc.) and locating his specific teachings within the wider context of his theology of creation and justification in Christ. In discussing texts, we will examine the different ways these texts have been appropriated and the critical theological controversies that developed because of them (especially in the Reformation and modern eras e.g., New Pauline Perspective and Covenantal Nomism.) Readings include Pauline letters, Augustine, Aquinas, Luther, Barth, von Balthasar, N. T. Wright, Sanders, Dunn, Fitzmeyer, and Watson.

3 credits
JPI 968

Eucharist and Marriage

"The Eucharist, as the sacrament of charity, has a particular relationship with the love of man and woman united in marriage" (Sacramentum Caritatis, 27). This course will consider the reciprocal relationship between the Eucharist and marriage in light of the supreme revelation of love in the death and Resurrection of Jesus Christ. This means, on the one hand, showing that the Eucharist itself is a nuptial mystery; it is the Sacrament of God’s espousal to the world—a mystery announced by the prophets of the Old Testament and fulfilled on Golgotha. On the other hand, we will consider how Christian marriage is interiorly ordered to the Eucharistic sacrifice as "the source from which their own marriage covenant flows, is interiorly structured and continuously renewed" (Familiaris Consortio, 57). Readings for the course include: Thomas Aquinas, Summa theol. III, qq. 73-83; H. de Lubac, Corpus Mysticum; J. Ratzinger, God is Near Us; John Paul II, Familiaris Consortio; Letter to Families; Ecclesia de Eucharistia; Benedict XVI, Sacramentum Caritatis; M. Ouellet, The Divine Likeness: Toward a Trinitarian Anthropology of the Family.

3 credits

JPI 969

Rich in Mercy: Fatherhood and Sonship

In light of John Paul II’s Trinitarian Encyclicals, this seminar seeks to address the following questions: (1) How is “fatherhood” to be elucidated if, in Christ, the “beginning without beginning” has revealed itself as a Father who gave his Son up for our salvation?; (2) What does mercy disclose of the divine logic of love? Does love cost too much (for God)?; (3) What metaphysical and theological account of Sonship does this revelation of the Father require? Authors read in this seminar are: Origen, Maximus the Confessor, Aquinas, G. Hegel, F. Schelling, John Paul II, Benedict XVI, H. U. von Balthasar, L. Giussani, F. Ulrich.

3 credits

JPI 970

Action, Object, and the Body

Pius XII once observed that “[t]he greatness of the human act consists precisely in surpassing the moment itself in which it is completed to involve the whole orientation of a life and lead it to its position before the absolute.” This course will take up M. Blondel’s L’Action, K. Wojtyla’s The Acting Person, G. E. M. Anscombe’s Intention, and selections from St. Thomas, to address a fundamental question: What is action? From this starting point, various related questions will arise: What are the respective roles of reason, will and the body in constituting action? What is really expressed in relation to reality and human destiny by action? The course will attempt to discover exactly what these four important authors have to say to these and other related questions.

3 credits

JPI 971

The Meaning of Courtship

In light of cultural shifts (owing to liberalism, feminism, the sexual revolution, and technology) which have called the system of courtship (leading to marriage) into question, this course will consider the basic assumptions of that approach to marriage, namely: (i) that the chief undertaking of youth (adolescence) is to find someone with whom to bind oneself irrevocably in the hope of fruitful life, (ii) that the undertaking follows some determined (given) pattern, (iii) that it is guided from within a community, (iv) that the goal itself has far-reaching social/economic implications (not being a private affair). Above all the course will consider these (challenged) assumptions in light of their anthropological (philosophical and theological) roots, beginning with the most basic one – the orientation of human life towards a “state of life” and of human love (eros) toward a transcendent horizon. It will furthermore consider the conception of “youth” (“adolescence”) and “adulthood” (and therefore of education) that courtship implies, as well as the
public dimension of love, marriage, and sex that courtship assumes. Readings for the course will include texts from Denis de Rougemont, Bailey, Coontz, Carlson (historical), from Kass and Bloom, Whitehead, Hymowitz, and Marquardt (cultural), Austen, Tolstoy, Berry, Wojtyla (literary), finally from Plato, Bacon, Smith, Tocqueville, Balthasar, Giussani (anthropological).

3 credits

**JPI 973**

**Dionysius on Beauty & Its Influence on the Tradition**
The class will outline the concrete relationship of “creative dependence” of the Greek Fathers on Plato and neoplatonism in their use of platonic categories, images, symbolism and concepts to express the experience of faith and the Mystery of Christ’s Beauty and Love. This usage permits the discovery of new “potentialities” not taken into account by the “philosophers.” To discover the reciprocal illumination of platonic “eros of Beauty” and the Christian revelation of the “Beauty of Love,” students will consider Beauty and Eros in Plato and Plotinus; Beauty and Love in Origen and Gregory of Nyssa; Dionysius the Areopagite and his influence on subsequent tradition in Aquinas and the byzantine mystic Nicola Cabasilas; as well as Ratzinger/Benedict XVI on Beauty (Rimini 2002) and the revelation of God’s glory in Christ’s crucifixion as conveyed in John’s Gospel.

3 credits

**JPI 974**

**Americanism: An Ontological Inquiry in Light of Vatican II**
The purpose of this course is to reflect on the ontological roots of what is termed “Americanism”: to assess the ontological presuppositions that have, albeit often unwittingly, shaped the dominant self-understanding(s) of Catholics in their relation to America. Part I begins with some broad considerations of the Catholic ontology/anthropology of creation as developed by selected Catholic thinkers in light of the Second Vatican Council and vis-a-vis modernity; and in this connection clarifies the method whereby the criticisms of the course are to be taken up. Part II looks at Leo XIII’s Testem Benevolentiae; and considers some contemporary “scholastic” views regarding the nature of being as gift, as well as what is termed the “nature-grace” distinction. Part III consists in a sustained engagement with the work of John Courtney Murray, arguably the most significant Catholic theologian in American history. The focus will be on his (often only partially articulated) views regarding human being and action, considered in light of the problem of (theological) education and the laity, as well as institutional-cultural life generally. Part IV examines Catholic documents regarding education in the school and the university in America. Part V is devoted to a constructive response to the ontological presuppositions explicated by and/or operative in the authors/documents read in Parts II, III, and IV.

The question guiding the reflection of the course concerns the sense in which the logic of gift, rooted in an ontology of creation and expressed “existentially” in the call to holiness whose objective form is realized finally in a “state of life,” can rightly be said to be present in the innermost constitution of the person/creature. The course considers this question in light of America’s characteristic liberal institutions as engaged by Catholics.

3 Credits
FULL-TIME FACULTY

Carl A. Anderson
Vice President
Professor of Family Law
B.A., Philosophy, Seattle University
J.D., University of Denver

Professor Anderson has served as Vice President of the Washington Session of the Institute since its founding in 1988, and was its Dean until 1998. Since 1983, he has also taught as a Visiting Professor at the Institute’s Rome Session at the Pontifical Lateran University. As Supreme Knight of the Knights of Columbus, he leads the world’s largest lay Catholic organization with more than 1.8 million members worldwide. From 1983 to 1987, he worked in the White House of President Ronald Reagan. For nearly a decade, Professor Anderson served on the U.S. Commission on Civil Rights. He has been a frequent participant in international congresses on the family organized by the Holy See. In 1998, he was appointed by Pope John Paul II to the Pontifical Academy for Life. He was appointed as an auditor to the last three Synods of Bishops. He currently serves as a member of the Pontifical Councils for the Laity and for the Family, and as a consultor to the Pontifical Councils for Justice and Peace and Social Communications. He is the author of A Civilization of Love and co-author of Our Lady of Guadalupe: Mother of the Civilization of Love, both New York Times bestsellers. He was also the editor with Msgr. Livio Melina of The Way of Love: Reflections on Pope Benedict XVI’s Encyclical Deus Caritas Est and co-author with Father José Granados of Called to Love: Approaching John Paul II’s Theology of the Body.

Joseph C. Atkinson
Associate Professor of Sacred Scripture
Registrar
B.A., English, Kings College
B.Ed., Acadia University
B.Th., McGill University
M.Div., Montreal Diocesan Theological College

Dr. Atkinson’s work has included foundational research in developing the Biblical and theological basis of the Domestic Church, an ancient idea which has achieved critical prominence since Vatican II. He teaches on the Biblical structure of marriage and the family, on hermeneutics and the role of symbol, on the Jewish background of the family, and on the nature and role of covenant. He has produced a 13-part series with EWTN on the Domestic Church and has authored numerous articles on Scriptural exegesis and the biblical vision of the family including “Ratzinger’s ‘Crisis in Biblical Interpretation’: 20th Anniversary Assessment,” “Nuptiality as a Paradigmatic Structure of Biblical Revelation,” and “Paternity in Crisis: Biblical and Philosophical Roots of Fatherhood,” and presented the research report, “Primordial Biblical Triptych: The Symbolic Structure of Water in the OT,” at the Catholic Biblical Association. His work also includes “The Revelation of Love in the Song of Songs” in The Way of Love (Ignatius Press) and “Family as Domestic Church: Developmental Trajectory, Legitimacy and Problems of Appropriation” (Theological Studies).
David S. Crawford
Associate Professor of Moral Theology and Family Law
Associate Dean for Academic Affairs
B.A., English, University of Iowa
M.A., Writing, University of Iowa
J.D., University of Michigan Law School

Dr. Crawford teaches and writes in the areas of fundamental moral theology, bio- and sexual ethics, marriage and family, and law. Recent articles have addressed issues such as human action, natural law, homosexuality, condoms and HIV/AIDS, and the anthropological implications of modern civil law. He is currently engaged in research concerning morality and nature, as well as the theological and anthropological issues arising under modern legal theory, particularly as they concern marriage, family, and the person. He is the author of Marriage and the Sequela Christi, published by the Lateran University Press.

Michael Hanby
Assistant Professor of Biotechnology and Culture
B.S., University of Colorado
M.Div., Duke University
Ph.D., University of Virginia

Professor Hanby came to the Institute in 2007 from Baylor University where he was Assistant Professor of Theology in the Honors College and Associate Director of the Baylor Institute for Faith and Learning. Before that he was Arthur J. Ennis Fellow in the Humanities at Villanova University. Professor Hanby is author of the 2003 monograph from Routledge, Augustine and Modernity, which is simultaneously a re-reading of Augustine’s Trinitarian theology and a protest against the contemporary argument for continuity between Augustine and Descartes. He has contributed chapters to a number of volumes and is also author of several articles appearing in Communio, Modern Theology, Pro Ecclesia, and Theology Today. Currently he is working to bring the doctrine of creation into critical engagement with Darwinian biology in a book tentatively titled Creation: Theology, Cosmology, and Biology, to be published by Blackwell.

Nicholas J. Healy
Assistant Professor of Philosophy and Culture
M.T.S. Program Advisor
B.A., History, M.A. Philosophy, Franciscan University of Steubenville
D.Phil., Theology, Oxford University

Professor Healy received his doctorate from Oxford University, with a dissertation on the theology of Hans Urs von Balthasar. Since 2002 he has served as an Editor of the North American edition of Communio: International Catholic Review. His book The Eschatology of Hans Urs von Balthasar: Being as Communion was published by Oxford University Press. Recent articles have addressed the doctrine of providence, the question of “Christian philosophy,” and the theological anthropology of Thomas Aquinas and Henri de Lubac. Currently he is working on the theology of the Eucharist and Christian states of life.

Antonio López, F.S.C.B.
Dean
Associate Professor of Theology
Phil.L., Universidad Complutense
S.T.B., Gregorian University
S.T.L., Weston Jesuit School of Theology
Ph.D., Boston College

Rev. López’ research focuses on the category of gift for an elucidation of the nature of love and being as well as for an elaboration of a nuptial sacramental theology more capable of accounting for marriage’s sacramentality. In dialogue with ancient, modern, and post-modern authors, Rev. López’ research seeks to explore the understanding of God as absolute love which in Christ reveals himself as a communion of persons and of the imago Dei in the human being that corresponds to the God of Jesus Christ. In addition to Spirit’s Gift: The Metaphysical
Insight of Claude Bruaire (CUA Press, 2006), Rev. López has recently completed Gift and the Unity of Being (Eerdmans Series, forthcoming) and At the Origin of Alterity (edited with Rev. Javier Prades López, Eerdmans, forthcoming).

Margaret Harper McCarthy
Assistant Professor of Theological Anthropology
B.A., Religion/French, Grove City College
M.A., Theology, University of St. Thomas
S.T.L., S.T.D., Pontifical John Paul II Institute, Pontifical Lateran University

Professor McCarthy received her doctoral degree in theology at the Pontifical John Paul II Institute at the Lateran University in Rome (1994), with a dissertation on the contemporary theology of predestination. Since then her teaching and writing has focused on various themes belonging to theological anthropology especially in their relation to the question of sexual difference: the imago Dei, person, equality, experience, as well as the problem of love (the “eros-agape problem”). She has been teaching at the John Paul II since 1992.

She is the Director of the Center for Cultural and Pastoral Research at the John Paul II Institute and serves on the editorial board of the English edition of Communio: International Catholic Review.

Paolo Prosperi, F.S.C.B.
Assistant Professor of Patristic and Systematic Theology
B.S., Philosophy, Pontifical Lateran University, Rome
MDiv., S.T.L, S.T.D, Pontificio Istituto Orientale, Rome

Rev. Prosperi joined the Institute in January 2011, bringing his expertise in the Greek Fathers as well as in Scriptural symbolism and typology. He has taught on the nuptial dimension of the Paschal Mystery in Rome and also in St. Petersburg and Moscow, Russia. In addition to being published in Communio on the subject of typological exegesis, Rev. Prosperi is preparing his dissertation Beyond the Word, Apophasism and Personalism in the Thought of Vladimir Lossky for publication.

David L. Schindler
Provost and Edouard Cardinal Gagnon
Professor of Fundamental Theology
B.A., M.A., Philosophy, Gonzaga University
Ph.D., Religion, Claremont Graduate School

Formerly a Weaver Fellow (1972-73) and a Fulbright Scholar (1974-75, Austria), Professor Schindler taught in the Program of Liberal Studies at the University of Notre Dame (1979-92), where he received tenure in 1985, and at Mount St. Mary’s University (1976-79), where he received tenure in 1978. Since 1982 he has been editor-in-chief of the North American edition of Communio: International Catholic Review, a federation of journals founded in 1972 by Hans Urs von Balthasar, Joseph Ratzinger (Pope Benedict XVI), Henri de Lubac, and other European theologians. He serves as editor of the series “Ressourcement: Retrieval and Renewal in Catholic Thought” with Eerdmans Publishing Company. Professor Schindler has published over seventy-five articles (translated into nine languages) in the areas of metaphysics, philosophical issues in biology and biotechnology, and the relation of theology/philosophy and culture. Professor Schindler is the author of Heart of the World, Center of the Church: Communio Ecclesiology, Liberalism, and Liberation, published by T&T Clark and Eerdmans (1996); and also of Ordering Love: Vol. I: Liberal Societies and the Memory of God, and Vol. II: Thinking and Acting in a Technological Age (Eerdmans, August and October, 2011). His most recent edited collections are Love Alone is Credible: Hans Urs Von Balthasar as Interpreter of the Catholic Tradition (Eerdmans, 2008); and (with Doug Bandom) Wealth, Poverty, and Human Destiny (ISI, 2003). Other edited collections include Beyond Mechanism: The Universe in Recent Physics and Catholic Thought (1986); Act and Agent: Philosophical Foundations of Moral Education (with Jesse Mann and Frederick
Ellrod, 1986); Catholicism and Secularism in America (1990); and Hans Urs Von Balthasar: His Life and Work (1991).

Professor Schindler was appointed by Pope John Paul II as a Consultor to the Pontifical Council for the Laity from 2002 to 2007.

Kenneth Schmitz
Professor of Philosophy
B.A., University of Saskatchewan
M.A., University of Toronto
M.S.L., Pontifical Institute of Medieval Studies, Toronto
Ph.D., University of Toronto

A Fellow of Trinity College, University of Toronto, and Emeritus Professor of Philosophy at the University of Toronto, Professor Schmitz has taught at Loyola University of Los Angeles, Marquette University, Indiana University, and The Catholic University of America. Past president of the American Catholic Philosophical Association (1977-78), the Metaphysical Society of America (1979-80), and the Hegel Society of America (1974-76), he was elected a member of the European Academy of Sciences and Arts in 1991. In 1992, he was awarded the Aquinas Medal from the ACPA. Professor Schmitz’s most recent publications include such articles as “Substance is Not Enough. Hegel’s Slogan: From Substantive to Subject,” “From Anarchy to Principles: Deconstruction and the Resources of Christian Philosophy,” “Theological Clearances: Foreground to a Rational Recovery of God,” and “The First Principle of Personal Becoming.” His 1991 McGivney Lectures, entitled At the Center of the Human Drama: The Philosophy of Karol Wojtyła/Pope John Paul II, are published by The Catholic University of America Press and have recently been translated into Polish. The Gilbert Ryle Lectures at Trent University are published as The Recovery of Wonder (McGill–Queen’s Press).

Mary Shivanandan
Professor of Theology
B.A., M.A., Newnham College, Cambridge

After many years of research and lecturing on marriage, family, and natural family planning, both nationally and internationally, Dr. Shivanandan obtained a licentiate and doctorate in theology, specializing in the theological anthropology of John Paul II. Her book, Crossing the Threshold of Love: A New Vision of Marriage in the Light of John Paul II’s Anthropology (published by The Catholic University Press) compares and contrasts the vision of the Holy Father with contemporary thought concerning the nature of the human person and the meaning of the human body and of human sexuality. Her current research explores how erroneous views of the body and sexuality affect belief in the Incarnation, worship, and practice. Dr. Shivanandan has also taught theological anthropology at the Pontifical John Paul II Institute for Studies on Marriage and Family in India and Australia, and at the Franciscan Seminary in Singapore.

EMERITUS FACULTY

William E. May
Professor Emeritus
Michael J. McGivney Professor of Moral Theology
B.A., M.A., Philosophy, The Catholic University of America
Ph.D., Marquette University

For many years an editor of philosophical and theological works, chiefly with the Bruce Publishing Company, Professor May taught moral theology at The Catholic University of America from 1971 until joining the faculty of the Institute in 1991. He is the author and co-author of many books, among them Sex, Marriage, and Chastity: Reflections of a Catholic Layman, Spouse, and Parent (1981); Catholic Sexual Ethics (revised ed. 1998; co-authored with Ronald Lawler and Joseph Boyle);
Humanae Vitae: A Defense (with Germain Grisez, John Finnis, John Ford, and Joseph Boyle), Marriage: The Rock on Which the Family Is Built (1995); Catholic Bioethics and the Gift of Human Life (2000); and most recently, An Introduction to Moral Theology (second edition, 2003). He is the translator of Ramon Garcia de Haro’s Marriage and the Family in the Documents of the Magisterium and of Livio Melina’s Sharing in Christ’s Virtues, and the editor of The Church’s Mission of Evangelization. He has contributed chapters to over a dozen other books, including three titles in the Philosophy and Medicine Series. The author of over 200 articles in such journals as The Thomist, Anthropotes, Scripta Theologica, Annales Teologici, National Catholic Bioethics Quarterly, and Linacre Quarterly, he is the recipient of many awards, among them the Pro Pontifice et Ecclesia Medal and the Cardinal Wright Award from the Fellowship of Catholic Scholars. Professor May served as a peritus at the 1987 Synod of Bishops and was a member of the International Theological Commission from 1986 through 1996. In 2003 he was appointed a consultor for the Congregation for the Clergy.

**ADJUNCT FACULTY**

**Ruth Ashfield**
(Senior Staff Nurse, Cardiology, St. George’s NHS Hospital Trust, London)
Adjunct Assistant Professor of Biomedical Science
M.A., Lady Margaret Hall, Oxford University
M.T.S., Pontifical John Paul II Institute, Washington, D.C.
B.Sc. Hons., Kingston University/St. George’s Hospital Medical School

**Allen J. Aksamit**
(Associate Professor of Neurology, Mayo Graduate School of Medicine)
M.D., Loyola University of Chicago-Stritch School of Medicine

**Timothy R. Aksamit**
(Associate Professor of Medicine, Mayo Graduate School of Medicine)
M.D., Northwestern University Medical School

**Sara Deola**
Adjunct Assistant Professor of Biomedical Science
M.D., University of Milan
Ph.D., University of Milan

**Richard Fitzgibbons**
(Director, Institute for Marital Healing)
Adjunct Professor of Psychology
B.S., St. Joseph’s University
M.D., Temple University School of Medicine
Psychiatry, Hospital of the University of Medicine and the Philadelphia Child Guidance Center

**John I. Lane**
(Professor of Radiology, Mayo Graduate School of Medicine)
M.D., Jefferson Medical College

**Andrew J. Majka**
(Instructor of Medicine, Mayo Graduate School of Medicine)
M.D., State University of New York, Buffalo

**Dennis M. Manning**
(Assistant Professor of Medicine, Mayo Graduate School of Medicine)
M.D., Hahnemann University School of Medicine

**John M. Pach**
(Mayo Graduate School of Medicine)
Adjunct Assistant Professor of Biomedical Science
M.D., Loyola University of Chicago-Stritch School Of Medicine

**David A. Prentice**
(Senior Fellow of Life Sciences at the Family Research Council)
Adjunct Professor of Molecular Genetics
B.A., Cellular Biology, University of Kansas
Ph.D., Biochemistry, University of Kansas
Andrew Sodergren
Adjunct Assistant Professor of Psychology
B.S., University of Illinois
M.S., Institute for Psychological Sciences
M.T.S., Pontifical John Paul II Institute, Washington, D.C.
Psy.D., Institute for Psychological Sciences

M. Maximilia Um, F.S.G.M.
(Defender of the Bond, Diocese of Springfield, Ill.)
Adjunct Assistant Professor of Canon Law
B.A., Franciscan University of Steubenville
M.T.S., Pontifical John Paul II Institute, Washington, D.C.
J.C.L., The Catholic University of America

José Granados, dcjm
Visiting Faculty

M.A., Philology, Jagiellonian University, Krakow
Ph.D., Catholic University of Lublin

Stanislaw Grygiel
Visiting Professor of Philosophical Anthropology
M.A., Philology, Jagiellonian University, Krakow
Ph.D., Catholic University of Lublin

Livio Melina
President, Rome Session
Visiting Professor of Moral Theology
Ph.D., Università di Padova
S.T.D., Pontifical John Paul II Institute, Rome, Italy

José Noriega, dcjm
Visiting Assistant Professor of Moral Theology
S.B., S.T.L., Pontificia Universidad del Norte de Espana (Burgos)
S.T.D., Pontifical John Paul II Institute, Rome

Angelo Cardinal Scola
Patriarch of Venice
Visiting Professor of Theological Anthropology
Ph.D., Catholic University of the Sacred Heart, Milan
S.T.D., Université de Fribourg, Switzerland

THE McGIVNEY LECTURE SERIES

Visiting lecturers add an essential dimension to the educational experience at the Institute. Father Michael J. McGivney founded the Knights of Columbus in 1882 as a fraternal benefit society to protect the widows and children of working men and to foster their faith and their social progress. In honor of Father McGivney, the Institute invites distinguished Catholic scholars to lecture in the fields of theology, philosophy, and allied disciplines. Lecturers have included John Finnis; Elizabeth Anscombe; Ralph McInerny; Kenneth Schmitz; Benedict Ashley, O.P.; Jérôme Lejeune; Christoph Cardinal Schönborn, O.P.; Marc Cardinal Ouellet, P.S.S.; Luis Alonso Schökel, S.J.; Francis Martin; Marko Ivan Rupnik, S.J., artist and theologian; and renowned philosopher Robert Spaemann.

Distinguished Lecturers

In addition to the McGivney Lecture Series, the Institute sponsors periodic conferences and special visits by noted scholars and Church leaders. These interdisciplinary discussions engage the entire academic community of the Institute. Among those who have visited and lectured at the Institute in Washington, D.C., are Joseph Cardinal Ratzinger (Pope Benedict XVI); Edouard Cardinal Gagnon; Archbishop Jan Schötte; Archbishop Daniel E. Pilarczyk; Avery Cardinal Dulles, S.J.; Louis Bouyer; Andrzej Szostek; Leon Kass; and Bishop Elio Sgreccia.
STRUCTURES OF GOVERNANCE

The Pontifical John Paul II Institute, according to the provisions of its own Statutes and of the Apostolic Constitution Sapientia christiana, is governed by personal and collegial authorities.

I. Personal Authorities of the Institute

- His Eminence Agostino Cardinal Vallini Grand Chancellor (who is always the Cardinal Vicar for the Diocese of Rome)
- His Eminence Donald W. Cardinal Wuerl Vice Chancellor (who is always the Archbishop of Washington)
- Rev. Msgr. Livio Melina, President
- Carl A. Anderson, Vice President
- David L. Schindler, Provost
- Rev. Antonio López, Dean
- David S. Crawford
  Associate Dean for Academic Affairs
- John E. Sites, Associate Dean for Institutional Effectiveness
- Nick J. Bagileo, Associate Dean for Programs and Administration
- Joseph C. Atkinson, Registrar
- Sara L. Trudeau, Director of Admissions

II. The Collegial Authorities of the Institute

- The Corporation which is the legal organizational body established in the District of Columbia under the name “Knights of Columbus Family Life Bureau, Inc.” and
- the Board of Governors of the Corporation, which is composed of the Supreme Officers of the Knights of Columbus.

III. Members of the Corporation

Carl A. Anderson, President
Dennis A. Savoie, Vice President
Charles E. Maurer, Jr., Secretary
Logan T. Ludwig, Treasurer
Most Rev. William E. Lori
Virgil C. Dechant
Edward J. Mullen
Thomas P. Smith, Jr.
John A. Marrella
## Student Enrollment 1988-2011

### Institutions Represented

- Academia Alfoniana (Rome)
- Acadia University (Canada)
- Adelphi University
- Antioch International Writing Program (England)
- Ateneo Romano della Santa Croce (Rome)
- Atlantic School of Theology (Canada)
- Bethlehem University (Israel)
- Boston College
- Cambridge University
- Catholic Institute of Sydney (Australia)
- The Catholic University of America
- Christ the King Seminary
- Christendom College
- Claremont McKenna College
- Cleveland State University
- College of Notre Dame of Maryland
- College of St. Thomas
- College of the Holy Cross
- Colorado State University
- Conception Seminary
- Concordia University (Canada)
- Cornell University
- Creighton University
- D’Youville College
- Dalhousie University (Canada)
- De Paul University
- Delta College
- Digby Stuart College
- Dominican House of Studies
- Dominican School of Philosophy and Theology
- Duquesne University
- Eastern Virginia Medical Center
- Eckerd College
- Episcopal Divinity School
- Fordham University
- Franciscan University of Steubenville
- Gallaudet University
- George Mason University
- George Washington University
- Georgetown University
- Graduate Theological Union, Berkeley
- Grand Séminaire de Montreal
- Harvard University
- Hebrew University (Israel)
- Holy Apostles Seminary and College
- Holy Cross College (India)
- Immaculata College
- Indiana University
- Indiana University School of Law
- Iona College
- Iowa State University
- Istituto Salesiano (Italy)
- Jersey City Medical Center School of Nursing
- Kaunas Interdiocesan Seminary (Lithuania)
- Kaunas Medical Institute (Lithuania)
- Kenrick Seminary
- Leopold Franzen University (Austria)
- London School of Economics
- Loyola College
- Luther Rice Seminary
- Magdalen College
- Marquette University
- Marquette University Law School
- Mary Immaculate Seminary
- Maryknoll School of Theology
- McGill University
- Metropolitan University
- Monterrey Institute of Technology (Mexico)
- Montreal University of Ministry
- Mount Saint Alphonsus
- Mount Saint Mary’s Seminary
- Mundelein College
- New York Archdiocese Catechetical Institute
- Niagara University
- Northwestern University
- Ohio State University
- Ohio Wesleyan University
- Oxford University
- Pontifical College Josephinum
- Pontifical Gregorian University
- Pontifical Lateran University
- Pontifical University of St. Thomas Aquinas (Angelicum)
- Princeton Theological Seminary
- Princeton University
- Providence College
- Queen Elizabeth College, University of London
Rice University
Sacred Heart Major Seminary
Saint Mary’s College, Notre Dame
Saint Nicholas Training Centre (England)
Saints Peter and Paul (Nigeria)
School of Applied Theology, Berkeley
Seneca College
Seton Hall University
South Alabama College of Medicine
South Dakota School of Mines and Technology
Southeastern Massachusetts University
Southern Connecticut State University
Southern Illinois University
St. Albert’s College
St. Alphonsus College
St. Alphonsus School of Theology (Philippines)
St. Ambrose University
St. Anselm College
St. Bonaventure University
St. Charles Borromeo Seminary
St. John’s University
St. Joseph’s Seminary
St. Joseph’s University
St. Leo College
St. Mary’s University
St. Meinrad College
St. Patrick’s College (Ireland)
St. Paul’s Seminary (India)
St. Thomas University
Stella Matituna College of Education (India)
Temple University of Pharmacy
Thomas Aquinas College
Thomas More College
Thomas More Institute
Towson State University
Tulane University
Union College
United States Air Force Academy
United States Naval Academy
Universidad Central Bayamón (Puerto Rico)
Université de Fribourg (Switzerland)
University College Dublin
University of the Americas (Puebla)
University of Baltimore Law School
University of Buffalo
University of California at Berkeley Law School
University of Costa Rica
University of Dallas
University of Delaware
University of Detroit
University of Illinois (Urbana)
University of Iowa
University of London
University of Louvain
University of Manchester (England)
University of Maryland
University of Michigan
University of Michigan Law School
University of Minnesota
University of Navarre
University of Nebraska
University of New Brunswick
University of New Hampshire
University of New South Wales
University of New York
University of Nigeria
University of North Colorado
University of Notre Dame
University of Oklahoma
University of Pittsburgh School of Law
University of Prince Edward Island
University of Rio Grande do Sul (Brazil)
University of Rochester
University of Salamanca (Spain)
University of San Francisco
University of Scranton
University of Southern California
University of St. Thomas
University of Texas
University of Toronto
University of Utah
University of Virginia
University of Virginia School of Law
University of the West Indies
University of Western Ontario
University of Windsor (Canada)
University of Wisconsin
Villanova University
West Virginia Wesleyan College
Western Connecticut State College
Xavier University
Yale Divinity School
Yale University
## GEOGRAPHICAL DISTRIBUTION

**United States**
Alabama  
Alaska  
Arizona  
Arkansas  
California  
Colorado  
Connecticut  
Florida  
Georgia  
Hawaii  
Idaho  
Illinois  
Indiana  
Iowa  
Kansas  
Kentucky  
Louisiana  
Maine  
Maryland  
Massachusetts  
Michigan  
Minnesota  
Missouri  
Montana  
Nebraska  
Nevada  
New Hampshire  
New Jersey  
New Mexico  
New York  
North Carolina  
Ohio  
Oklahoma  
Oregon  
Pennsylvania  
Rhode Island  
South Carolina  
South Dakota  
Tennessee  
Texas  
Vermont  
Virginia  
West Virginia  
Wisconsin  
Wyoming  
District of Columbia  
Puerto Rico  

**Total: 47**

**Foreign Countries**
Argentina  
Australia  
Brazil  
Cameroon  
Canada  
China  
Colombia  
Costa Rica  
England  
El Salvador  
France  
Ghana  
Hong Kong  
Hungary  
India  
Ireland  
Israel  
Italy  
Kenya  
Korea  
Lebanon  
Liberia  
Lithuania  
Mexico  
Nigeria  
Peru  
Philippines  
Poland  
Sierra Leone  
South Africa  
Spain  
Sweden  
Taiwan  
Trinidad and Tobago  
Uganda  
Venezuela  
Vietnam  

**Total: 37**
1. The Church has always shown her special pastoral concern for the great sacrament of Matrimony (cf. Eph 5:32), since she is “conscious that marriage and the family are one of the greatest goods belonging to the human race” (Familiaris consortio, n. 1).

   Indeed “the salvation of the individual as well as of human and Christian society itself is intimately connected with the health and well-being of marriage and the family” (Gaudium et spes, n. 47).

   A sign of this special pastoral concern is the very lengthy treatment which the Vatican Council II gave to it in its deliberations.

   The popes and bishops of the entire world have never tired of teaching and furthering the loftiest ideals of marriage and the family, while at the same time supplying answers to the questions of today as our Predecessor Pope Paul VI did when he issued his encyclical, Humanae vitae.

   Among the many signs of this great concern in more recent times has been the Synod of Bishops held in Rome from 26 September until 25 October 1980, as well as the establishment of the Pontifical Council for the Family.

2. Among the major responsibilities entrusted to the Church which have to do with marriage and the family, one of the most distinct is the duty to “state to everyone the plan of God for marriage and the family in order to safeguard its full vigor and advancement both in a human and a Christian sense” (Familiaris consortio, n. 3).

   This is the reason why the Church was so zealous to study the theology of marriage and to set up institutes which would encourage the pastoral care of marriage and the family. These institutes were to work in a special way in the field of pastoral care.

   Now it has become necessary to found a primary Institute of studies whose special concern it will be to promote the basic theological and pastoral study of marriage and family for the good of the whole Church.

3. Therefore, after mature deliberation, We determine and decree that the Pontifical Institute for the Study of Marriage and Family, which has already been set up at the Pontifical Lateran University, should now be given juridical form. This is done so that the truth of Marriage and the Family may be given ever closer attention and study, and so that lay people, religious and priests can receive scholarly formation in the study of marriage and the family either in a philosophical-theological way, or from the point of view of the human sciences. In such a way their pastoral and ecclesial ministry for the good of the People of God will be more carefully and effectively carried out.

   Central to the concept of this Institute will be its right to confer the following academic degrees:

   • The Doctorate in Sacred Theology with a specialization in the Theology of Marriage and the Family.
   • The Licentiate in Theology of Marriage and the Family.
   • The Diploma in the study of Marriage and the Family.

4. The Institute will implement the following objectives:

   a. The establishment of a curriculum leading to a Doctorate in Sacred Theology in the theological study of Marriage and the Family for those who already have attained the Licentiate in Sacred Theology.
   b. The establishment of a curriculum for the Licentiate in Sacred Theology for those who have received the Bachelor’s degree in Sacred Theology.
   c. The establishment of a curriculum for
the Diploma in the Theology of Marriage and the Family for those who are entitled to take courses at the university level in their own nation.

d. The planning of study-seminars to “which people of sound judgment may be invited to consider the more serious and important questions pertaining to Marriage and the Family. These seminars may take place either at the request of the Dicasteries of the Roman Curia or of individual Episcopal Conferences.”

5. The academic authorities of the Institute consist of the Chancellor and Rector of the Pontifical Lateran University, the President and Council of the Institute. The Supreme Pontiff shall name the President who shall be *ex officio* a member of the Academic Senate of the Pontifical Lateran University.

6. Whatever this Apostolic Constitution establishes shall in due time be put into effect by the specific regulations of the Institute. These shall be approved by the legitimate authority of the Holy See after hearing the advice of the Academic Senate of the Pontifical Lateran University.

7. The Institute shall have a special connection with the Pontifical Council for the Family in accord with the terms of the *Motu Proprio, Familia a Deo Instituta*, 5f.

8. The Institute is entrusted in a special way to the care of the Most Blessed Virgin Mary under her title, Our Lady of Fatima.

9. The Constitution, which, contrary to custom, is promulgated by publication in *L’Osservatore Romano*, shall take effect from 14 October 1982.

Finally, We want this Constitution of ours to be firm, valid, and effective, and it must be scrupulously observed by all concerned, notwithstanding anything to the contrary.

Given at Rome, at St. Peter’s, on the 7th of October, on the feast of Our Lady of the Rosary, in the year 1982, the fourth year of our Pontificate.
Your Eminences, Esteemed Brothers in the Episcopate, Distinguished Ladies and Gentlemen. I am glad to welcome all of you who are taking part in the International Study Week organized by the Pontifical Institute for Studies on Marriage and Family. In the first place I would like to greet Bishop Angelo Scola, Rector of the Pontifical Lateran University and President of the Institute, and to thank him for his words to me at the beginning of our meeting. Along with Bishop Scola, I also greet his predecessor, Bishop Carlo Caffarra, now the Archbishop of Ferrara, the Cardinal Vicar of Rome, Camillo Ruini, Cardinal Alfonso López Trujillo, President of the Pontifical Council for the Family, the Prelates present here, the professors whose interesting presentations I have just heard, and all those who, in various ways, are helping to make this gathering a success. My greetings to you, dear members of the teaching staff of the many sessions of the Institute, who have gathered in Rome for an organic reflection on the foundation of God’s plan for marriage and the family [il disegno divino sul matrimonio e la famiglia].

Between theology and pastoral care, is truly decisive. Looking back on my own experience, I can see to what extent my work with young people as a student chaplain at the University of Krakow has been an aid to my meditation on certain fundamental aspects of Christian life. The fact of sharing daily life with the students, the opportunity to be with them in their joys and difficulties, their own desire to live to the full the vocation to which the Lord was calling them—all of this helped me to understand more and more deeply the truth that man grows and matures in love, that is, in self-gift, and that precisely in giving himself he is enabled in turn to attain his own fulfillment. One of the highest expressions of this principle is marriage, “which God the Creator, in his wisdom and providence, instituted in order to realize in humanity his plan of love. By means of their exclusive mutual self-giving as persons, spouses tend towards the communion of their persons, whereby they perfect one another, thus collaborating with God in the generation and education of new lives” (Humanae vitae, 8).

The praiseworthy service of the Institute in many parts of the world.

Inspired by this profound unity between the truth proclaimed by the Church and concrete life options and experiences, your Institute has performed a praiseworthy service in the years since its founding. With the sessions located in Rome (at the Lateran University), Washington, Mexico City, and Valencia, the academic centers in Cotonou (Benin) and Changanacherry (India), which are already on their way to full
incorporation, and the soon-to-be-inaugurated center in Melbourne (Australia), the Institute will have seats on the five continents. This is a development for which we want to give thanks to the Lord, while expressing the gratitude that we owe to those who have contributed, and continue to contribute, to making this work a reality.

The urgent challenges that the Church’s mission must face.

I would now like to turn our gaze towards the future, beginning with a careful look at the urgent challenges in this area that the Church’s mission and, therefore, your Institute, must face.

The challenge posed by the secularist mentality to the truth about the person, marriage, and the family has in a certain sense become even more radical than what it was when you set out on your academic venture eighteen years ago. It is no longer a matter simply of calling into question individual moral norms regarding sexual and family ethics. An alternative anthropology is being offered in place of the image of man/woman belonging to natural reason and, in particular, Christianity. This anthropology refuses to acknowledge the basic given that the sexual difference constitutes the very identity of the person. As a result, the idea that the family, grounded in the indissoluble marriage between a man and a woman, is the natural and basic cell of society, is in a state of crisis. Fatherhood and motherhood are conceived merely as a private project to be realized, if necessary, by using biomedical techniques that can bypass the exercise of conjugal sexuality. Presupposed, then, is an unacceptable “division between freedom and nature,” which in reality “are harmoniously joined and intimately allied” (Veritatis splendor, 50).

The truth is that the sexual configuration of bodiliness is an integral part of God’s original plan, in which man and woman are created in the image and likeness of God (Gen. 1:27) and are called to enact a faithful and free, indissoluble and fruitful communion that is a reflection of the richness of trinitarian love (cf. Col. 1:15-16).

Fatherhood and motherhood, then, before being a project of human freedom, constitute a vocation inscribed in conjugal love. This vocation is meant to be lived as a unique responsibility before God by welcoming children as his gift (cf. Gen. 4:1) in the worship of that divine fatherhood “from whom all fatherhood in the heavens and on earth takes its name” (Eph. 3:15).

To eliminate the mediation of the body in the conjugal act as the enabling locus of the origination of new life means, at the same time, to degrade procreation from a collaboration with God the Creator to a technically controlled “re-production” of another specimen of a species and, therefore, to lose the child’s unique personal dignity (cf. Donum vitae, II B/5). In fact, only integral respect for the essential characteristics of the conjugal act as a personal gift of the spouses that is at once bodily and spiritual also ensures respect for the person of the child and enables a manifestation of his origin from God, the source of every gift.

By contrast, when one treats one’s own body, the sexual difference inscribed in it, and one’s procreative powers themselves as nothing but inferior biological items that are susceptible to manipulation, one ends up denying the limit and the vocation in bodiliness. At the same time, one displays a presumption that, beyond one’s subjective intentions, fails to acknowledge one’s own...
being as a gift from God. In the light of these most pressing issues, I want to reaffirm with even greater conviction what I taught in the Apostolic Exhortation Familiaris consortio: “The destiny of humanity passes through the family” (86).

**Deeper Reflection on God’s Plan for the Person, Marriage, and the Family.**

Faced with these challenges, the Church has no other recourse than to turn her eyes to Christ, the Redeemer of man, the fullness of revelation. As I stated in the Encyclical Fides et ratio, “Christian revelation is the true lodestar of man as he makes his way amidst the pressures of an immanentist habit of mind and the constrictions of a technocratic logic” (15). We are offered this guidance precisely through the revelation of the foundation of reality, that is, of the Father who created it and keeps it in being from moment to moment.

Deeper reflection on God’s plan for the person, marriage, and the family is the task in which you must be engaged, with renewed vigor, at the beginning of the third millennium.

**In the Light of the Mystery of the Most Holy Trinity.**

I would now like to suggest some perspectives for this deeper reflection. The first concerns the foundation in the strict sense: the mystery of the Most Holy Trinity, the very source of being and, therefore, the ultimate key to anthropology. In the light of the mystery of the Trinity, the sexual difference fully reveals its nature as an expressive sign of the whole person.

**The Vocation of Man and Woman to Communion.**

The second perspective that I would like to recommend to your study regards the vocation of man and woman to communion. This vocation likewise sinks its roots in the mystery of the Trinity; it is fully revealed to us in the incarnation of the Son of God—in whom human nature and divine nature are united in the Person of the Word—and it enters historically into the sacramental dynamism of the Christian economy. In fact, the nuptial mystery of Christ, the Church’s Bridegroom, finds a unique expression through sacramental marriage, which is a fruitful community of life and love.

**In the Sacramental Reality of the Church.**

In this way, the theology of marriage and the family—and this is my third suggestion for further reflection—is inscribed in the mystery of the triune God who invites all human beings to the wedding feast of the Lamb that is celebrated in the Lord’s Passover and offered to man’s freedom in the sacramental reality of the Church.

**Special Attention to the Relation between the Person and Society.**

Furthermore, reflection on the person, marriage, and the family can be deepened by devoting special attention to the relationship between person and society. The Christian response to the failure of individualist and collectivist anthropology calls for an ontological personalism rooted in the analysis of the primary family relations. The rationality and relationality
of the human person, unity and difference in communion, and the constitutive polarities of man and woman, spirit and body, and individual and community are co-essential and inseparable dimensions. In this way, reflection on the person, marriage, and the family can be integrated into the Church’s social teaching and become one of its most solid roots.

**INTERACTIVE DIALOGUE WITH THE FINDINGS OF PHILOSOPHICAL REASON AND THE HUMAN SCIENCES.**

These and other perspectives for the future work of the Institute require development in line with the twofold methodological dimension that is also displayed in your meeting.

On the one hand, it is a sine qua non to begin with the unity of God’s plan for the person, marriage, and the family. Only this unitary starting-point can ensure that the teaching offered by the Institute does not become the simple juxtaposition of what theology, philosophy, and the human sciences have to tell us about these matters. Christian revelation is the source of an adequate anthropology and a sacramental vision of marriage that can engage in interactive dialogue with the findings of philosophical reason and the human sciences. This original unity also forms the basis of collaboration among teachers of various subjects and enables an interdisciplinary research and teaching whose object is the “unum” of the person, marriage, and the family, which is investigated with specific methodologies from different, complementary points of view.

On the other hand, we should underscore the importance of the three thematic areas around which all of the Institute’s “curricula” are in fact organized. All three of these areas are necessary for the completeness and the consistency of your research, teaching, and study. How, in fact, could we prescind from the “phenomenon of man” as the various sciences present it to us? How could we forego the study of freedom, which is the linchpin of every anthropology and the gateway to the primordial ontological questions? How could we do without a theology in which nature, freedom, and grace are seen in [their] articulated unity in the light of the mystery of Christ? This is the point of synthesis for all your work, since “in truth, it is only in the mystery of the incarnate Word that the mystery of man is illumined” (*Gaudium et spes*, 22).


The novelty of the Pontifical Institute for Studies on Marriage and Family does not have to do only with the content and method of research, but is also expressed in its specific juridical and institutional figure. The Institute is in a certain sense an “unicum” among the Ecclesiastical Academies. In fact, the Institute is one (with one Chancellor and one President) and, at the same time, it is structured on each continent by means of the juridical figure known as the session.

The Institute thus translates, in juridical and institutional terms, the normal dynamism of communion that flows between the universal Church and the particular Churches. The Institute is thus a model of the dual unity of the Roman and the universal that characterizes the universities of the Urbe, especially the Pontifical Lateran University, where the
central session is located and which article 1 of the Statutes defines as “the university of the Supreme Pontiff par excellence.”

If we consider the Institute and its history, we see the fruitfulness of the principle of unity in pluriformity! This principle finds concrete expression not only in a doctrinal unity vitalizing research and teaching, but in actual communion among teachers, students, and staff. This is true, moreover, both within each session and in the reciprocal exchange among sessions that are otherwise so different. In this way, you collaborate in the enrichment of the life of the Churches and, in the final analysis, of the Catholica itself.

**The Holy Family of Nazareth: A privileged guide for your work.**

The Son of God chose to become a member of a human family so that human beings might participate, as members of the Church, in his very life. For this reason, the Holy Family of Nazareth, which is the “primordial domestic Church” (*Redemptoris custos*, 7), is a privileged guide for the work of the Institute. The Holy Family shows clearly the family’s role within the mission of the incarnate, redeeming Word, and sheds light on the mission of the Church itself.

May Mary, Virgin, Spouse, and Mother, protect the teachers, students, and staff of your Institute. May she accompany and sustain your reflection and your work so that the Church of God may find in you an assiduous and invaluable help in her task of proclaiming to all men the truth of God about the person, marriage, and the family.

To all of you my thanks and my blessing.

*Translated by Adrian Walker*
Eminent Cardinals, Venerable Brothers in the Episcopate, Brothers and Sisters,

1. I am very happy to celebrate with you, teachers, students, and staff, the twentieth anniversary of your, or rather our, Institute for Studies of Marriage and Family. Thank you for your welcome presence.

I cordially greet all of you, and I wish to greet in a special way the Chancellor, Cardinal Camillo Ruini; the President of the Superior Council of the Institute, Cardinal Alfonso Lopez Trujillo; and Archbishop Carlo Caffarra of Ferrara, who launched the Institute. Finally, let me offer a special greeting to Bishop Angelo Scola, President of the Institute, the teachers and students, the staff and all those who in any way cooperate in the activity of the academic center.

This anniversary is an obvious sign of the Church’s involvement in marriage and the family, which are among the greatest goods of humanity, as I said in the Apostolic Exhortation Familiaris consortio, written 20 years ago this year.

From the moment that the Institute has been present with different sessions on all continents, the original intuition behind the founding of the Institute has become fruitful, coming into contact as it does with new situations and facing today’s radical challenges.

2. Taking up the themes dealt with in previous talks to the Institute, I want to draw your attention to the great need of an adequate anthropology that intends to understand and interpret the human person in what makes him or her essentially human.

In fact, the forgetfulness of the principle of God’s creation of the human person as male and female represents one of the major critical problems of contemporary society, and it brings with it a sweeping decline in respect for the human person in cultural expressions, moral sensitivity, and legal enactments. When the principle gets lost, the perception of the singular dignity of the human person is lost, and the way is open for an invasive “culture of death.”

However, the experience of love, properly understood, remains a simple and universal gateway through which everyone can pass in order to gain an awareness of what makes a person a human being: reason, affection, and freedom. Within the continuously raised questions about the meaning of the person, and moving from the principle of the human person’s being created male and female in the image and likeness of God, the believer can recognize the mystery of the Trinitarian face of God, who creates a human being by placing on him the seal of his reality of love and communion.

3. The sacrament of marriage and the family that proceeds from it represents a valid way through which the grace of Christ grants to the children of the Church a real participation in Trinitarian communion. The Risen Lord’s spousal love for his Church, offered in the sacrament of marriage, also raises up in the Church the gift of virginity for the kingdom. In its turn, virginity indicates the final destiny of conjugal love. In this way, the nuptial mystery helps us to discover that the Church is the family of God. In this connection, see how, by exploring the nature of the sacrament of matrimony, the Institute contributes to the renewal of ecclesiology.
4. The whole question of the origin of human life and methods of procreation is another burning issue that affects the prospects for marriage and family. With growing insistence, plans are devised that place the beginnings of human life in situations that are completely divorced from the marital union of husband and wife. These plans are often supported by purported medical and scientific reasons. In fact, with the pretext of ensuring a better quality of life through genetic control, or of progress in medical and scientific research, experiments on human embryos and methods for their production are proposed that open the door to the use of the person as an object and run the risk of abuse by those who arrogate to themselves an arbitrary and limitless power over the human being.

The full truth on marriage and family, revealed in Christ, is a light that allows us to discern what constitutes the authentically human elements in procreation. As the Second Vatican Council taught, “the spouses joined by the marriage bond are called to express by means of acts that are moral and worthy of marriage” (Gaudium et spes, n. 49) their mutual self-giving and to accept with responsibility and gratitude children, “the most precious gift of marriage” (ibid., n. 50). They become collaborators in their physical self-giving with the love of God the Creator. Participating in the gift of life and love, they receive the capacity of corresponding to it and transmitting it in turn.

The union of the spouses in matrimonial love and the corporal mediation of the conjugal act are the only place in which the singular value of the new human being called to life is fully recognized and respected. Man cannot be reduced to his genetic and biological components, which certainly also form a part of his personal dignity. Every person who comes into the world is called from eternity to participate in Christ, through the Spirit, in the fullness of life in God. That is why, from the mysterious instant of his conception, he must be accepted and treated as a person created in the image and likeness of God himself (cf. Gn 1:26).

5. Another set of challenges that await an adequate response from the research and activity of the Institute are of a legal and social nature.

In some countries in recent years, permissive legislation, founded on partial or erroneous concepts of freedom, have favored what are called alternative models of family, which are not founded on the irrevocable commitment of a man and a woman to form a “lifetime community.” The specific rights recognized up until now for the family, the primary cell of society, have been extended to forms of association, de facto unions, civil pacts of solidarity (PAC), tailored only to personal needs and desires, to the struggle for juridical and legal recognition of options unjustly considered as the vanguard of freedom. Who cannot see that the misleading promotion of such juridical and institutional models creates yet another trend to dissolve the primary right of the family to be recognized as the chief subject of social rights and obligations?

I want to repeat forcefully that the institution of the family, created to allow the human person to attain in an adequate way a sense of his own dignity, offers him a place to grow in conformity with his natural dignity and his vocation as a human person. Family bonds come first and pave the way for other forms of solidarity in society. By promoting an in-depth awareness of the family in conformity with its academic statutes and
mission, the Institute contributes to developing the culture of life that I have often advocated.

6. Twenty years ago in *Familiaris consortio*, I affirmed that “the future of humanity passes by way of the family” (n. 86). I repeat it again today with greater conviction and increasing concern. I repeat it with full confidence, entrusting you and your work to Our Lady of Fatima, in these years the kind and strong Patroness of your Institute. To her, as Queen of the Family, I entrust all your plans and the course that opens before you at the beginning of the third millennium. In assuring you of my prayers, I cordially impart my blessing.