

Part I – For all students. I will choose two for you to do one.

19th Century biblical scholarship: order of composition of the gospels. Some evidence?
19th century biblical scholarship: the audiences/communities which the different gospels were addressing. Some evidence.

Ernest Renan on the divinity and miracles of Jesus; include the Resurrection.

Harnack's and Schweitzer's interpretation of the "Kingdom" (the Kingdom of God).

"Son of man", "The Kingdom of God is upon us", "Radical ethic of love", the parousia in Albert Schweitzer's picture of the historical Jesus.

Part II – Only for students who did **not write a paper on Pius XII. Your instructor will choose one of the following. Students who wrote a paper may skip Part II.**

Most serious historians believe that Pius XII did very little to help European Jews or other ethnic groups (e.g., Poles and Serbian Orthodox) during the Holocaust. Explain why this was so. What were Pius XII's priorities? Why did he not act more aggressively?

A comparative essay on what the Vatican (Pius XII) did or did not do in the following situations during World War II: the vicious policies of the (nominally Catholic) Ustasha Party in Croatia; the German removal of Roman Jews ("under the very windows of the Vatican") in October 1943. In which of the two situations did the Vatican do more to help peoples persecuted by Nazis and fascists?

Part III – All students: You choose the one you would like to write on in your blue book.

Discuss the three main points covered in the Vatican II document "Lumen Gentium" ("Dogmatic Constitution of the Church") discussed in class. Compare briefly to the traditional practices of the Tridentine Church. Make reference to Pius IX.

Trace the evolution of Catholic social teaching from Leo XIII's "Rerum novarum" 1891, to Leonardo Boff's ideas on liberation theology (1980s: including ideas on the kingdom, the focus on the poor, the importance of praxis [doing rather than talking], social sin, and political struggle), to the teachings of John Paul II (1990s: p. 17 of summary 3B).