

# **ST. PAUL'S CATHOLIC SEMINARY, SOWUTUOM**



## **GENERAL PROGRAMME OF STUDIES AND SYLLABUS 2018-2019 ACADEMIC YEAR**

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## Foreword

Several attempts have been made over the years to prepare a comprehensive and up-to-date General Programme of Studies and Syllabus for use in St Paul Catholic Seminary, Sowutuom.

This attempt is now realised in the following pages. Compilation of this work has been collaborative work with the various Lecturers, Teaching Assistants and Students of the Seminary IT Team and Library Assistant.

The support of the Rector, V Rev Fr Francis Arthur, PhD and the various Deans of Studies over the years, V Rev Fr Joseph Okine-Quartey, PhD and V Rev Fr John D. Dormah, PhD, is duly acknowledged.

The work is still 'work in progress', as the University of Ghana format for presenting Course Syllabus has not been strictly followed. Additionally, some of the References have not been arranged according to the APA style. These corrections would be made in subsequent editions. However, the Reader is encouraged to notify me of all other errata found on these pages.

Fr Paul A. Agbodza, PhD

Sowutuom, August 2018

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## CHAPTER ONE: PROGRAMME OF STUDIES

### COURSES - COURSE CODE - LECTURERS – CREDITS

#### 1.1 Spiritual Year: Semester One

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>CREDITS</b>
THIB 009	Catholic Faith I	Prosper Abotsi	2
THIB 003	Prayer & Spiritual Exercises I	Albert Amakyi	2
THIB 011	Spirituality I	Albert Amakyi	2
SREB 001	Bible Knowledge I	M. Mensah & A. Taalaar, OFM Conv	2
THIB 007	Introduction to Liturgy I	Prosper Abotsi	2
ENGL 001	English I	Ms Mary Buako	2
THIB 001	History of Spirituality	M. Aggrey	2
LATI 101	Latin I	Prosper Abotsi	3
FREN 101	Foreign Language: French I	Dr R. Avornyo	3
METH 100	Methodology	Dr R. Avornyo	2
MUSI 100	Music: Rudiments & Theory	Mr John Annan	2
THIB 005	Spiritual Theology	M. Aggrey & E. Halolo	2
PSYC 001	Affective Maturity	M. Aggrey	2
THIB 013	Introduction to Priestly Ministry	F. Arthur	2
	ICT	P. Agbodza	
			30

#### 1.2 Spiritual Year: Semester Two

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>CREDITS</b>
THIB 010	Catholic Faith II	Prosper Abotsi	2
THIB 004	Prayer & Spiritual Exercises II	Albert Amakyi	2
THIB 012	Spirituality II	Albert Amakyi	2
SREB 002	Bible Knowledge II	M. Mensah & A. Taalaar, OFM Conv	2
THIB 008	Introduction to Liturgy II	Prosper Abotsi	2
ENGL 002	English II	Ms Mary Buako	2
THIB 002	History of Spirituality II	M. Aggrey	2

LATI 102	Latin II	Prosper Abotsi	3
FREN 102	Foreign Language: French II	Dr. R. Avornyo	3
METH 100	Methodology	Paul Agbodza	3
MUSI 100	Music: Rudiments & Theory	Mr John Annan	2
THIB 006	Spiritual Theology	M. Aggrey & E. Halolo	2
PSYC 002	Affective Maturity	M. Aggrey	2
THIB 014	Introduction to Priestly Ministry	F. Arthur	2
			31

### 1.3 Philosophy One: Semester One

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>CREDITS</b>
PHIB 101	Introduction to Philosophy	P. Agbodza & H. Agbenosi	3
PHIB 103	Introduction to Logic	Francis Arthur	3
PHIB 105	History of Ancient Philosophy	J. Dormah & H. Agbenosi	3
PHIB 107	Philosophical Anthropology	S. Homiah	3
SREB 101	Introduction to the Bible	Michael Mensah	3
SPRC 110	Academic Writing I	Albert Amakyi	3
SOCB 101	Principles of Social Organizations	J. Mintah-Mensah & E. Codjoe	3
SREB 103	New Testament Greek I	N. Larsey	2
SPRC 150	Critical Thinking & Practical Reasoning	P. Agbodza	3
FREN 103	French III	Dr. R. Avornyo	3
THIB 101	Introduction to Liturgy III	P. Abotsi	3
THIB 103	Spirituality	Albert Amakyi	2
COMM 101	Communication	B. Attachie	3
			37

### 1.4 Philosophy One: Semester Two

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>CREDITS</b>
PHIB 108	Moral Philosophy I	F. LeMaire & A. Aful	3
SOCB 102	Diversity of Peoples & Cultures	J. Mintah-Mensah & E. Codjoe	3
PSYC 104	Human Development	M. Aggrey	2
PHIB 104	Introduction to Symbolic Logic	Francis Arthur	3



PHIB 102	Introduction to Philosophy	J. Dormah & H. Agbenosi	3
THIB 104	Spirituality	Albert Amakyi	2
PHIB 106	History of Medieval Philosophy	S. Homiah / H. Agbenosi	3
LATI 104	Latin III: Classical	-----	3
MUSI 100	Music	Mr. J. Annan	
SREB 106	Greek I	N. Larsey	2
SREB 102	Introduction to the Bible	M. Mensah	3
SPRC 140	Science & Technology in our Lives	P. Agbodza & E. Halolo	3
SPRC 120	Numeracy Skills	P. Agbodza	3
			33

### 1.5 Philosophy Two: Semester One

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>CREDITS</b>
PHIB 201	Problems of Philosophy	J. Okine-Quartey & A. Afful	3
PHIB 203	Informal Logic	F. Arthur	3
SREB 203	Phenomenology of Religion	J. Dormah & E. Halolo	3
SOCB 201	Basic Concepts in Sociology	J. Mintah-Mensah	3
SOCB 203	Traditional Ghanaian Institutions	J. Mintah-Mensah	3
SREB 201	Introduction to Scripture: OT	M. Mensah	3
PHIB 205	History of Modern Philosophy	F. LeMaire & A. Afful	3
PHIB 207	Metaphysics I	S. Homiah	3
SREB 205	New Testament Greek II	N. Larsey	2
SPRC 210	Academic Writing II	P. Agbodza	3
PHIB 209	Cosmology I	J. Dormah	3
PHIB 211	Moral Philosophy II	F. LeMaire	3
			35

## 1.6 Philosophy Two: Semester Two

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>TEACHING ASSISTANT</b>
SOCB 204	Social Structure of Ghana	J. Mintah	3
SOCB 202	Comp. Social Institutions	J. Mintah	3
SREB 204	Philosophy of Religion	S. Homiah	3
PHIB 204	Symbolic Logic	P. Agbodza	3
THIB 200	Spirituality	Albert Amakyi	2
PHIB 202	Epistemology	S. Homiah	3
PHIB 206	Hist. of Contemporary Philosophy	F. LeMaire & A. Afful	3
SREB 202	Introduction to the NT	M. Mensah	3
PHIB 210	Cosmology II	J. Dormah	3
THIB 204	Introduction to Liturgy IV	Prosper Abotsi	3
SPRC 220	African Philosophical Thoughts	Dr. L. Atsiatorme	3
SREB 206	NT Greek II	N. Larsey	2
COMM 202	Communication	B. Attachie	3
			37

## 1.7 Philosophy Three: Semester One

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>CREDITS</b>
PHIB 305	Social Ethics	F. LeMaire	3
PHIB 303	Topics in Contemporary Philosophy	F. LeMaire	3
PHIB 315	Philosophy of Mind	J. Dormah	3
PHIB 311	Ancient Classics	Prof. Debrah	6
PHIB 309	Medieval Classics	J. Dormah	6
SREB 207	N. T. Greek III	M. Mensah	2
PHIB 317	Philosophy of Education	M. Aggrey	3
PHIB 301	Philosophy of Law		3
METH 301	Philosophical Methodology	P. Agbodza	3
PHIB 319	Philosophy of Culture	P. Agbodza	3
PHIB 307	Phil Foundations of Marxism	R. Avornyo	3
			38

## 1.8 Philosophy Three: Semester Two

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LECTURER</b>	<b>CREDITS</b>
PHIB 312	Metaphysics II (I. Kant)	S. Homiah	3
PHIB 320	African Classics (Consciencism & Senghor: Negritude)	Dr. L. Atsiatorme	3
PHIB 318	Modern Classics	J. Dormah	3
PHIB 306	Philosophy of God	J. Dormah	3
PHIB 310	Philosophical Psychology	J. Dormah	3
THIB 206	Introduction to Liturgy V	P. Abotsi	3
PHIB 304	Philosophy of Language	J. Dormah	3
PHIB 302	Aesthetics	F. LeMaire	3
PHIB 316	Philosophy of Science	P. Agbodza	3
PHIB 324	Long Essay in Philosophy	J. Okine / Agbodza / Dormah	6
PHIB 322	Comprehensive Exams	Faculty	6
SREB 208	NT Greek III	M. Mensah	2
PHIB 308	Existentialism	F. LeMaire	3
			44

## 1.9 General Summary

<b>COURSE</b>	<b>NO. OF CREDITS</b>
Philosophy	138
Scripture and Greek	28
Latin	12
French	9
Methodology	10
Introduction to Liturgy	13
English	7
Communication	3
Theology and Spirituality	30
Music	6
Human Development	6
Sociology	18
Legon Required Courses	6
<b>TOTAL</b>	<b>286</b>

## 1.10 Bachelor of Arts Courses

### REGISTRATION OF BACHELOR OF ARTS COURSES ACADEMIC YEAR 2018/2019 (FOR STUDENTS OF ST. PAUL'S SEMINARY)

#### **FIRST SEMESTER 2018/2019**

##### **LEVEL 100**

SPRC 110:	ACADEMIC WRITING I
SPRC 150:	CRITICAL THINKING & PRACTICAL REASONING
SREB 101:	INTRODUCTION TO THE BIBLE
SOCB 101:	PRINCIPLES OF SOCIAL ORGANIZATION
PHIB 101:	INTRODUCTION TO PHILOSOPHY
PHIB 103:	INTRODUCTION TO LOGIC

Sum: 2 Philosophy + 1 Religion + 1 Sociology + 2 required Courses =18 credits

##### **LEVEL 200**

SPRC 210:	ACADEMIC WRITING II
SREB 201:	INTRODUCTION TO THE OLD TESTAMENT
SREB 203:	PHENOMENOLOGY OF RELIGION
SOCB 201:	BASIC CONCEPTS IN SOCIOLOGY
SOCB 203:	TRADITIONAL GHANAIAN SOCIAL INSTITUTIONS
PHIB 201:	PROBLEMS OF PHILOSOPHY
PHIB 203:	INFORMAL LOGIC

Sum: 2 Philosophy + 2 Religion + 2 Sociology + 1 required Course =21 credits

#### **SECOND SEMESTER 2018/2019**

##### **LEVEL 100**

SPRC 120:	NUMERACY SKILLS
SPRC 140:	SCIENCE & TECHNOLOGY IN OUR LIVES
SOCB 102:	DIVERSITY OF PEOPLES AND CULTURES
SREB 102:	INTRODUCTION TO THE BIBLE
PHIB 102:	INTRODUCTION TO PHILOSOPHY
PHIB 104:	INTRODUCTION TO SYMBOLIC LOGIC

Sum: 2 Philosophy + 1 Religion + 1 Sociology + 2 required Courses =18 credits

## **LEVEL 200**

SPRC 220:	AFRICAN PHILOSOPHICAL THOUGHTS
SOCB 202:	COMPARATIVE SOCIAL INSTITUTIONS
SOCB 204:	SOCIAL STRUCTURE OF MODERN GHANA
SREB 202:	INTRODUCTION TO THE NEW TESTAMENT
SREB 204:	PHILOSOPHY OF RELIGION
PHIB 202:	EPISTEMOLOGY
PHIB 204:	SYMBOLIC LOGIC

Sum: 2 Philosophy + 2 Religion + 2 Sociology + 1 required Course =21 credits

## **CONTINUED**

Phil Three: Institutional Break

LEVEL 300: Theology One (in St. Peter's Regional Seminary, Pedu)

LEVEL 400: Theology Two (in St. Peter's Regional Seminary, Pedu).

## CHAPTER TWO: SPIRITUAL YEAR SYLLABUS

### 2.1 French I

#### **Course description**

During this course, students will develop three (3) of the four (4) competency areas in language, namely listening, writing and speaking in an interactive and communicative way. It will have three components made up of listening comprehension and dictation, oral expression in conversation and informal written expression and grammar.

#### **Course Delivery**

#### **Mode of presentation**

Class sessions will be conducted through lectures, discussions, dialogue and short written exercises during lectures. Students will read simple texts in French and answer questions based on the text during lectures. Dictation in French will be done in class. Class and take-home assignments will be given.

#### **Assessment**

- **Tests and Final Examination**

During the semester students are expected to take a test and an end of semester examination. The test and the exam will cover 30% and 70% of total grade respectively.

- **Grading Scale**

#### **Other Information**

The study of French, like other languages, requires daily practice. Students are, therefore, encouraged to learn as much as possible together and engage in French conversation among themselves. Students are advised to read the prescribed text book on their own.

#### **Course Schedule**

1. On vous présente à la langue française (Getting acquainted with the French language)

2. Prononciation du Français (French Pronunciation)
3. Qui est Monsieur Brown? (Who is Mr. Brown?)
4. Pourquoi Est-ce Que M. Brown Étudie le Français? (Why is Mr. Brown studying French?)
5. Dans le Salon de Monsieur Brown (In Mr. Brown's Living room)
6. Les Verbes Sont Importants Aussi (Verbs are important too)
7. La Famille de M. Brown (Mr. Brown's Family)
8. Au Bureau de M. Brown (At Mr. Brown's Office)
9. M. Brown Salue un Ami (Mr. Brown greets a friend)
10. Dans la Salle à Manger (In the dining room)
11. Les Nombres, Toujours les Nombres (Numbers, always numbers)
12. Le Système Monétaire en France (French money, past and present)
13. Les Nombres dans la Vie Quotidienne (Numbers in everyday life)
14. Quelle Heure Est-Il? (What time is it?)

### **Prescribed Textbook**

Haze, P. R. (2006). *French made simple*. Random House, Inc.

### **Recommended Texts**

Ayitey Ayih (2015): *Bonjour camarade* (FLE, français langue étrangère).

Michèle Barféty et Patricia Beaujouin (2007): *Expression Orale niveau 1*, Paris Éditions CLE Internationale. + CD.

Sylvie Poisson-Quinton et Al (2006): *Grammaire expliquée du français*, Paris, CLE International.

Robert et Nathan (1995): *Grammaire*, Paris, Éditions Nathan.

## **2.2 Latin Language I**

1. Pronunciation of Ecclesiastical Latin
  - (a) *Vowels*
    - i. Long vowels
    - ii. Short Vowels
  - (b) *Diphthongs*
  - (c) *Consonants*
  - (d) *Syllables*
  - (e) *Accents*
2. Nouns: An Overview
  - (a) *Gender*

- (b) *Number*
- (c) *Case*
- (d) *The Latin Case System*
  - Five Major Cases
    - i. *Nominative Case*
    - ii. *Accusative Case*
    - iii. *Genitive Case*
    - iv. *Dative Case*
    - v. *Ablative Case*
  - Two Minor Cases
    - i. *Vocative Case*
    - ii. *Locative Case*
- (e) *The Groups of Declension of Nouns*
  - i. First Declension Nouns (mostly feminine)
  - ii. Second Declension Nouns (mostly masculine)
  - iii. Third Declension Nouns
  - iv. Fourth Declension Nouns
  - v. Fifth Declension Nouns
- 3. Prepositions: An Overview
  - i. Governing the Accusative Case
  - ii. Governing the Ablative Case
  - iii. Ablative of Accompaniment
- 4. Adjectives: An Overview

## 2.3 Latin Language II

- 5. Verbs: An Overview
  - (a) Person
  - (b) Number
  - (c) Tense (Time and Aspect)
  - (d) Mood
  - (e) Voice
  - (f) Principal Parts
    - i. *Finite Forms*
    - ii. *Infinitives*
    - iii. *Participles*
    - iv. *Gerunds and Gerundives*
  - (g) The Four Groups of Conjugations
    - i. First Conjugation: **-ā-** (laudāre)



- ii. Second Conjugation: **-ē-** (monēre)
- iii. Third Conjugation: **-e-** (dūcere)
- iv. Fourth Conjugation: **-ī-** (audīre)

Further Readings:

*The Ordinary of the Holy Mass*

John F. Collins, *A Primer of Ecclesiastical Latin*, Cath. University of America Press, Washington D.C. 1985.

Julius Doug, *Latin Made Simple* (A Complete introductory course in classical Latin)  
The Stonesong Press, New York 2001 (Revised Edition).

Prof. D. A. Kidd, Mary Wade, *Latin Dictionary Plus Grammar*, Harper Collins Publishers, Glasgow 1997.

## 2.4 Introduction to Christian Faith I

1. Overview of the General Concept of *RELIGION*
  - (a) Etymology and Meaning of the term RELIGION
    - *Religo-religare* (Latin = to bind; to fasten; to connect; to link; to join, etc.)
  - (b) Main Characteristics of a Religion
    - i. The Deity
    - ii. Initiation Rites (membership)
    - iii. Name of Adherents/Followers
    - iv. Temple-Sanctuary (worship)
    - v. Teachings (Doctrine)
    - vi. Priests/Priestesses/Prophets (Intermediaries between Deity and members)
    - vii. Code of Conduct (dos and don'ts)
    - viii. Means of Salvation
    - ix. Missionary Activity (Evangelization)
    - x. Sanctions
  - (c) Two Main Types of World Religions: *Monotheistic* and *Polytheistic*
2. The Christian Religion: *Creation* and the *Fall* of Man (Garden of Eden)
  - (a) General Overview of the *Plan* and *History* of Salvation
    - i. Old Testament (Preparatory Covenants)
    - ii. New Testament (Christian Covenant/Event)

- iii. The Church of Christ on Apostolic Foundation

## 2.5 Introduction to Christian Faith II

### 3. The Catholic Christian Church

- (a) Etymology and Meaning of *CATHOLIC* (Greek = *Katholikos*: 'universal')
- (b) The Nature of the Church (Pilgrim)
  - i. *ONE*
  - ii. *HOLY*
  - iii. *CATHOLIC*
  - iv. *APOSTOLIC*
- (c) Organic Structure of the Catholic Church
  - i. *CLERGY* (Ordained-Hierarchical: Bishops; Priests; Deacons)
  - ii. *RELIGIOUS* (Consecrated Men and Women with Religious Vows)
  - iii. *LAITY* (Consecrated Men and Women in Baptism)
- (d) Administrative Structure of the Church
  - i. *Universal Church* (under the Pope)
  - ii. *Diocesan Church* (under the Bishop)
  - iii. *Deanery Church* (under the Priest Dean)
  - iv. *Parish Church* (under the Priest Pastor)
- (e) Fundamental Catholic Teachings
  - i. *FAITH* (The Twelve Articles)
  - ii. *SIN* (Mortal/deadly and Venial/excusable)
  - iii. *FORGIVENESS-RECONCILIATION*
  - iv. *GRACE* (Created, Uncreated, Sanctifying, Habitual, Efficacious)
  - v. *VIRTUES* (**Theol.**: Faith, Hope, Love; **Card**: Prudence, Temperance, Fortitude, Justice)
- (f) Basic Sources of Catholic Christian Spirituality
  - (a) *Sacred Scripture*
  - (b) *The Seven Sacraments*
    - i. *INITIATION* (Baptism, Confirmation, Holy Eucharist)
    - ii. *HEALING* (Confession, Anointing)
    - iii. *SERVICE OF COMMUNION* (Sacred Ordination, Holy Matrimony)
  - (c) *Religious Devotions* [Groups, Individuals] (Blessed Virgin Mary, Martyrs, other Saints)
  - (d) *Charity* (Seven Spiritual Works of Mercy; Seven Corporal Works of Mercy)

Further Reading

Gerald O'Collins, S.J., Edward G. Farrugia, S.J., *A Concise Dictionary of Theology*, Paulist Press, New Jersey, 1991

John Paul II (Pope), *Catechism of the Catholic Church (CCC)*, Vatican City, 1994

John Trigilio, Jr., Kenneth Brighenti, *Catholicism for Dummies*, Wiley Publishing, New Jersey, 2003.

Michael Shaughnessy, SW, (Editor), *A Concise Catholic Catechism*, Paul Publications, Ibadan, 2002.

*The Holy Bible*, The New Revised Standard Version, Catholic Edition for India, Bangalore, 1993

*The Catechism of the Catholic Church "Compendium"*, St Paul Publications, Nairobi (Kenya) 2006.

Vatican II, The Constitution on the Sacred Liturgy, *Sacrosanctum Concilium (SC)* in *The Conciliar and Post-Conciliar Documents*, Austin Flannery (Gen. Edit.), St Paul's, Mumbai, 2001.

William J. Cogan, *A Catechism for Adults*, Cogan Productions, Aurora, Illinois, 1998 (Revised 2000).

## 2.6 Spiritual Theology I

### Overview

This course is designed to give the student a working knowledge of what is traditionally called ascetical and mystical theology but which implements the call of the Second Vatican Council to the various experiences and stages of growth in prayer in the universal call to holiness. Basing on sound theological foundations, the student is led to an understanding of true and authentic Catholic spirituality as inherent in the deposit of faith in the Church

### COURSE OUTLINE

#### **Chapter 1**

- a. Introduction: Nature of Spiritual Theology
- b. Meaning of Christian Spirituality
- c. Theology and history of Spirituality

d. Towards a definition e. Sources

## **Chapter 2**

a. Traditional Forms of Spirituality

## **Chapter 3**

a. theology of Trinitarian Spirituality b. workings of the three divine persons

## **Chapter 4**

a. Old Testament Spirituality b. New Testament Spirituality c. desert spirituality

## **Chapter 5**

a) Sin b) Human Nature and Sin c) Sacrament of Penance and Reconciliation

## **Chapter 6**

Christian Prayer- Liturgy of the Hours.

## Bibliography

Jordan Aumann, Spiritual Theology, online in PDF file

Dr. Brant Pitre, Spiritual Theology: Introduction -online PDF file

Adolphe Tanquerey, The Spiritual Life: A Treatise on Ascetical and Mystical Theology-pdf file

Lecture Notes on Spirituality Theology by Fr. James A. Wiseman, O.S.B

## **2.7 Spiritual Theology II**

### COURSE DESCRIPTION

This course is designed to give the student a working knowledge of what is traditionally called ascetical and mystical theology but which implements the call of the Second Vatican Council to the various experiences and stages of growth in prayer in the universal call to holiness. Basing on sound theological foundations, the student is led to an understanding of true and authentic Catholic spirituality as inherent in the deposit of faith in the Church

## COURSE OUTLINE

### **Chapter 1**

- a. Introduction: Nature of Spiritual Theology
- b. Meaning of Christian Spirituality
- c. Theology and history of Spirituality
- d. Towards a definition
- e. Sources

### **Chapter 2**

- a. Traditional Forms of Spirituality

### **Chapter 3**

- a. theology of Trinitarian Spirituality
- b. workings of the three divine persons

### **Chapter 4**

- a. Old Testament Spirituality
- b. New Testament Spirituality
- c. desert spirituality

### **Chapter 5**

- a. Sin
- b. Human Nature and Sin
- c. Sacrament of Penance and Reconciliation

### **Chapter 6**

Christian Prayer- Liturgy of the Hours.

### **Bibliography**

Jordan Aumann, Spiritual Theology, online in PDF file

Dr. Brant Pitre, Spiritual Theology: Introduction -online PDF file

Adolphe Tanquerey, The Spiritual Life: A Treatise on Ascetical and Mystical Theology-pdf file

Lecture Notes on Spirituality Theology by Fr. James A. Wiseman, O.S.B

## **2.8 Bible Knowledge I**

### Course Description:

This is an introductory course to the Scriptures with focus on principal Biblical passages that aims to orientate and acquaint students to the corpus of Biblical stories or narrations in the Scriptures as a holistic literary piece. And lectures will

follow a *Lectio Divina* format wherein the particular narration for the day will be engaged by all in a meditative and praying-with-Scripture manner.

Course Objectives:

This course is to enable students;

- To get familiar with the major passages of the greater portion of the Bible
- To be equipped with the skill of doing *Lectio Divina*
- To engaged Biblical texts as a resource for personal and spiritual growth.

<b>Course Outline</b>			
<b>Week</b>	<b>Topic</b>	<b>Text</b>	<b>Personal reading</b>
1	Introduction to Lectio Divina		
	Methods of Lectio Divina		
2	Pre-history	Creation and Fall (Gen 1-3)	
		The Flood (Gen 6:5 – 9:17)	
3	The Patriarchs	The Call (12:1-3); and the Covenant with Abraham (15)	The apparition at Mamre (18:1-5)
		The trial of Abraham or the sacrifice of Isaac (22,1-19)	
4	The Patriarchs	The Vision at Bethel (28:10-22)	The wrestling with Jacob (32:23-33)
		Joseph sold by his brothers (37); Joseph reveals himself to his brothers (45:1-13)	Reconciliation of Joseph with his brothers (50:15-31). Birth of Moses (Ex 2:1-10)
5	Moses	Call of Moses (Ex 3:1 – 4:17)	The Plagues in Egypt (Ex 7:1 – 10:11; 12:29-36)
		The passage through the sea (14:1-31)	
6	The Covenant at Sinai	The Decalogue (Ex 20:1-17): The Covenant on Sinai (24,1-11)	The Theophany (Ex 19:1-9)
		The golden calf; The Renewal of the Covenant (Ex 32 - 34)	

7	Holiness and the Land	«Be holy as I am holy» (Lev 19:1-9)	
		Exploring the Promise Land (Num 13 -14)	(Balaam) Num 22 – 14
8	Deuteronomy	The significance of Sinai (Dt 4): Shema (Dt 6:1-9)	
		The temptations of the holy land (Dt 8): The two ways (Dt 30,15-20)	The proximity of the Word (30,11-14)
9	Entry into the Land	The passage through the Jordan (Josh 3 – 4): The leader of the army of YHWH appears (5:13-15)	Fall of Jericho (6:1-21)
		The cycle of infidelity, punishment and deliverance (Jdg 2,11-23)	Call of Gideon (6,11-24) The victory of Gideon (7,1-22); (Samson and Delilah (16, 4-31)
10	Beginning of Monarchy	Exit of Samuel and beginning of the monarchy (1 Sam 12,1-25)	Anointing of David (Sam 16,1-13); (The prophecy of Nathan (2 Sam 7,1-29)
		Consecration of the temple of Solomon 1 Kg (8,1-21)	
11	The Kingdom divided	The Reign of Judah and of Israel (1 Kg 12,1-33)	Elijah on Mt Horeb (1 Kg 19,1-21)
		The end of the Northern Kingdom)	
12	End of the Monarchy	Josiah's Reform (2 Kg 22,1-20)	
		The fall of Jerusalem and the Exile (2 Kg 25,1-25)	
13	The Prophetic message	Oracle against Israel (Am 2,6-16)	Console, console my people (Isa 40,1-11)
		The restoration of Israel (30-31)	

READING MATERIAL

The *Bible*

**2.9 Bible knowledge II**

<b>Course Outline</b>			
<b>Week</b>	<b>Topic</b>	<b>Text</b>	<b>Personal reading</b>
1	Introduction to the Gospel According to Mark		
2	The Beginnings of Jesus' Ministry (1:1-13)	His Forerunner (1:1-8)	His Temptation (1:12-13)
		His Baptism (1:9-11)	
3		Call of the First Disciples (1:14-20) Preaching and	Miracles in Capernaum (1:21-34)
		Healing in Galilee (1:35-45)	(2:1-22) Sabbath Controversy (2:23-3:12)
4	Jesus' Ministry in Galilee (1:14-6:29)	Choosing the 12 Apostles (3:13-19)	Teachings in Capernaum (3:20-35)
		Parables of the Kingdom (4:1-34)	Calming the Sea of Galilee (4:35-41) Healing a Demon-Possessed Man (5:1-20) More Galilean Miracles (5:21-43) Unbelief in Jesus' Hometown (6:1-6)
5		Disciples Preach and Heal in Galilee (6:7-13)	
		King Herod's Reaction to Jesus' Ministry (6:14-29)	
6	Strategic Withdrawals from Galilee (6:30-9:29)	To the Eastern Shore of the Sea of Galilee (6:30-52)	To the Western Shore of the Sea (6:53-7:23)
		To Syrian Phoenicia (7:24-30)	To the Region of the Decapolis (7:31-8:10)



7		To the Vicinity of Caesarea Philippi (8:11-30)	
		To the Mount of Transfiguration (8:3)	
8	Final Ministry in Galilee (9:30-50)		
9	Jesus' Ministry in Judea and Perea (ch. 10)	The Rich Young Man (10:17-31)	Teaching Concerning Divorce (10:1-12) Teaching Concerning Children (10:13-16)
		A Request of Two Brothers (10:32-45)	Restoration of Bartimaeus's Sight (10:46-52)
10	The Passion of Jesus (chs. 11-15)	The Triumphal Entry (11:1-11)	The Clearing of the Temple (11:12-19) Controversies with Jewish Leaders (11:20-12:44) Signs of the End of the Age (ch. 13)
		The Anointing of Jesus (14:1-11)	
11		The Lord's Supper (14:12-26)	
		The Arrest, Trial, and Death of Jesus (14:27-15:47)	
12	The Resurrection of Jesus (ch. 16)		
13	Conclusion		

*The Bible, RSV*

## 2.10 Spirituality I

### COURSE DESCRIPTION

This course seeks to introduce the seminarian to the spiritual life which is based on the understanding the life, faith and belief of some outstanding champions of our faith. The motto of the seminary is explained in relation to the life of St. Paul, challenging the seminarian to respond to his own call. We shall also look at the theological virtues, their ramifications and impact on the seminarian in his formation.

## COURSE OBJECTIVES

The course is aimed at helping the seminarian to affirm the choice he has made and wholeheartedly follow the formation process. In his life as a christian, he will understand the theological virtues and appropriate them in his daily endeavors, now as a seminarian and later as a priest. At the end of the course, the seminarian is expected to be able to:

1. Internalize the missionary spirit of St. Paul, delve into his missionary strategies and fashion his own pastoral strategies for their future ministry.
2. Study and practice the theological virtues.
3. Grow in his spiritual exercises.

## REQUIREMENTS

- Full and active participation
- Punctuality
- Meeting assignment deadlines.

## CONTENT

1. The life of St. Paul: critical study of Acts 9; Seminary motto: *vas electionis mihi*,
2. Theological virtues
  - a. Faith: Faith in the Old Testament; Faith in the New Testament; Mary as a model of faith; Sins against faith.

- b. Hope: Mark 4:35-41; Hope in dark times; the need to have hope; Priest a sign of hope; heaven as our hope.
- c. Charity: The foundation of the priestly vocation; undeserved love; love of God and neighbor

## COURSE EVALUATION

Continuous Assessment 30%

End of Semester Paper 70%

The continuous assessment will comprise class participation, presentation and a quiz.

## Reading List

Dolan, T. M., *Priests for the Third Millennium*, IN: Sunday Visitor, Inc., 2000.

Tanquerey, A., *The Spiritual Life: A Treatise on Ascetical and Mystical Theology*, MD: Newman Press, 1930.

*Catechism of the Catholic Church (CCC)*, Vatican, 1992

Further readings will be assigned in the course of the lectures.

## 2.11 Prayer and Spiritual Exercise

### COURSE DESCRIPTION

This course seeks to introduce the seminarian to the spiritual life of prayer. We shall appreciate what prayer is, the kinds of prayer, the place, times and the how of prayer. We will also look at Ignatian spirituality and Benedictine Rule.

### COURSE OBJECTIVES

The course is aimed at helping the seminarian to appreciate the importance of prayer, cultivate the habit of prayer and have the ability to teach others to pray. At the end of the course, the seminarian is expected to be able to:

4. Know the kinds of prayer.
5. Practice what he knows.
6. Grow in his prayer life.

## REQUIREMENTS

- Full and active participation
- Punctuality
- Meeting assignment deadlines.

## CONTENT

3. What is Prayer
4. Types of prayer: lectio divina, contemplation, meditation, vocal
5. Necessity of prayer
6. Prayer from the heart
7. Purposes of prayer
8. When to pray
9. Obstacles to prayer
10. Life of St Ignatius and his spirituality
11. Life of St Benedict and his rule
12. Other Saints

## COURSE EVALUATION

Continuous Assessment	30%
End of Semester Paper	70%

The continuous assessment will comprise class participation, presentation and a quiz.

#### READING LIST

Tanquerey, A., *The Spiritual Life: A Treatise on Ascetical and Mystical Theology*, MD: Newman Press, 1930.

*Catechism of the Catholic Church (CCC)*, Vatican, 1992

Kreeft, P. *Catholic Christianity: Prayer*. CT: K of C. 2000.

Further readings will be assigned in the course of the lectures.

### 2.12 English Language I

- 1) Parts of Speech  
Language  
Types of Words
  - a. Noun
  - b. Verbs
  - c. Adjectives
  - d. Adverbs
  - e. Pronouns
  - f. Determines
  - g. Prepositions; time, direction, reason, position, etc.
  - h. Conjunctions; subordinations, coordinators.
- 2) Types of Sentences
  - a. Simple Sentences
  - b. Compound Sentences
  - c. Complex Sentences
- 3) Tenses
- 4) Concord in English
- 5) Paragraph and Essay Writing
- 6) Reading and Comprehension
- 7) Summary Writing

## Reading List

Chaplin, F. *Paragraph Writing* (6<sup>th</sup> Impression). Oxford: Oxford University Press.

Leech, G., Deuchar, M. & Hoogenread, R. *English Grammar for Today*. Macmillan in Conjunction with the English Association.

Wiredu, J. F. (2013). *Organised English Grammar*. Academic Publications Ltd: Ghana.

Martu, Gurtu & Kusu Virmani, *Everyday English*. Longman as an imprint of Pearson.

Fitikides, T. D. *Common Mistakes in English*. Longman.

Allen, W.S. *Living English Structure for Schools*. Longman.

## 2.13 Rudiments and Theory of Music

### Course Description

The course is designed to introduce students to the basic rudiments of music. Students will therefore be taken through some musical concepts such as, pitch and its notation (staff and symbols), rhythm, scales, time and key signatures, etc.

### Course Goal

By the end of the semester, every student should have working knowledge of the elements that make up a piece of music-pitch, rhythm, notation, time and key signatures, etc. and how they interact to create a musical character and meaning.

### Course Objectives

Upon completion of this course, a student should be able to:

- Identify the elements that make up a song.
- Read and write musical notation.
- Sight sing simple melodies in the major keys C and G.

## Course Delivery Schedule

<b>WEEK</b>	<b>DATE</b>	<b>ACTIVITY</b>
1	08/09/17	Introduction of Course and Discussion of Course outline
2	15/09/17	Elements of Music Language Pitch, Rhythm, Scales/Keys, Meter, Texture, Melody, Form etc.
3	22/09/17	Rhythm and Other Aspects of Notation Identification of durational symbols, Pulse, Grouping of beats, Tie, Augmentation Dot.
4	29/09/17	Rhythm Clapping rhythms of patterns of music in simple time. Transcription of simple rhythmic patterns.
5	06/10/17	Rhythm To imitate and identify changes in a rhythmic pattern. Dictation and Transcription of more rhythmic patterns without Pitch.
6	13/10/17	Metrical Divisions-Simple Time Signatures Recognising and classification of meters in Simple Time and Subdivisions.
7	20/10/17	Pitch and It's Notation Recognising of the various Notation symbols and signs: Note Symbols, The staff and clefs, designation of Pitches, the keyboard, Accidentals etc.
8	27/10/17	Pitch Development Recognising and Recalling of a collection of pitches i.e. PITCH Marching and Pitch Memory. Identification of Scale Degrees.
9	03/11/17	The Basic Musical Scale - C, G & F. The basic scale formation, scale degrees, types of scale Major key signatures, circle of Fifths
10	10/11/17	Melody Singing of variants of pitches of the major scale in solfege. The development of melodic memory (to sing from memory short melodic phrases in keys C&G majors).
11	17/11/17	Sight Singing Singing in Tonic Sol-fa or otherwise of simple tunes in the major keys of C&G.
12	24/11/17	Transposition From one clef to the other; from one key to the other.

## Assessment

Continuous Assessments:

1. Active participation	5%
2. Assignments and Exercises	10%
3. Monthly quizzes	15%
End of Semester Examination	70%
TOTAL	-100%

## READING LIST

Turek, R. (1988). *The Elements of Music: Concepts and Applications*. Alfred Knopf, Inc: NY.

Taylor, E. (1999). *First Steps in Music Theory: Associated Board of the Royal Schools of Music Ltd.*

Harder, P. O. (1978). *Basic Materials in Music Theory*. Allyn Bacon. Inc.

Amuah, J.A. (2008). *Theory of Music: The Simplest Approach*. Hegan Press, Accra.

Acquah, E.O., Annan, J.F., & Anderson, H.K. (2016). *Basic Approaches to Rudiments & Theory of Music with Fundamentals of Harmony*.

## 2.14 Human Development (Affective Maturity)

### Course outline

1. Definition of affective maturity
2. Human sexuality
3. The gift of sexuality: Challenges and Blessings
4. Intimacy and healthy affective maturity
5. Signs of mature love
6. Celibacy and affective maturity
7. Homosexuality
8. Rape: psychological and legal implications
9. Sexual harassment
10. Self-Control

Reference List

1. Kevine Mcclone: *Intimacy and Affective Maturity*, mcclone.com



2. Vattaman Matthew: *Church Documents on Affective Maturity*, claretaininformation.com
3. Sparks Richard: *Human Sexuality*, catholic update, august 2012

## 2.15 History of Spirituality I

### Introduction to the course

- Working definition of Christian spirituality
- Organic historical development

### Sacred Scripture

- Aumann, Jordan, *Christian Spirituality in the Catholic Tradition*, pp.1-18
- Ratzinger, Joseph, *Jesus of Nazareth* (New York: Doubleday, 2007), pp.xi-xxiv.

### Spirituality of the Early Church

- Aumann, Jordan, pp.19-24.
- "The Didache," *The Fathers of the Church*, Francis Glimm, tr., (New York: Christian

Heritage, Inc., 1947), Volume 1 pp. 171-184

### Monasticism in the East

- Aumann, Jordan, pp.35-56
- St. Basil, *Long Rules*, Nonna Verna Harrison, tr., (Crestwood, New York: St. Vladimir's

Seminary Press, 2005, pp. 171-184

### Monasticism in the West

- Aumann, Jordan, pp. 57-79
  - St. Benedict, *Rule*, Timothy Fry, ed., (Collegeville, Minnesota, Liturgical Press, 1980.
- "Prologue" and Chapters 1-7

## 2.16 History of Spirituality II

### **Spirituality of the Middle Ages**

- Aumann, Jordan, pp. 80-108
- St. Thomas Aquinas, : On Religion: Theological Virtues & Revelation", An Aquinas Reader, Mary T. Clark, ed., (New York: Fordham University Press, 2000, pp.340-353.

### **Spirituality of the Middle Ages-27**

- Aumann, Jordan, pp. 109-134
- St. Francis of Assisi, " The Later Rule," Francis and Clare: The Complete Works, Regis

J. Armstrong, OFM, Cap & Ignatius C. Brady, OFM, trs., (New York: Paulist Press, 1982, pp. 136-145.

### **Dionysian Spirituality**

Aumann, Jordan, pp. 144-179.

The cloud of Unknowing, James Waish, SJ, ed., Simon Tugwell, OP, tr., (New York)

Paulist Press, 1981, PP.115-131.

### **Catholic Reformation Spirituality**

- Aumann, Jordan, pp.178-189
- St. Ignatius of Loyola, Spiritual Exercises, George E. Ganss, SJ, tr. and ed. (St. Louis: the Institute of Jesuit Sources, 1992), Second Week, pp. 53-80

### **Catholic Reformation Spirituality**

- Aumann, Jordan, pp.178-189
- St. Francis de Sales, Introduction to the devout life, John K. Ryan, tr. and ed., (Washington, D.C.: Harper Image Books, 1950, Books 1, Chapters 1-7, pp. 35-52

### **Catholic Spirituality in the Modern Period.**

- Aumann, Jordan, pp. 218-228 and 245-260

- St. Alphonsus de Ligouri, (1999). Divine Love and the Means of Acquiring It: Selected Writings, Frederick Jones, CSSR, ed. & tr., (Mahwah, New Jersey: Paulist Press, pp. 57-68.
- St. Therese of Lisieux, Story of a Soul, John Clark, OCD, tr., Washington, D.C.  
Institute of Carmelite Spirituality, 1996, pp. 187-200
- Aumann, Jordan, pp. 261-277.
- St. Therese of Lisieux. Story of a Soul. John Clarke OCD, tr.: Washington.  
Institute of Carmelite Spirituality, 1996, pp. 187-200

## 2.17 Introduction to Priestly Ministry

### **COURSE DESCRIPTION**

This course seeks to introduce the seminarians to the requirements for formation into priestly ministry. The course examines the four main dimensions of formation, viz. human, spiritual, pastoral and academic. It concentrates on two important church documents that lay out the requirements for priestly formation in the seminary.

### **COURSE OBJECTIVES**

The course is aimed at helping the seminarian to deepen his knowledge and enhance his true understanding of the four dimensions of formation.

At the end of the course, the seminarian is expected to:

- a) Be familiar with the elements of the four dimensions of formation.
- b) Familiar with the content of the two main documents on this course.
- c) Evaluate the progress in his formation in the light of the four dimensions.
- d) Develop a good understanding of the structures in the seminary that enhance the four dimensions.

## CONTENT

- 1) Vocation
- 2) Formation in the Seminary
  - a) Agents of Formation
  - b) The role of the candidate (auto formation)
- 3) The four dimensions of formation:
  - a) Human
  - b) Spiritual
  - c) Pastoral
  - d) Academic
- 4) Human Formation: the basis of all formation
  
- 5) Ecclesiastical documents on priestly formation:
  - a) *Pastores dabo vobis* (1992)
  - b) *The Gift of the Priestly Vocation - Ratio Fundamentalis Institutionis Sacerdotalis* (2016)
  - c) *Optatam Totius* (1965)

## COURSE EVALUATION

End of Semester Paper      70%

The continuous assessment will comprise class participation.

### **Reading List**

Benedict XVI, Apostolic Letter 'motu proprio' *Ministorum Institutio* (16 January 2013).

*Catechism of the Catholic Church (CCC)*, Vatican, 1992

*Code of Canon Law* (25 January 1983).

Congregation for Catholic Education, *Ratio Fundamentalis Institutionis Sacerdotalis* (6 January 1970): AAS 62 (1970), 321 – 384.

Congregation for Catholic Education, *Ratio Fundamentalis Institutionis Sacerdotalis* (Revised ed.) (19 March 1985)

Congregation for Catholic Education, *Ratio Fundamentalis Institutionis Sacerdotalis* (8 Dec 2016), Vatican City: L'Osservatore Romano. Available on: <http://www.clerus.va/content/dam/clerus/Ratio%20Fundamentalis/The%20Gift%20of%20the%20Priestly%20Vocation.pdf>

John Paul II, Post-Synodal Apostolic Exhortation *Pastores Dabo Vobis* (25 March 1992).

Paul VI, Decree on Priestly Training, *Optatam Totius* (28 October 1965).

## 2.18 Introduction to Sacred Liturgy I

1. Evolution and Meaning of the word LITURGY
  - (a) Extra Biblical Source
  - (b) Biblical Source
    - i. *Old Testament*
    - ii. *New Testament*
  - (c) Ecclesial Source
  
2. Nature of Catholic Liturgy:
  - (a) Basic Characteristics
    - i. *Public*
    - ii. *Official*
    - iii. *Organized*
    - iv. *Communal*
    - v. *Hierarchic*
    - vi. *Pastoral*
    - vii. *Didactic*
    - viii. *Scriptural*
    - ix. *Missionary*
    - x. *Eschatological, etc.*
  
  - (b) Dual Characteristics
    - i. *Divine and Human*
    - ii. *Internal and External*

- iii. *Visible and Invisible*
- iv. *Active and Contemplative*
- v. *Clerical and Lay*
- vi. *Communal and Individual*
- vii. *Local and Universal*
- viii. *Biblical and Traditional*
- ix. *Glorifying and Sanctifying*
- x. *Present and Future oriented, etc.*

## 2.19 Introduction to Sacred Liturgy II

### 3. Other Liturgical Elements

#### (a) Constitutive Elements

- i. *Signs*
- ii. *Symbols*
- iii. *Words*
- iv. *Gestures*
- v. *Postures*
- vi. *Vestments*
- vii. *Vessels*
- viii. *Colors*
- ix. *Cross*
- x. Other Materials: (Bread, Wine, Water, Candles, Fire, Incense, Oil, Ash, etc.)

#### (b) Essential Non-Constitutive Elements

- i. Church Building
- ii. Furnishings
- iii. Artwork (physical decoration)
- iv. Sacred Music/Choirs/Instruments

### 4. Sacred Liturgy: Work of the Holy Trinity (*Liturgia, Opus Trinitatis*)

- i. *Liturgy is Trinitarian* (Trinity centered)
- ii. *Liturgy is Theo-Centric* (God centered)
- iii. *Liturgy is Christo-Centric* (Christ centered)
- iv. *Liturgy is Pneuma-Centric* (the Spirit centered)

### 5. Sacred Liturgy: The Church As Celebrant (*Christus totus*)

- The Mystical Body of Christ (Head and Members)
- The People of God

- Hierarchic-Organic Body of Christ
- Presided Over by Ordained Ministers (Bishops, Priests, Deacons)
- Participated by the Faithful (Religious Men & Women and Laity)

## 2.20 Methodology

### COURSE OVERVIEW

This course is a rudimentary course on research methodology. Seminarians are introduced to basic themes required for higher academic work; time management; how to draw dynamic time tables as well as horariums; and the various learning styles available to each student. The second part of the course will introduce Seminarians to the world of academic writing: conducting research and writing academic papers. Also, the rudiments of citing literature appropriately according to the APA or Chicago styles will be considered.

### COURSE SCHEDULE

- Lecture 1     The Use of the Library and Online Resources
- Lecture 2     How to Study: Time/Stress Management
- Lecture 3     Academic Writing: Format and Guidelines
- Lecture 4     Parts of the Academic Essay
- Lecture 5     How to Study: Reading Styles, SQ3R
- Lecture 6     Study Strategies: ASPIRE, PQRST
- Lecture 7     Learning Styles: Visual, Auditory and Kinaesthetic
- Lecture 8     Exercise: Evaluating Learning Styles with VAK Questionnaire
- Lecture 9     Referencing: APA Style and Chicago Style
- Lecture 10    Referencing Ancient Literature
- Lecture 11    APA / Chicago Styles
- Lecture 12    Bridging the Gap: Spiritual Year – Philosophy

### SEMESTER ONE PROJECT

Seminarians are introduced to the book by Barker (2013), and taught how to make a summary of a book. They are then required individually to read Barker (2013) and make a two-page summary of each chapter. The book has eight chapters (Why write essays; What is an essay; Get going!; Answering the question; Constructing an outline; Drafting; Editing; Dealing with feedback.)

At the end of the first Semester, the Assignments are handed in.

## REFERENCES

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Atsiatorme, Doe L. (2008). *A Guide to Effective Study*. Accra: Dal Consult.

Barker, A. (2013). *How to Write an Essay*. bookboon.com (The eBook company).

Maddox, Harry. (1963/1983). *How to Study*. London: Pan Books Ltd.

Simpson, Sarah. (2015). *Essential Study Skills*. Available as eBook:  
[www.bookboon.com](http://www.bookboon.com)

Turabian, Kate L. (1937/2013). *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.). (Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, & The University of Chicago Press Staff, Rev. Eds.). Chicago: University of Chicago Press.

1. [www.how-to-study.com](http://www.how-to-study.com)
2. [www.academictips.org](http://www.academictips.org)



## CHAPTER THREE: PHILOSOPHY ONE SYLLABUS

### 3.1 Academic Writing I

#### Course Description

This course aims at introducing the seminarian to the Morphology and Structure of the English Language. It introduces the seminarian to the internal structure and the formation of English words, the various types of English phrases, the elements of English clause structure and the basic structural types of the English clause. It is designed to enable the student to read and write effectively. Seminarians will thus be introduced to essay writing, its structure, unity, coherence and thoroughness. They will also be passed through the skill of summarizing and paraphrasing.

#### Components of the Knowledge Base

The following aspects of the study of linguistics in the English language include:

- Syntax : Functional types of sentence
- Semantics : Types of Meaning
- Morphology : Structure and patterns of Language.
- Essay Writing : The structure of an essay - introduction, body and conclusion.

#### Course Objectives

After completing this course, the student will be able to:

- Use the different types of functional sentences in writing.
- Interpret different types of meanings in contexts.
- Use the various form of processes in word formation.

#### Requirements

1. Attendance to lectures: students are required to attend all scheduled lectures.
2. Students should participate fully in lectures.

## **Assessment**

- Internal Assessment (exam) (30%)
- Final exam (70%)

## **Reading List**

Carstairs, M. A. (2002). *An Introduction to English Morphology*.

Downing, A. (2002). *English Grammar*. New York: Routledge Taylor and Francis Group.

Gucker, P. (1966). *Essential English Grammar*. New York: Dover Publications Inc.

Sekyi Baidoo, Y. *Semantics: An Introduction*. Kumasi: Willas Press Ltd.

Wiredu, J. (1999). *Organised English Structure: A self-study and Practice Book for students of Secondary Schools, Training Colleges, the Polytechnics and the Universities*. Accra. Academic Publications Limited.

Yule, G. (1996). *The Study of Language* (2<sup>nd</sup> ed.). New York: Cambridge University Press.

## **3.2 Introduction to Logic**

### **Course Objective**

This course is to help the seminarians to know the methods and principles of correct reasoning. The study will take into consideration the meanings of propositions which are the building blocks of arguments. It will show the appropriate use of Language in logical deductions. It will further expose them to general notion of fallacies with special reference to informal fallacies and the importance of definition in communication.

### **Learning Outcomes**

By the end of the semester, the seminarians will be able to:

- Identify an argument
- Distinguish between inductive and deductive logic

- Know the uses of truth and validity in propositions and arguments
- Acknowledge the basic uses of language and the influence of emotive language in logic
- Discuss the influence of fallacies and significance of definition in everyday life.

### Course Delivery Schedule

WEEK	DATE	TOPIC
1	30 – 8 – 2017	General Introduction
2	6 – 9 – 2017	Definitions of Logic
3	13 – 9 – 2017	Arguments
4	20 – 9 – 2017	Deduction and Induction
5	27 – 9 – 2017	Truth and Validity
6	4 – 10 – 2017	Language
7	11 – 10 – 2017	Language
8	18 – 10 – 2017	Informal Fallacies – Relevance
9	25 – 10 – 2017	Informal Fallacies – Relevance
10	1 – 11 – 2017	Informal Fallacies – Ambiguity
10	1 – 11 – 2017	Internal Examination
11	8 – 11 – 2017	Definitions
12	15 – 11 – 2017	Definitions
13	22-11-2017	Revision/Tutorials

### Assessment

Internal Examination 30%

Final Examination 70%

### Reading List

COPI, I. M. (1972). *Introduction to Logic*. New York: Macmillan.

COPI, I. M. & COHEN, C. (1990). *Introduction to Logic* (8<sup>th</sup> Ed.). New York: Macmillan.

COPI, I. M., COHEN, C. & McMAHON, K. (2011). *Introduction to Logic* (14<sup>th</sup> Ed.). New Jersey: Princeton Hall.

GENSLER, H. J. (2010). *Introduction to Logic*. New York: Routledge.

HAMBLIN, C. L. (1970). *Fallacies*. London: Methuen & Co.

KUPPERMAN, J. & McGRADE, A. S. (1966). *Fundamentals of Logic*. New York: Doubleday.

LAYMAN, C. S. (2002). *The Power of Logic*. New York: McGraw-Hill.

MOORE, B. N., & PARKER, R. (2000). *Critical Thinking*. New York: McGraw-Hill.

NOLT, J., ROHATYN, D. & VARZI, A. (2011). *Logic*. New York: McGraw-Hill.

YANAL, R. J. (1988). *Basic Logic*. St. Paul, MN: West Publishing Co.

ZEGARELLI, M. (2007). *Logic for Dummies*. New Jersey: John Wiley & Sons.

### 3.3 Introduction to Philosophy I

#### Course Description

This course gives students an overview of philosophy. It looks at the definition and the nature of philosophy and highlights some major problems of philosophy.

#### Course Objectives

This course is aimed at getting students to re-examine their basic beliefs, to increase their sense of wonder, and to be of critical and inquiring minds. At the end of the course, students should be able to:

- 1) Describe Philosophy to the man on the street
- 2) Distinguish the thematic disciplines from the Historical disciplines
- 3) Assess the relationship of philosophy and other Sciences
- 4) Appreciate the value of Philosophy

#### Requirements

- Full and active participation

- Punctuality
- Partaking in all interim assessment and final examinations.
- Doing all the assigned readings before lectures

## **Course Content**

1. General Introduction (5<sup>th</sup> September)
2. What is Philosophy?
  - i. Definition of Philosophy
  - ii. Nature of philosophical activity
  - ii. Philosophy Misconstrued
  - iii. Philosophy and Atheism
  - iv. Philosophy and Science (12<sup>th</sup>, 19<sup>th</sup>, & 26<sup>th</sup> September)
3. General overview of Philosophy (3<sup>rd</sup>, 10<sup>th</sup> and 17<sup>th</sup> October)
4. Disciplines/Subfields in Philosophy (24<sup>th</sup> October & 31<sup>st</sup> October)
5. Methodology of Philosophy (7<sup>th</sup> November)
6. Value of Philosophy & Concluding Remarks (14<sup>th</sup> November)
7. Revision (21<sup>st</sup> November)

## **Assessment**

Continuous Assessment     30%

End of Semester Exam     70%

There will be two interim assessment examinations:

Week of 3<sup>rd</sup> October and Week of 6<sup>th</sup> November

## **Reading List**

*Concise Routledge Encyclopedia of Philosophy*, (2000). London: Routledge.

Copleston, F. (1993). *History of Philosophy*. (9 Vols.). NY: Image Books.

Earl, W. J. (1992). *Introduction to Philosophy*. NY: McGraw-Hill. Inc.

Edwards. P. (1967). *Encyclopedia of Philosophy* (8 Vols.). NY: Macmillan.

Fullerton, G. S. (2014). *An Introduction to Philosophy*. KY: np.

Olsen, R. G. (1987). *A Short Introduction to Philosophy*. NY: Dover Publications.  
Sparks charts, *Overview of Philosophy*.  
Stumpf, E. S. (1994). *Philosophy: History and Problems*. NY: McGraw-Hill Inc.  
Titus, H. et al. (1995). *Living Issues in Philosophy* (9th ed.). Belmont: Wadsworth.  
Thompson, M. (2013). *Philosophy in a Week*. London: McGraw-Hill Inc.

### 3.4 Introduction to the Bible

#### Course Description

The course aims at introducing seminarians to the Sacred Scriptures in the light of *Dei Verbum*: Divine Revelation; the Transmission of Revelation; Divine Inspiration and Interpretation of the Sacred Scriptures in the Life of the Church, the Old Testament and New Testament Canon and Texts.

#### Course Objectives

By the end of the course seminarians should be able to:

1. Explain Revelation, Tradition, and Inspiration.
2. Explain the process of the formation of and transmission of the Sacred Scriptures.
3. Discuss the Old Testament and the New Testament Canons.
4. List and explain three ways in which the Bible is used in the life of the Church.

#### Course Delivery

The method of instruction for this course will be through lecture expositions, class discussions, and scheduled class presentation of assigned readings.

#### Course Requirements

Participants are required to:

- Familiarise themselves with the syllabus
- Bring along to each lecture a Holy Bible (New Revised Standard Version),
- Attend all lectures and participate actively in class discussions,
- Take all class texts, assignments, quizzes (as will be announced), and a final examination.

#### Plagiarism Policy

Using material, ideas from others without duly acknowledging it is academic dishonesty and a crime. In this course plagiarised works (class assignments etc.) shall attract "0" score.

### Course Delivery Schedule

Week	Content
1	Introduction Presentation of the Course Outline
2	Introduction to the Church's Documents on Sacred Scripture Papal Documents on Scripture before Vatican II
3	Introduction to Dei Verbum The Structure of Dei Verbum
4	Divine Revelation The Nature and Object of Revelation
5	The Transmission of Revelation Scripture and Tradition
6	Inspiration and Truth of Scripture
7	<b>Interim Assessment</b>
8	Interpretation of Scripture The Senses of Scripture
9	Criteria for the Interpretation of Scripture Fundamentalism
10	The Old Testament: Formation, Canon and Texts
11	The New Testament: Formation, Canon and Texts
12	The Bible in the Life of the Church
13	Conclusion of Course and Revision

### Assessment

Continuous Assessments:

4. Written Assignment	- 15%
5. Mid-Semester Test	- 10%
6. Class Attendance	- 5%
<u>End of Semester Examination</u>	<u>- 70%</u>
<b>TOTAL</b>	<b>- 100%</b>

### Reading List

Brueggemann, W. (2003). *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville: Westminster John Knox Press.

Collins, J. J. (2007). *A Short Introduction to the Bible*. Minneapolis: Fortress Press.

Farkasfalvy, D. (2010). *Inspiration and Interpretation: A Theological Introduction to the Sacred Scriptures*. Washington D.C: The Catholic University of America Press.

Gatti, N. & Ossom-Batsa, G. (2011). *Journeying with the Old Testament: Das Alte Testament im Dialogue*, 5. Frankfurt am Main: Peter Lang.

Harris, S. L. (2003). *Understanding the Bible*. Boston: McGraw Hill.

Witherup, R. D. (2006). *Scripture: Dei Verbum - Rediscovering Vatican II*. New York: Paulist Press.

#### USEFUL WEBSITES

<http://www.vatican.va>

<http://www.catholicresource.org/ChurchDocs/>

<http://www.biblicalstudies.org.uk>

<http://www.itanakh.org>

<http://www.otgateway.com>

<http://www.pagesperso-orange.fr/rhpr/liens.html>

### 3.5 Principles of Social Organisation

#### Course Description

The Principles of Social Organization is a course that presents students with the origins and the Founding Fathers of Sociology. Students will therefore know the basic assumptions in the thoughts of the Founding Fathers and the methods they used in their work. This course offers students the opportunity to know and analyze the nature of human society, the interconnectedness and interrelationships of the various constituent parts and groups of society, and the processes through which human society persists and changes. The course examines society and how it is organized to constitute the structure, and the major institutions that satisfy the basic needs of social life.

#### Course Objectives

By the end of this course students who have completed the readings, discussions, assignments and examinations, should be able:

- To appreciate the origins of the scientific study of society.
- To understand how Sociology is different from other Social Sciences.



- To know and understand the perspectives of the Founding Fathers of Sociology.
- To understand the various sociological perspectives.
- To know what sociological research entails.
- To have a deeper understanding of what culture is.
- To understand socialization and observe how an individual can be duly socialized.
- To elucidate what social groups and formal organizations are.
- To appreciate what bureaucracy entails.
- To explain what social deviance is and the main assumptions of social control.

### Assessments

**Participation:** 5% - Students are expected to complete the readings before each class and contribute to class discussions.

**Term Paper:** 25%

**Final Exam:** 70%

**Term Paper:** Every seminarian is required to write a term paper of no less than three (3) typed pages and not more than five (5) typed pages with references excluded (Times New Roman, font size 12, double spaced) based on a topic of your choice that incorporates at least one theme discussed in class. These papers will be handed to me online and passed through turn-it-in, the software that detects plagiarism. Plagiarised papers of any sort will be failed. More so, hardcopies would be expected. Each student will have to give a proposal for this assignment by the end of the sixth week. Term papers are to be turned in by midnight of the final day of lecture in the Seminary's First Semester.

**Grading Scale: See Handbook**

### Course Delivery Schedule

WEEK	DATE	TOPIC	REFERENCES
1	5 <sup>th</sup> September and 8 <sup>th</sup> September, 2017	Introduction – What is Sociology? The Origins of Sociology	Dzorgbo, D-B. S (2013). <i>Sociological Theory and their Application in the African Context</i> . Accra: Woeli Publishing Services. Pp. 10-17; 27-42.
2	12 <sup>th</sup> September & 15 <sup>th</sup>	Sociological Perspective and the	Giddens, A. (2009). <i>Sociology</i> . Cambridge: Polity Press.

	September, 2017	Development of Sociological Thinking	Hughes, M. & Kroehler, C. J. (2009). <i>Sociology The Core</i> . New York: McGraw-Hill. p. 8.
3	19 <sup>th</sup> & 22 <sup>nd</sup> September, 2017	Sociology as Science. Sociology and the Other Social Sciences	Nukunya, G. K. (2003). <i>Tradition and Change in Ghana: An Introduction to Sociology</i> . Accra: Ghana Universities Press. Pp. 8-14.
4	26 <sup>th</sup> & 29 <sup>th</sup> September, 2017	Founding Fathers of Sociology I – Auguste Comte (1798-1857) Herbert Spencer (1820-1903) and Karl Marx (1818-1883).	Giddens, A. (2009). <i>Sociology</i> . Cambridge: Polity Press. Pp 11-22. Hughes, M. & Kroehler, C. J. (2009). <i>Sociology The Core</i> . New York: McGraw-Hill. Pp. 910
5	3 <sup>rd</sup> & 6 <sup>th</sup> October, 2017	Founding Fathers of Sociology II –Emile Durkheim (1858-1917), Max Weber (1864-1920)	Giddens, A. (2009). <i>Sociology</i> . Cambridge: Polity Press. Pg. 11-22.
6	10 <sup>th</sup> & 13 <sup>th</sup> October, 2017	Sociological Perspectives – Functionalism (Manifest, Latent function, Dysfunction etc.) Conflict, and Symbolic Interactionism.	Giddens, A. (2009). <i>Sociology</i> . Cambridge: Polity Press. Pp 23-30. Johnson, A. G. (1996). <i>Human Arrangements: An introduction to Sociology</i> . New York: Brown & Benchmark Publishers. Pp.87-99.
7	17 <sup>th</sup> & 20 <sup>th</sup> October, 2017	Sociological Research	Giddens, A. (2009). <i>Sociology</i> . Cambridge: Polity Press. Pp. 41-49.
8	24 <sup>th</sup> & 27 <sup>th</sup> October, 2017	Culture – Norms, Customs, Sanctions, Values, Symbols, Language, etc	Hughes, M. & Kroehler, C. J. (2009). <i>Sociology The Core</i> . New York: McGraw-Hill. Pp. 41-45.
9	31 <sup>st</sup> October & 3 <sup>rd</sup> November, 2017	The Individual and Socialization	Giddens, A. (2009). <i>Sociology</i> . Cambridge: Polity Press. Pp. 288-291. Hughes, M. & Kroehler, C. J. (2009). <i>Sociology The Core</i> . New York: McGraw-Hill. Pp 67-70.

10	7 <sup>th</sup> & 10 <sup>th</sup> November, 2017	Social Groups and Formal Organization	Hughes, M. & Kroehler, C. J. (2009). <i>Sociology The Core</i> . New York: McGraw-Hill. Pp. 59; 99-103.
11	14 <sup>th</sup> & 17 <sup>th</sup> November, 2017	Bureaucracy, Characteristics and its Perpetuation	Dzorgbo, D-B. S (2013). <i>Sociological Theory and their application in the African Context</i> . Accra: Woeli Publishing Services. Pp. 155-163
12	21 <sup>st</sup> & 24 <sup>th</sup> November, 2017	Deviance and Control	Abotchie, C. (2008). <i>Social Deviance and Control</i> . Accra: Hans Publication Ltd.
13	28 <sup>th</sup> November	Revisions and Overview	

### Further Reading List

Coser, L. A. (2010). *Masters of Sociological Thought*. Jaipur: Rawat Publications.

Henslin, J. M (2005). *Essentials of Sociology. A Down-To-Earth Approach*. (6<sup>th</sup> Edition). Boston: Pearson.

Henslin, J. M. (2007). *Down to Earth Sociology. Introductory Readings*. New York: The Free Press.

Macionis, J. J. (2004). *Society the Basics*. New Jersey: Prentice Hall.

Shaefer, R. T. (2004). *Sociology. A Brief Introduction*. New York: McGraw-Hill.

Shepard, J. M. (2005). *Sociology*. Australia: Thomson & Wadsworth.

Thio, A. D. & Taylor, J. D. & Schawrtz, M. D. (2012). *Deviant Behaviour*. Boston: Pearson.

## 3.6 Critical Thinking and Practical Reasoning

### Introduction: Course Overview

This course in Critical Thinking and Practical Reasoning is to enable the Seminarian to identify and assess arguments in texts and literature, and as well appreciate deductive validity and inductive force. In an era of post-truth, promoted by social media, blogs and modern social communication, the course introduces Seminarians to skills in discriminating between fake and true news. Since students here would

take more courses based on qualitative interpretation, this course would equip the seminarian with skills to reduce biases and fallacies in reasoning and in writing.

### **Course Objective/Goals**

The long-term objectives of the course are:

- i. to develop critical thinking skills in students;
- ii. to initiate students into tools required for analysis of arguments in everyday usage and higher academic work;
- iii. to prepare seminarians for the application of critical reading and writing to philosophical and theological texts;
- iv. to train the students with the skills for discriminating between fake and true news.

### **Learning Outcomes**

At the end of the course, students should be able to:

- identify good and bad arguments;
- identify main arguments and conclusions;
- distinguish between sufficient and necessary reasons;
- reconstruct passages having no clear argument;
- apply Mill's methods to find causal links in experiments;
- identify types of causal relations between and among events;
- discriminate between spurious and real connections between events.

### **Course Delivery**

- Frontal teaching and working of examples, with attention to weaker students;
- Use of technology in teaching Critical Thinking;
- Practical work on examples in textbooks.

### **Plagiarism policy**

Plagiarism in any form is unacceptable and shall be treated as a serious offence. Appropriate sanctions, as stipulated in the Plagiarism Policy, will be applied when students are found to have violated the Plagiarism policy. The policy is available at <http://www.ug.edu.gh/aqau/sites/aqau/files/images/UG%20Plagiarism%20Policy-April%202015.pdf>

ALL students are expected to familiarize themselves with the contents of the Policy.

### **Assessment and Grading**

1. A set of questions will be distributed every time in class and students are expected to work out examples on the board;
2. Assignments are presented to students for grouped or individual work and marks computed for internal assessment grade of 30%;
3. A two-and-a-half hour final examinations would be conducted, graded 70%.

### **Grading Scale**

Refer to Undergraduate Handbook.

### **Course Delivery Schedule**

	<b>DATE</b>	<b>TOPIC</b>	<b>REFERENCES</b>
1	24-8-2017		
2	31-08-2017		
3	7-9-2017	What is Critical Thinking Developing Thinking Skills	Cottrell pp. 1 – 16 Cottrell pp. 17 – 36
4	14-7-2017	What is an Argument Creating a Thesis Statement	Barker pp. 21 – 26 Barker pp. 52 – 60; 66 – 70 Or Turabian, pp. 37 – 43
5	21-7-2017	Identifying Arguments	Cottrell pp. 37 – 50
6	28-7-2017	Argument and Non-argument	Cottrell, pp. 51 – 62
7	5-10-2017	Clarity, Consistency, Structure	Cottrell, pp. 63 – 84
8	12-10-2017	Reading between the lines	Cottrell, pp. 85 – 104
9	19-10-2017	Identifying flaws in Arguments	Cottrell, pp. 105 – 124
10	26-10-2017	Evaluating Sources of Evidence	Cottrell, pp. 125 – 146
11	2-11-2017	Causality & Mill Methods (1 – 3)	Hurley, pp. 544 – 568 Lauer et al. pp. 271 – 277
12	9-11-2017	Causality & Mill Methods (1 – 3)	Hurley, pp. 544 – 568

			Lauer et al. pp. 271 – 277
13	16-11-2017	Fake News/Post-Truth Analysis	Various Sources, e.g. IFLA Infographic
14	23-11-2017	Revision	
15	30-11-2017	Exams	
16	7-12-2017	Exams	
17	14-12-2017	Exams	

## Reading List

- Barker, A. (2013). *How to Write an Essay*. bookboon.com (The eBook company).
- Bowell, T., & Kemp, G. (2015). *Critical Thinking: A Concise Guide* (4th ed.). London: Routledge/Taylor & Sons.
- Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. London: Macmillan.
- Elder, L., & Paul R. (2009). *Guide to Critical Thinking* (Limited Preview Version). Available from Foundation for Critical Thinking Press:  
[http://www.criticalthinking.org/files/SAM\\_Aspiring\\_Thinkers\\_GuideOPT.pdf](http://www.criticalthinking.org/files/SAM_Aspiring_Thinkers_GuideOPT.pdf)  
<https://www.ifla.org/publications/node/11174>
- Hurley, Patrick J. (2015). *A Concise Introduction to Logic* (12th ed.). Stamford, CT: Cengage Learning.
- IFLA. (2017, August 13). How to Spot Fake News. International Federation of Library Associations and Institutions (IFLA). Available on
- Kiely, E., & Robertson, L. (2016, Nov. 18). How to Spot Fake News. Available on:  
<http://www.factcheck.org/2016/11/how-to-spot-fake-news/>
- Lauer, H., Amponsah, B., Oduro, M. & Okyerefo, M. P. (Eds.). (2010). *UGRC: Critical Thinking and Practical Reasoning*. Legon: Institute of Continuing and Distance Education.
- Thouless, Robert H. (1930/1953). *Straight and Crooked Thinking* (revised & enlarged ed.). London: Pan Books. (Available from –  
[http://neglectedbooks.com/Straight\\_and\\_Crooked\\_Thinking.pdf](http://neglectedbooks.com/Straight_and_Crooked_Thinking.pdf) )

## Other Information

This outline may change when circumstances require it. Students would be notified

appropriately. Each holiday or lost period would be made up at an appropriate time. Each student is encouraged to participate in group projects and tutorial sessions.

### 3.7 French III

#### **Course description**

During this course, students will develop three (3) of the four (4) competency areas in language, namely listening, writing and speaking in an interactive and communicative way. It will have three components made up of listening comprehension and dictation, oral expression in conversation and informal written expression and grammar.

#### **Course Delivery (optional)**

#### **Mode of presentation**

Class sessions will be conducted through lectures, discussions, dialogue and short written exercises during lectures. Students will read simple texts in French and answer questions based on the text during lectures. Dictation in French will be done in class. Class and take home assignments will be given.

#### **Assessment**

- **Tests and Final Examination**

During the semester students are expected to take a test and an end of semester examination. The test and the exam will cover 30% and 70% of total grade respectively.

#### **Other Information**

The study of French, like other languages, requires daily practice. Students are, therefore, encouraged to learn as much as possible together and engage in French conversation among themselves. Students are advised to read the prescribed text book on their own.

#### **Course Schedule**

- a) On vous présente à la langue française (Getting acquainted with the French language)
- b) Prononciation du Français (French Pronunciation)
- c) Qui est Monsieur Brown? (Who is Mr. Brown?)
- d) Pourquoi Est-ce Que M. Brown Étudie le Français? (Why is Mr. Brown studying French?)

- e) Dans le Salon de Monsieur Brown (In Mr. Brown's Living room)
- f) Les Verbes Sont Importants Aussi (Verbs are important too)
- g) La Famille de M. Brown (Mr. Brown's Family)
- h) Au Bureau de M. Brown (At Mr. Brown's Office)
- i) M. Brown Salue un Ami (Mr. Brown greets a friend)
- j) Dans la Salle à Manger (In the dining room)
- k) Les Nombres, Toujours les Nombres (Numbers, always numbers)
- l) Le Système Monétaire en France (French money, past and present)
- m) Les Nombres dans la Vie Quotidienne (Numbers in everyday life)
- n) Quelle Heure Est-Il? (What time is it?)

### **Prescribed Textbook**

Haze, P. R. (2006). French made simple. Random House, Inc.

### **Recommended Texts**

Ayitey Ayih (2015): *Bonjour camarade* (FLE, français langue étrangère).

Michèle Barféty et Patricia Beaujouin (2007): *Expression Orale niveau 1*, Paris Éditions CLE Internationale. + CD.

Sylvie Poisson-Quinton et Al (2006): *Grammaire expliquée du français*, Paris, CLE International.

Robert et Nathan (1995): *Grammaire*, Paris, Éditions Nathan.

## **3.8 Introduction to Sacred Liturgy III**

1. Sacred Liturgy and Holy Church: *Relationship*
  - (a) Liturgy in the History of Salvation
  - (b) The *Sacramental* Liturgy
  - (c) Liturgy as *Instrument* of the Church (*Liturgia, Ancilla Ecclesiae*)
  - (d) Liturgy as *Summit* of Church *Activity*
  - (e) Liturgy as *Fount* of Church *Power*
  
2. The Two Fundamental Goals of the Liturgy
  - (a) Glorification/Worship of God
  - (b) Sanctification of Men
  
3. Necessary Conditions for Fruitful Liturgical Participation
  - (a) *Full* Participation
  - (b) *Conscious* Participation
  - (c) *Active* Participation



4. The Three-fold Purpose of the Sacraments of the Church
  - (a) Sanctification of Participants
  - (b) Building up the Body of Christ (Church)
  - (c) Glorification of God

### 3.9 Spirituality III

#### COURSE DESCRIPTION

This course seeks to introduce the seminarian to the spiritual life and enhance his growth in intimacy with God, through Christ and the Holy Spirit. It looks at the relationship of spirituality in the Catholic tradition to man's call to union with God and his relationship with other human beings.

#### COURSE OBJECTIVES

The course is aimed at helping the seminarian to deepening the seminarian's knowledge of the spiritual journey and to offer him the opportunity to practice the knowledge gained. At the end of the course, the seminarian is expected to:

- 5) Be Conversant with the three stages of the spiritual Journey, Purgative, Illuminative and Unitive stage and seriously strive to holiness.
- 6) Appreciate the lives of Holy men and women who exemplified themselves in these stages.
- 7) Carve out models of spirituality for themselves and for the pastoral experience.

#### REQUIREMENTS

- Full and active participation
- Punctuality

- Meeting assignment deadlines.

## CONTENT

- 6) The three stages to holiness: the purgative, illuminative, and the unitive way.
- 7) The three stages as realized in the lives of saints: Teresa of Avila, John of the Cross, Thérèse of Lisieux, Bernard of Clairvaux, Catherine of Siena, Francis de Sales, Augustine.
- 8) Praxis

## COURSE EVALUATION

Continuous Assessment	30%
End of Semester Paper	70%

The continuous assessment will comprise class participation, presentation and a quiz.

### Reading List

Aumann, J., *Spiritual Theology*, London: Sheed & Ward, 1980.

Martin, R., *The Fulfillment of all Desire*, OH: Emmaus House, 2006.

Tanquerey, A., *The Spiritual Life: A Treatise on Ascetical and Mystical Theology*, MD: Newman Press, 1930.

*Catechism of the Catholic Church (CCC)*, Vatican, 1992

Further readings will be assigned in the course of the lectures.

## 3.10 Philosophical Anthropology

### COURSE DESCRIPTION

This course seeks to introduce students to the importance of reflecting on the human being as regards the origin, meaning and value of his existence and his

end. Starting from the common experience of living and its implications, there will be an attempt to take a metaphysical analysis of the phenomenon of life. Consequently, attention will be given to the self-transcendence, the soul and the rapport between the soul and the body. Life after death will also be discussed.

## REQUIREMENTS

- 1) Students must participate fully and actively in every lecture: presence very important.
- 2) Students must do the assigned readings.
- 3) Students must meet assignment deadlines.
- 4) Students must be Punctual

## PART ONE- INTRODUCTION

1. Towards a definition of Philosophical Anthropology
2. Methods of Philosophical Anthropology
3. Prominent Moments in History of Anthropology

## PART TWO- THE PSYCHIC ACTIVITY OF THE HUMAN PERSON

4. Human life (Vitalism, Mechanism, Constitutive Elements of living beings)
5. Human Evolution (Arguments, Theories, Finalistic, A- Finalistic, Philosophical Critique)
6. Human Knowledge (Sensitive, External & Internal Senses, Intellectual Knowledge, Intimate Union Between Sensitive & Intellectual Knowledge)
7. Language

## PART THREE: HUMAN APPETITION

8. Division of Appetition (Natural & Elicited Appetites; Sensitive Appetite)
9. Human Will (Processes of the Will; Undeliberated & Deliberated)
10. Human Freedom (Freedom & Determinism, Affirmation of Freedom, Freedom & Love, Fundamental Option and Freedom)

## PART FOUR- THE -HUMAN BEING AS A PERSON

11. The Human Body
12. Substantial Being & its Unity: The Person
13. Metaphysical Definition of the Human Person
14. Self- Transcendence (Egocentric, Philanthropic, and Theocentric Solutions)

15. The Human Soul/ Spirit
16. Human Death (causes, scientific concept)
17. Human Person & Immortality

## BIBLIOGRAPHY

Basic bibliography

Agassi, J. *Towards a Rational Anthropology*, The Hague: Martinus, Nijhof, 1977.

Mair, L. *An Introduction to Social Anthropology*, Oxford: Clarendon, Press.

Maxwell, A. *Human Evolution: A Philosophical Anthropology*: New York, Columbia University Press, 1984.

### **Secondary sources**

Azar, L. (1989), *Man: Computer, Ape, or Angel?* Massachusetts, Hanover, Christopher Publishing House.

Bogliolo, L. (1984), Karotemprel S. (Ed.), Chin Noel (Trans.), *Philosophical Anthropology: A Complete Course in Philosophy*. Shillong, Sacred Heart Theological College.

Davies, J. A. (2009), *Philosophy of the Human Being*. New York, University Press.

Donceel, J.F. (1967), *Philosophical Anthropology*. Kansas, Sheed and Ward, Inc.

Heschel, A. J. (1965), *Who is man?* California, Stanford Press.

Lombo, J. A. & Russo, F. (2017), *Philosophical Anthropology: An Introduction*, digital edition

Lucas, R. (2005), *Man Incarnate Spirit*. Torino, Circle Press.

Mondin, B. (1985), *Philosophical Anthropology: Man an impossible project*, Bangalore, Theological Publications in India, Reichmann, J. B. (1985), *Philosophy of the Human Person*. Chicago, Loyola Press.

Swindal, J. C. & Gensler, H. J. (Eds.), *Anthology of Catholic Philosophy*. Lanham, Sheed and Ward, Inc.

### **3.11 New Testament Greek I**

## **COURSE DESCRIPTION**

The earliest literature of western culture was written in ancient Greek. In this course, through regular study and practice, Seminarians will acquire a foundational reading knowledge of ancient Greek texts. No previous knowledge of ancient Greek is required for this course.

## **COURSE OBJECTIVES**

By the end of the course, the students should be able to:

1. To introduce students to the vocabulary and grammar of the ancient Greek language;
2. To give students practice in reading and translating simple Greek texts;
3. To prepare students for continued study at an advanced level, so that eventually you will be able to read any ancient Greek text you wish;
4. To give students a basic appreciation of ancient Greek literature and culture.

## **COURSE CONTENT**

1. General introduction
2. The Greek Alphabet and Pronunciation;
3. Greek Vowels
4. Diphthongs;
5. Classification of Consonants;
6. Punctuation and Syllabification;
7. Diacritical Marks (Accents);
8. Vocabulary, Word Order and Noun Cases;
9. Nominative and Accusative (First and Second Declension Nouns);
10. Lexicons and Lexical Forms.

## LEARNING OUTCOMES

By the end of this course, successful students (you!) will be able to recognize basic ancient Greek vocabulary(words), morphology (the forms of words)and grammar (how these are combined to make meaning), and you will be able to read and compose simple texts in ancient Greek. Through the systematic study of Greek, you will also have a solid understanding of how the English language works, and where many of our words come from. In addition, you will have had practice in developing important intellectual skills, including sharing your learning with others in class, the establishment of disciplined study routines, the memorization of new information, and the application of that information, in accordance with a set of learned rules, to analyze and decode different systems of meaning.

## ASSESSMENT

Interim assessment -25 %

Clarity of work and Class Participation – 5 %

Final Exams – 70 %

## READING LIST

Jay Eric G. (1958). *Testament Greek (Introductory Grammar)*. Cambridge: University Press.

Mounce D, Williams. (1993). *Basics of Biblical Greek*. Michigan: Zondervan, Grand Rapids.

## WEBSITE

<http://www.xanthi.ilsp.gr/filog/> (*Filoglossia* is the best online course for Modern Greek beginners provided by the Institute for Language and Speech Processing)

[http://www.greek-language.gr/greekLang/modern\\_greek/index.html](http://www.greek-language.gr/greekLang/modern_greek/index.html) (the most comprehensive reference guide for Modern Greek)

## 3.12 Numeracy Skills

### **Introduction: Course Overview**

This course helps the Seminarians develop their knowledge and skills relating to basic numeracy. In all spheres of life, numbers and data and measurement have become important resources for problem-solving and prediction. Future religious ministers are particularly resourced by this course to enhance their skills for future management of institutions under their care. Additionally, Excel spread-sheet will be employed to give the students an opportunity to verify the concepts and make the course more interactive.

### **Course Objective/Goals**

The long-term objectives of the course are:

- i) To develop the mathematical thinking of seminarians,
- ii) to develop the mathematical skills of students who are not majoring in mathematics-related courses;
- iii) to initiate students into tools required for quantitative analysis of data and information;
- iv) to prepare seminarians for the application of mathematics to real-life situations as future pastors and administrators of pastoral institutions;
- v) to introduce seminarians to the use of technology per Microsoft Excel, in data analysis.

### **Learning Outcomes**

At the end of the course, students should be able to:

- apply their understanding of mathematical relationships to solve simple problems;
- use appropriate techniques, tools, and units to measure;
- apply the knowledge of rates and percentages to determine taxes on income;
- apply Venn diagrams to test the validity of syllogisms;
- apply truth tables to evaluate the validity of propositions;
- compute probability of occurrence from given situations;
- display and analyse statistical data with Excel and
- analyse and interpret computer output.

### **Course Delivery:**

- Frontal teaching and working of examples, with attention to weaker students;
- Use of technology to do Mathematics/Statistics;

- Practical work on data and analysis.

### **Plagiarism policy**

Plagiarism in any form is unacceptable and shall be treated as a serious offence. Appropriate sanctions, as stipulated in the Plagiarism Policy, will be applied when students are found to have violated the Plagiarism policy. The policy is available at <http://www.ug.edu.gh/aqau/sites/aqau/files/images/UG%20Plagiarism%20Policy-April%202015.pdf>

ALL students are expected to familiarizethemselves with the contents of the Policy.

### **Assessment and Grading**

- 1) A set of questions will be distributed every time in class and students are expected to work out examples on the board;
- 2) Assignments are presented to students for grouped or individual work and marks computed for internal assessment grade of 30%;
- 3) A two-and-a-half hour final examination would be conducted, graded 70%.

### **Grading Scale**

Refer to Undergraduate Handbook.

### **Reading List**

#### *Required Text:*

Agbodza, P. A. (2017). *Numeracy Skills: Lecture Notes for Seminaries in Ghana*. Accra: Author.

#### *Relevant Books:*

Dretzke, Beverly J. & Heilman, Kenneth A. (1998). *Statistics with Microsoft Excel*. New Jersey: Prentice Hall.

Hurley, Patrick J. (2015). *A Concise Introduction to Logic* (12<sup>th</sup> ed.). Stamford, CT: Cengage Learning. (available online)

Middleton, Michael R. (2004). *Data Analysis using Microsoft Excel: Updated for Office XP* (3<sup>rd</sup> ed.). London: Thomson/Brooks/Cole.



Nortey, Ezekiel N. N. & Afrim, J. (2013). *Numeracy Skills: The basics and beyond*.  
Accra: Dieco Ventures.

### Other Information

This outline may change when circumstances require it. Students would be notified appropriately. Each holiday or lost period would be made up at an appropriate time. Each student is encouraged to participate in computer lab work as well as group projects and tutorial sessions.

### Course Delivery Schedule

WEEK	DATE	LECTURE	TOPIC	COMMENTS
1	25/8/16	0		
2	1/9/16	1	General Review	
3	8/9/16	2	Review of basic Algebraic Mathematics	Nortey et al.
4	15/9/16	3	Rates: Computation of Taxes	GRA Schedule
5	22/9/16	4	Mathematical Reasoning and Logic	Hurley
6	29/9/16	5	Statements and Truth tables	Nortey; Hurley
7	6/10/16	6	Basic Set theory and Venn Diagrams	Nortey; Hurley
8	13/10/16	7	Basic Probability computation	Nortey
9	20/10/16	8	Basic Probability computation	Various sources
10	27/10/16	9	Using Technology – Excel	Computer Lab
11	3/11/16	10	Data Display in Charts with Excel	Dretzke et al.
12	10/11/16	11	Summary Statistics	Nortey; Middleton
13	17/11/16	12	Measures of Association	Nortey
14	24/11/16	13	REVISION	
15	1/12/16	14	EXAMS	
16	8/12/16	15	EXAMS	

### **3.13 Introduction to Philosophy II**

#### **COURSE DESCRIPTION**

This course is a sequel to PHIB 101. It gives students an overview of philosophy. Having examined the definition and the nature of philosophy, it highlights on some major worldviews of philosophy; it selects certain topical issues and themes in philosophy and examines them thoroughly.

#### **COURSE OBJECTIVES**

This course is aimed at getting students to delve further into philosophy as a discipline, to relate philosophy to their faith and their formation as future priests. It aims at introducing students to issues regarding the principles of reason as well as certain ethical theories and principles. At the end of the course, students should be able to:

- 1) Critique some of the worldviews and reflect on their impact on life situations
- 2) Underscore the service that reason renders to faith and evaluate relation between reason and faith.
- 3) Assess the impact of the study of philosophy on seminary formation
- 4) Appreciate the course of action to take in face of an ethical dilemma

#### **REQUIREMENTS**

- Full and active participation
- Punctuality
- Meeting assignment deadlines.
- Do every assigned reading before lecture

#### **CONTENT**

- 1) General Introduction
- 2) Worldviews
- 3) Principles of Reason: Identity, causality, Excluded Middle, Contradiction

- 4) Philosophy and Seminary Formation (cf. PDV, USCCB, Ratio Fundamentalis)
- 5) Philosophy and Christian Faith (Read Chapter 5 of Geisler and Feinberg)
- 6) General introduction to Ethics (Read Chapter one, *Fagothey's Right & Reason*)
- 7) Ethical Theories: consequentialism, Deontology, Rights ethics, Intuitionism
- 8) Ethical principles: Autonomy, Nonmaleficence, Beneficence, Informed consent, Justice, Paternalism.

## **COURSE EVALUATION**

Continuous Assessment 30%

End of Semester Exam 70%

There will be 2 interim assessment examinations on the 21<sup>st</sup> February and 21<sup>st</sup> March.

### **Reading List:**

*Routledge Encyclopedia of Philosophy*. London: Routledge, 2000.

Brenner, H. B. *Logic and Philosophy: An Integrated Introduction*. IN: Notre Dame University Press, 2009.

Copleston, F. *History of Philosophy*. 9 vols. NY: Image Books, 1993.

Earl, W. J. *Introduction to Philosophy*, NY: McGraw-Hill, Inc. 1992.

Edwards, P. *Encyclopedia of Philosophy*. 8 vols. NY:Macmillan, 1967.

Geisler, Norman L. & Paul Feinberg, *Introduction to Philosophy: A Christian Perspective*. Michigan: Baker Book House, 1985

Nagel, Thomas. *What does it all Mean? A Very Short Introduction to Philosophy*.

NY: Oxford university Press, 1987.

Shannon, Thomas A. *An Introduction to Bioethics*. 3<sup>rd</sup> ed. NJ: Paulist Press, 1997.

Sparks charts, *Overview of Philosophy*.

Stumpf, E. S. *Philosophy: History and Problems*, NY: McGraw-Hill, Inc. 1994.

Titus, H. et al. *Living Issues in Philosophy*. 9th ed. Belmont: Wadsworth, 1995.

### 3.14 Science and Technology in our Lives

#### **COURSE DESCRIPTION**

This course is designed to introduce seminarians to the application of science to everyday life. It looks at certain pertinent areas of science and technology that would be very useful to seminarians. This year, we shall look at health, emotion, nutrition, environment, accident and first aid.

#### **COURSE OBJECTIVES**

Pertinent areas of science and technology which would be very useful to seminarians have been selected.

At the end of the course, students will be expected to

1. Appreciate the foundations of scientific thought,
2. Examine the application of science and technology in daily life
3. Assess the impact of science and technological advancement on today's societies.

#### **CONTENT**

1. What is health? (Owen Ch 1, Donattelle, Payne Ch 1)
  - Who is healthy?
  - Body, mind and health
  - Towards a definition of health
  - Dimensions of health
  - Health Factors (Determinants)
2. Emotions (Owen Ch 12)
  - What is emotional health
  - Defence mechanisms
  - Getting professional help
  - Crisis
  - [suicide]
3. Nutrition (Owen Ch 18)

- Balanced diet
  - Five major food groups
  - Cholesterol
  - Calories and Weight control
4. Environment (Owen Ch 15)
- Communicable and non-communicable diseases
  - Causes of diseases
  - Prevention of diseases
5. Accident and First Aid (Owen Ch 16)
- Common safety hazards
  - First aid steps for burns, shock,, cuts, bleeding, fainting
  - Mouth to mouth resuscitation, cardio-pulmonary resuscitation, Heimlich manoeuvre

### **Reading List**

Alters, Sandra, Wendy Schiff, *Essential Concepts for Healthy Living*. 4<sup>th</sup> ed., MA: Jones and Bartlett Publishers Inc., 2006.

Alters, Sandra, Wendy Schiff, *Applying Concepts for Healthy Living: a Critical Thinking Workbook*. 4<sup>th</sup> ed., MA: Jones and Bartlett Publishers Inc., 2006.

American Red Cross, *Basic First Aid*. New York: Doubleday and Company Inc., 1979.

American Red Cross, *Community CPR*. Missouri: Mosby – Year Book, Inc., 1993.

American Red Cross, *First Aid, CPR, AED for the Workplace*. Pennsylvania: Banta Book Group., 2006.

Anderson, Marcia K., Susan J. Hall, Malissa Martin, *Sports Injury Management*. 2<sup>nd</sup> ed. Pennsylvania: Lippincott Williams & Wilkins, 2000.

Boyle, Marie A., Sara Long, *Personal Nutrition*. 6<sup>th</sup> ed., California: Thomson Wadworth, 2007.

Cummings, Michael R., *Human Heredity: Principles and Issues*. New York: West Publishing Company, 1991.

Donatelle, Rebecca J., *Health: The Basics*. 10<sup>th</sup> ed., California: Pearson Education Inc., 2013.

*Encyclopaedia of Health*. 3<sup>rd</sup> ed. New York: Marshall Cavendish Corporation, 2003.

Hales, Dianne, *An Invitation to Health*. Brief 4<sup>th</sup> ed., California: Thomson Wadsworth Corporation, 2006.

Herlihy, Barbara, *Study Guide for the Human Body in Health and Illness*. 2<sup>nd</sup> ed., Pennsylvania: Elsevier, 2003.

Hopson, Janet L., Rebecca J. Donatelle, Tanya R. Littrell, *Get Fit, Stay Well!*. 2<sup>nd</sup> ed. Massachusetts: Pearson Education Inc. 2013.

Johnson, Michael D., *Human Biology: Concepts and Current Issues*. 2<sup>nd</sup> ed., California: Pearson Education Inc., 2003.

*Magill's Medical Guide*. 6<sup>th</sup> ed., Vol 1, New Jersey: Salem Press, 2011.

Owen, Marna, *Fearon's Health*. 2<sup>nd</sup> ed. New Jersey: Pearson Education Inc., 1994.

Payne, Wayne A., Dale B. Hahn., *Understanding your Health*. 7<sup>th</sup> ed., New York: McGraw Hill Companies Inc., 2002.

Ryan, Elizabeth A., *Straight Talk about Drugs and Alcohol*. New York: Facts on Life Inc., 1995.

Skolnik, Richard, *Essentials of Global Health*. Massachusetts: Jones and Bartlett Learning LLC., 2008.

Teague, Michael L., Sara L. C. Mackenzie, David M. Rosenthal, *Your Health Today*. Brief New York: McGraw Hill Companies Inc., 2009.

Wager, Susan, *A Doctor's Guide to Therapeutic Touch*. New York: Berkley Publishing Group, 1996.

### 3.15 Classical Latin III

#### **Course Description:**

This course builds on Latin I - II. The course looks at the following grammatical concepts: pronouns, degrees of adjective and adverb, passive verb forms, deponent and athematic verbs, and clauses; and applies the grammatical concepts in analysing some pieces of classical and Christian authors and excerpts from *Vulgate Latin Bible*.

Course Objectives:

By the end of the course Seminarians will be able to:

1. account for the grammatical concepts stated in the course description

2. apply these grammatical concepts in translating pieces of classical and Christian authors and as well texts in Philosophy.

Format of Course Delivery:

Classes will follow a lecture format (verbal presentation), complemented by other instructional strategies, including discussions, to encourage class participation and appreciation of the lessons. Participation credit will be given to students who stand out in this regard.

#### SCHEDULE OF LECTURES/TOPICS READING OF PRESCRIBED TEXT

Week 1: Adjectives Cambridge Latin Course (CLC) [refer note below]

Week 2: Adverbs Wheelock Latin, Longman Latin, CLC

Week 3: Pronouns Wheelock Latin, Longman Latin, CLC

Week 4: Passive Verb Forms Wheelock Latin, Longman Latin, CLC

Week 5: Passive Verb Forms Wheelock Latin, Longman Latin, CLC

Week 6: Passive Verb Forms Wheelock Latin, Longman Latin, CLC

Week 7: Deponent Verbs Wheelock Latin, Longman Latin, CLC

Week 8: Deponent Verbs Wheelock Latin, Longman Latin, CLC

Week 9: Clauses Wheelock Latin, Longman Latin, CLC

Week 10: Clauses Wheelock Latin, Longman Latin, CLC

Week 11: Seneca, Cicero Seneca's Letters, Orations (selected)

Week 12: Saint Augustine City of God (Book 1 and 2)

Week 13: Biblical Readings Vulgate Latin Bible (excerpts)

#### NOTE

In the course of teaching the grammatical concepts, students will be given passages containing such a grammatical concept for easy identification. The Cambridge Latin Course (Book 1-5) has been designed to meet the interest of students in this regard.

#### **Recommended Reading:**

Cambridge Latin Course: Book II. Cambridge University Press: Cambridge. United Kingdom. 2001.

Cambridge Latin Course: Book III. Cambridge University Press: Cambridge. United Kingdom. 2001.

Cambridge Latin Course: Book IV. Cambridge University Press: Cambridge. United Kingdom. 2001.

Wheelock, F. M., Wheelock's Latin (6th Edition). HarperCollins Publications: New York. 2005.

Wormald, R. D., Longman Latin Course: Grammar and Exercises (Part 1 &2). Longman Nigeria Plc: Nigeria. 2003.

### **3.16 Moral Philosophy I**

#### Course Description

This course seeks to define ethics, examine some general concepts in ethics, and look at the historical development of ethics with special eye on some classical philosophers in the history of ethics.

#### Course Outline

1. The definition and some concepts in ethics
2. The Greek ethics
3. The Hellenistic and roman ethics
4. The Christian/ medieval ethics
5. The modern and contemporary ethics

#### Reference books

Cahn, steven and peter makie, eds., ethics: history, theory and contemporary issues, new York: oxford university press, 1998.

Holmes, Robert I., basic moral philosophy (2<sup>nd</sup> edition), new York: wadsworth publishing company, 1998.

Hospers, j., an introduction to philosophical analysis, London: routledge, 1990. (ch. 8).

Johnson, o. a., ethics: selection from classical contemporary writers, new York, 1984.

MacIntyre, Alasdair, after virtue, notre dame : university of notre dame press, 1984.



MacIntyre, Alasdair, a short history of ethics, Notre Dame : University of Notre Dame Press, 1998.

Popkin, R. H. & Avrum Stroll, Philosophy Made Simple, Oxford: Butterworth-Heinemann Ltd, 1986.

Russell, B., A History of Western Philosophy, London: Unwin Hyman, 1988.

Singer, Peter, Practical Ethics, Cambridge: Cambridge University Press, 1979.

Singer, Peter, A Companion to Ethics, Oxford: Blackwell Publishers, 1993.

Stumpf, E. S., Philosophy: History and Problems, Singapore: McGraw-Hill Book Co., 1989.

Urmson, J. O. & Jonathan Ree, The Concise Encyclopedia of Western Philosophy & Philosophers, London: Routledge, 1993.

Vardy, P. & Paul Grosch, The Puzzle of Ethics, London: Font, 1994.

### 3.18 Diversity of Peoples and Cultures

#### Course Overview

This course seeks to introduce seminarians to the comparative study of human society and culture. Special attention will be paid to examination of social and cultural types, and the reasons that underlie such variations in human behavior and different social institutions. Attempt will be made to provide a brief survey of human evolution, and the major principles underlying the survival and transformation of civilizations. There will be examination of socio-economic formations, from gathering and hunting stages through settled agriculture to modern industrial civilization. The significance of multi-culturalism in the understanding of a world of people will be highlighted.

#### Course content

Societies and their transformation Week one

Hunting and gathering Society  
Pastoral Society Week two  
Agricultural Society

DEMOGRAPHY Week three and four

Social stratification	
Slavery and caste	Week five
Functionalist perspective on social stratification	Week six
Conflict perspective on Social Stratification	Week seven
Lenski's Synthesis	Week eight
BUREAUCRACY	
The Characteristics of Bureaucracies	Week nine and ten
The Perpetuation of Bureaucracies	
The Drawbacks of Bureaucracies	
Inequalities of Race and Ethnicity	
Laying the Sociological Foundation	Week eleven
Race: Myth and Reality	
Minority and Dominant Groups	Week twelve
Prejudice and Discrimination	
Individual and institutional Discrimination	

RECAP

Seminararians are required to present two (2) Three-page Take Home papers

### **Required reading**

SCHAEFER, R. T. & LAMN, R, P., 1998: *Sociology*. McGraw-Hill, New York.

### **Other readings**

McKee J. B., 1981: *Sociology: The study of society*. Rolt, Rinehart and Winston

Neubeck, K. J., 1991: *Social problems a critical approach*. McGraw-Hill

O'Donnell Mike, 1997: *Introductory Sociology*, 4<sup>th</sup> Ed. Nelson

Olatunde Odetola, T. 1985 : *Sociology: An introduction African text*. Macmillan

**Note: Further readings will be during lectures.**

## **3.19 Introduction to Symbolic Logic**

Course content:

This course will introduce seminarians to syllogistic arguments. These areas will be given special attention: categorical propositions, categorical syllogism, symbolism and diagrams for categorical propositions, general knowledge in Venn Diagrams and rules with their corresponding fallacies.

**Course objectives:**

By the end of the semester, seminarians will be able to:

Construct categorical propositions

Identify "opposition" in categorical propositions with their implications

Know immediate and mediate arguments

Acknowledge the use of Venn diagrams in categorical syllogism

Establish validity or otherwise of syllogism by means of rules and fallacies

Make use of formal logic in everyday life

Course outline:

27-1-2015	General introduction
3-2-2015	Categorical proposition
10-2-2015	Distribution & Immediate inferences
17-2-2015	"
24-2-2015	Traditional square of opposition
3-3-2015	Existential import
10-3-2015	Categorical syllogisms (mood & form)
17-3-2015	Refutation by logical analogy
17-3-2015	Internal examination 1
24-3-2015	Symbolism and Diagrams
31-3-2015	Venn diagrams
7-4-2015	"
14-4-2015	Rules and fallacies
21-4-2015	"
21-4-2015	Internal examination 2
28-4-2015	Revision/tutorials

## Short bibliography

- Copi, I. M., *Introduction to Logic*, Macmillan, New York, 1972.
- Copi, I. M. & Cohen, C., *Introduction to Logic*, Macmillan, New York, 1990.
- Gensler, H.J., *Introduction to Logic*, Routledge, New York, 2010.
- Kalish, D., Montague, R. & Mar, G., *Logic: Techniques of Formal Reasoning*, Harcourt Brace, New York, 1980.
- Kupperman, J. & McGrade, A. S., *Fundamentals of Logic*, Doubleday, New York, 1966.
- Layman, C. S., *The Power of Logic*, McGraw-Hill, New York, 2002.
- Moore, B.N., & Parker, R., *Critical Thinking*, McGraw-Hill, New York, 2000.
- Nolt, J., Rohatyn, D. & Varzi, A., *Logic*, McGraw-Hill, New York, 2011.
- Salmon, W., *Logic*, Prentice-Hall, Englewood Cliffs, 1984.
- Weston, A., *Rulebook for Arguments*, Hackett, Indianapolis, 1987.
- Zegarelli, M., *Logic for Dummies*, John Wiley & Sons, New Jersey, 2007.

## 3.20 Introduction to the Bible II

### CRITICAL HERMENEUTICAL APPROACHES

#### COURSE DESCRIPTION

In Introduction to the Bible I, the Seminarian has been exposed to the norms which guide the Church's reading of scripture. This course which is a follow-up course now introduces the student to the ways in which scholars approach the scripture. The course looks at Biblical Interpretation by examining the basic exegetical and hermeneutical principles in interpreting the biblical text. It will also look at the contemporary issues in biblical criticism in relation to the interpretation of the Bible. The objective is to assist the student to be able to appreciate the need for scientific methods in interpreting the biblical text correctly learning to apply it appropriately.

#### COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Explain the various methods and approaches of interpreting the Bible.

2. Discuss contemporary issues in biblical criticism with particular attention to the African context.
3. Analyse biblical texts belonging to different literary genres using adequate exegetical procedure.

#### USEFUL WEBSITES

a) UG Online Database:

EBSCOhost: <http://search.ebscohost.com>

Oxford Journals: [www.ingentaconnect.com](http://www.ingentaconnect.com)

Cambridge Journals: <http://journals.cambridge.org>

Sage: <http://sgo.sagepub.com>

JSOTOR: [www.jstor.org](http://www.jstor.org)

b) Articles, Exegetical-Theological Tools:

<http://www.biblicalstudies.org.uk/>

<http://itanakh.org/>

<http://www.ntgateway.com/>

<http://www.otgateway.com/>

<http://pagesperso-orange.fr/rhpr/liens.html>

c) Bibliographies on the Net:

<http://people.ucalgary.ca/~lipton/biblio.html>

[http://www.biblico.it/doc-vari/ska\\_bibl.html](http://www.biblico.it/doc-vari/ska_bibl.html)

<http://divinity.library.vanderbilt.edu>

#### COURSE OUTLINE

Week	Date	Topics
1		Introduction to the Course
2		<ul style="list-style-type: none"> <li>• Introduction Issues               <ul style="list-style-type: none"> <li>○ Key terms and concepts:</li> <li>○ Interpretation,</li> <li>○ Exegetsis,</li> <li>○ Hermeneutics,</li> <li>○ Diachronic and Synchronic Analysis:</li> </ul> </li> </ul>
3		<ul style="list-style-type: none"> <li>• History of Biblical Criticism</li> <li>• Key Personages in the History of Biblical Criticism</li> </ul>

4		<ul style="list-style-type: none"> <li>• Overview of Methods of Biblical Analysis <ul style="list-style-type: none"> <li>○ Author-oriented methods</li> <li>○ Text-oriented methods</li> <li>○ Reader-oriented methods</li> <li>○ Post-modern approaches</li> </ul> </li> </ul>
5		<ul style="list-style-type: none"> <li>• Author-oriented methods <ul style="list-style-type: none"> <li>○ Textual Criticism</li> <li>○ Source Criticism</li> </ul> </li> </ul>
6		<ul style="list-style-type: none"> <li>• Author-oriented methods <ul style="list-style-type: none"> <li>○ Form Criticism</li> <li>○ Redaction Criticism</li> </ul> </li> </ul>
7		<ul style="list-style-type: none"> <li>• Author-oriented methods <ul style="list-style-type: none"> <li>○ Social Scientific Methods</li> <li>○ Psychoanalytical Methods</li> </ul> </li> </ul>
8		Interim Assessment
9		<ul style="list-style-type: none"> <li>• Text-oriented methods <ul style="list-style-type: none"> <li>○ Rhetorical criticism</li> <li>○ Narrative criticism</li> <li>○ Structuralism</li> </ul> </li> </ul>
10		<ul style="list-style-type: none"> <li>• Reader-oriented methods <ul style="list-style-type: none"> <li>○ Reader-response criticism</li> <li>○ Pragmatism</li> </ul> </li> </ul>
11		<ul style="list-style-type: none"> <li>• Postmodern Approaches <ul style="list-style-type: none"> <li>○ Liberation</li> <li>○ Feminist</li> <li>○ Canonical Criticism</li> </ul> </li> </ul>
12		An African Approach to Hermeneutics
13		Conclusion

## READING LIST

ARCHER, K.J., *A Pentecostal Hermeneutic for the Twenty-First Century*. Spirit, Scripture and Community, Journal of Pentecostal Theology, Supplement Series, 28 (T&T Clark International: London – New York 2004).

- BARTON, J., (ed.), *The Cambridge Companion to Biblical Interpretation* (Cambridge University Press: Cambridge 1998).
- BROWN, J.K., *Scripture as Communication. Introducing Biblical Hermeneutics* (Bakar: Grand Rapids, 2007).
- CORLEY, B.,-LEMKE, S., - LOVEJOY, G., *Biblical Hermeneutics. A Comprehensive Introduction to Interpreting Scripture* (Broadman & Holman: Nashville 1996).
- HAYES, J.H.-HOLLADAY, C.R., *Biblical Exegesis: A Beginner's Handbook*, (John Knox Press: Atlanta ` 1982).
- HAYES, J.H., ed. *Methods of Biblical Interpretation*, (Abington Press: Nashville 2005).
- KAISER, W.,-SILVA, M., *An Introduction to Biblical Hermeneutics. The Search for Meaning* (Zondervan: Grand Rapids 1994).
- IMOSOGIE, O., *Guidelines for Christian Theology in Africa*, (African Christian Press: Achimota 1983).
- LATEGAN, B.C., *Hermeneutics, ABD III*, (Doubleday: New York-London, 1992), 149-154.
- LOBA-MKOLE, J-C., *The New Testament and Intercultural Exegesis in Africa*, JSNT 30.1 (2007), 7-28.
- LUZ, U., *Reflection on the Appropriate Interpretation of the New Testament Texts*, in U. Luz, *Studies in Matthew* (Hendrickson: Grand Rapids 2005), 265-289.
- MBITI, J.S., *Bible and Theology in African Christianity* (Oxford University Press: Nairobi 1986).
- NTHAMBURI, Z., *Biblical Hermeneutics in the African Instituted churches*, AICMAR 1 (2001).
- OSBORNE, G.R., *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*, (InterVarsity Press: Downers Grove, 2006).
- OSEI-BONSO, J., *The Inculturation of Christianity in Africa: Antecedents and Guidelines from the New Testament and the Early Church*, (Peter Lang: Frankfurt 2005).
- OSSOM-BATSA, G., *African Interpretation of the Bible in Communicative Perspectives*, Ghana Bulletin of Theology 2 (2007) 91-104.

### 3.22 History of Ancient Philosophy

#### COURSE DESCRIPTION

The course introduces Seminarians to the history of Ancient Philosophy. It covers the development of Greek philosophy from the Cosmogonists of early and later Ionian culture (i.e. the pre-Socratic Philosophers), the Sophists and Socrates. Following Socrates are Plato and his student Aristotle. The course finishes with the post Aristotelian philosophies of Epicureanism, Stoicism, eclecticism, skepticism and Neo-Platonism (i.e. Greco-Roman Philosophies). The entire period stretches from c 600 B.C. with Thales to Plotinus around 270 A.D. To sum it all the period may be grouped into three sections, which coincide with the course outline.

#### Course Outline

Section I: Pre-Socratic Philosophers

Section II: The Sophists, Socrates, Plato and Aristotle

Section III: Hellenistic Philosophers

#### Reading List

Arrington, R. L. *A Companion to the Philosophers*. Massachusetts: Blackwell, 1999.

Solomon, R. C. et al. *A Short History of Philosophy*. Oxford: Oxford University Press, 1996.



## **CHAPTER FOUR: PHILOSOPHY TWO SYLLABUS**

### **4.1 Academic Writing II**

#### **Introduction: Course Overview**

This course is to equip Seminararians with the skills necessary to follow academic and scholarly conventions in writing papers and research reports. Seminararians are introduced to how to present original work, appropriately reference and incorporate views of experts in their field of study. This course serves as the basis for research methodology required in philosophy and theology.

#### **Course Objective/Goals**

The long-term objectives of the course are:

- to prepare students to write scholarly publishable papers;
- to initiate students into tools required for writing long essays, theses and reports;
- to equip students with the skills to reference ancient and medieval classical texts;
- to sharpen students' skills in critical reading and writing.

#### **Learning Outcomes**

At the end of the course, students should be able to:

- Demonstrate the use of APA or Chicago/Turabian styles for referencing sources;
- Cite ancient classical texts like Cicero, Plato, Aristotle;
- Cite texts of Thomas Aquinas and Church documents;
- Identify common structures in philosophy papers;
- Use online resources in Research;
- Write scholarly papers following the structure for theoretical papers;
- Identify the format for empirical science papers (IMRaD).

## **PRE-REQUISITES**

Students are admitted to the degree course organised by St. Peter's Regional Seminary, Cape Coast in affiliation with the University of Ghana, Legon; and students must have taken and passed Academic Writing I.

## **Course Delivery**

- Frontal teaching and working of examples, with attention to weaker students;
- Use of technology in teaching Critical Thinking;
- Practical work on examples in handbooks.

## **Plagiarism policy**

Plagiarism in any form is unacceptable and shall be treated as a serious offence. Appropriate sanctions, as stipulated in the Plagiarism Policy, will be applied when students are found to have violated the Plagiarism policy. The policy is available at

<http://www.ug.edu.gh/aqau/sites/aqau/files/images/UG%20Plagiarism%20Policy-April%202015.pdf>

ALL students are expected to familiarize themselves with the contents of the Policy.

## **Assessment and Grading**

A set of questions will be distributed every time in class and students are expected to work out examples on the board;

Assignments are presented to students for grouped or individual work and marks computed for internal assessment grade of 30%;

A two-and-a-half hour final examinations would be conducted, graded 70%.

## **Course Delivery Schedule**

WEEK	DATE	TOPIC	REFERENCES
1	24-8-2017		
2	31-08-2017		
3	7-9-2017	Critical Reading and Note-taking	Cottrell, pp. 147 – 165

4	14-7-2017	Critical Analytical Reading	Cottrell, pp. 167 – 182
5	21-7-2017	Evaluating Critical Writing	Cottrell, pp. 183 – 198 Or Turabian, ch 4
6	28-7-2017	Writing Clearly and Concisely	APA Handbook, pp. 61 – 86
7	5-10-2017	Mechanics of Academic Writing Style	APA Handbook, pp. 87 – 124
8	12-10-2017	Crediting Sources	APA Handbook, pp. 169 – 192 Or Turabian ch. 15
9	19-10-2017	Referencing Examples	APA Handbook, pp. 193 – 224 Or Turabian, ch. 16 – 19
10	26-10-2017	Referencing Ancient Classics	Various Sources Turabian Ch. 16 – 19
11	2-11-2017	Referencing Church Documents	Various Sources Turabian ch. 16 – 19
12	9-11-2017	Publication Process	APA Handbook, pp. 225 – 243
13	16-11-2017	Analysis of Scholarly Essays in Philosophy	Various Sources
14	23-11-2017	Analysis of Scholarly Essays	Various Sources
15	30-11-2017	Revision	
16	7-12-2017	Exams	
17	14-12-2017	Exams	

## REFERENCES:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [APA Handbook]

Barker, A. (2013). *How to Write an Essay*. bookboon.com (The eBook company).

Cottrell, Stella. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. London: Macmillan.

Turabian, Kate L. (1937/2013). *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.). (Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, & The University of Chicago Press Staff, Rev. Eds.). Chicago: University of Chicago Press.

**ON-LINE RESOURCES**

Purdue University: Online Writing Lab. Retrieved December 2, 2014, from <http://owl.english.purdue.edu>

University of Melbourne - Academic Enrichment Services. Academic Skills. Retrieved Jan 28, 2015, from the Academic Enrichment Services of University of Melbourne Website: <http://www.services.unimelb.edu.au/asu/>

[http://services.unimelb.edu.au/academicskills/all\\_resources/writing-resources](http://services.unimelb.edu.au/academicskills/all_resources/writing-resources)

Oxford Journals - AFRICAN AFFAIRS: <http://afraf.oxfordjournals.org/>

African Affairs Style Sheet or Guidelines

[http://www.oxfordjournals.org/our\\_journals/afrafj/for\\_authors/african\\_affairs\\_style\\_sheet\\_updated\\_january\\_2014.pdf](http://www.oxfordjournals.org/our_journals/afrafj/for_authors/african_affairs_style_sheet_updated_january_2014.pdf)

Google Scholar Search Engine: <http://scholar.google.com>

SAGE Journals: <http://online.sagepub.com/>

**Other Information**

This outline may change when circumstances require it. Students would be notified appropriately. Each holiday or lost period would be made up at an appropriate time. Each student is encouraged to participate in group projects and tutorial sessions.

**4.2 Basic Concepts of Sociology**

Weekly Schedule

WEEK	TOPIC	REFERENCES
1	Context and origin of Sociology	Dzorgbo, (2013). pp. 27 – 44; Abraham & Morgan (1985) pp. ix – xix.

2	Major Founders of Sociology	Conte, Durkheim, Weber, Pareto, Simmel, Marx, Spencer, Abraham & Morgan, (1985). pp. Hughes & Krochler, (2005). pp. 9 – 14
3	Sociology and other social Sciences/ Sociological imagination/Mindedness	Haralambos & Holborn, (2013). pp. 18 – 19 ) Hughes & Krochler pp. 6 – 7.
4	Importance of Social research and Sociological methods for investigating the social world Social Surveys and Field Studies Tools for gathering data: Questioners Participant and non-participant observation Interviews Focus –group discussion Uses of documentary sources (secondary data and historical materials) Ethical Issues	Haralamors & Holborn, (2013). pp. 908 – 909. Hughes & Krochler, (2005). pp. 25 – 36.
5	Sociological concept and tools for analysis and society and culture o Social Structure o Social institutions: Political, Religious, Economic, Marriage, Education and health institutions (PREMEH) and Groups and Associations	
6	Socialisation	Hughes & Krochler, (2005). pp. 69 – 95.
7	Social Stratification	
8	Family and other Institutions	
9	Deviance and Social Control	
10	Population and urbanization	
11	Uses In Sociological Knowledge Careers in Sociology	
12	Revision	

### Reading List

Abraham & Morgan. (1985).

Anderson, M. L. & Howard, T. F. (2007). *Sociology: The Essentials*. Florence, KY: Thompson and Wadsworth.

- Assimeng, M. (2007). *Social Structure of Ghana: A Study of Persistence and Change*. Accra: Ghana Publishing.
- Dzorgbo, Dan-Bright. (2015). *Sociological Theory: Classical ideas and their application in the African Context*. Accra: Woeli Press.
- Ferrante, J. (2006). *Sociology: A Global Perspective*. Kentucky: Thompson and Wadsworth.
- Henslin, J. M. (2006). *Essentials of Sociology: A Dawn-to-Earth Approach*. Boston: Pearson.
- Hughes, M. & Kroehler, C. J. (2005). *Sociology the Core*. New York: McGraw Hill.
- Kornblum, W. (2003). *Sociology in a Changing World*. Belmont: Thompson and Wadsworth.
- Kumekpor & Tom, K. B. (2002) *Research Methods and Techniques of Social Research*. Accra: Sun life Press.
- Maceonis, J. J. & Gerber, L. M. (2011). *Sociology*. Toronto: Pearson Prentice Hall.
- Osuola, E. C. (2005). *Introduction to Research Methodology*. Onitsa: Africana-First Publishing.
- Shaefer, R. T. (2007). *Sociology: A Brief Introduction*. New York: McGraw Hill.

### 4.3 Informal Logic

#### **Course Objective**

This course will examine in detail inductive logic. It is designed to help the seminarians understand inductive arguments which have particular experiences as bases with probable conclusions. They will be helped to note interrelationships between events. In addition, the study will assist them to know the place of induction in scientific methods and explanations. It will show the various values of the application of scientific knowledge and the correct understanding of probability.

#### **Learning Outcomes**

By the end of the semester, the seminarians will be able to:

Identify and appreciate the importance of inductive logic in their daily lives

Appraise analogical arguments

Discover causal connections in events

Use hypothesis in research

Appreciate the values of science

Acknowledge conclusions based on probabilities with room for error.

### **Course Delivery Schedule**

WEEK	DATE	TOPIC
1	30 – 8 – 2017	General Introduction
2	6 – 9 – 2017	Nature of Induction
3	13 – 9 – 2017	Analogy & Probable Inference
4	20 – 9 – 2017	Analogical Arguments
5	27 – 9 – 2017	Causal Connections
6	4 – 10 – 2017	Mill's Methods
7	11 – 10 – 2017	Mill's Methods
8	18 – 10 – 2017	Values of Science
9	25 – 10 – 2017	Explanations & Scientific Methods
	25 – 10 – 2017	Internal Examination
10	1 – 11 – 2017	Evaluating Scientific Explanations
11	8 – 11 – 2017	Classification as hypothesis
12	15 – 11 – 2017	Probability
13	22 – 11 – 2017	Revision/Tutorials

### **Assessment**

Internal Examination 30%

Final Examination 70%

### **Reading List**

COPI, I. M. & COHEN, C. (1990). *Introduction to Logic*. New York: Macmillan.

COPI, I. M., COHEN, C. & McMAHON, K. (2011). *Introduction to Logic* (14<sup>th</sup> Ed.). New Jersey: Princeton Hall.

FACIONE, P. A., & SCHERER, P. (1984). *Logic and Logical Thinking*. Woodbridge, Conn.: Ox Bow Press.

FREEMAN, D. H. (1967). *Logic: The Art of Reasoning*. New York: David McKay Co.

GENSLER, H. J. (2010). *Introduction to Logic*. New York: Routledge.

- KELLY, D. (1990). *The Art of Reasoning*. New York: Norton.
- MOORE, B. N., & PARKER, R. (2000). *Critical Thinking*. New York: McGraw-Hill.
- NOLT, J., ROHATYN, D. & VARZI, A. (2011). *Logic*. New York: McGraw-Hill.
- SALMON, W. (1984). *Logic*. Englewood Cliffs: Prentice-Hall.
- WALTON, D. N. (1989). *Informal Logic*. New York: Cambridge University Press.

#### 4.4 Introduction to the Old Testament

##### Course Overview

The course aims to introduce students to the Old Testament: the Geography of the Ancient Near East and the Holy Land; the Historical and Cultural Context of the Old Testament; the Literary World of the Old Testament; The Torah, the Prophets and the Writings; the Deuterocanonical Books and African Perspectives in Reading the Old Testament.

##### Course Objectives

In this course, we will:

Study the writings of the Old Testament as a product of their historical, cultural and religious contexts.

Explore the structure and content of *Tôrāh*, *Nebî'im* and *Ke'tûbîm*.

Investigate how the OT is used in contemporary discourses.

##### Course Delivery Schedule

Week	Content
1	Introduction Presentation of the Course Outline.
2	The Geography of the Ancient Near East The Geography of the Holy Land
3	The Historical Context of the Old Testament (i) The Beginnings to the Exile
4	The Historical Context of the Old Testament (ii) The Exile to the Hellenistic Period



5	The Literary World of the Old Testament The Main Literary Genres of the OT
6	Apocryphal Works of the OT Literary Works of the ANE
7	<b>Interim Assessment</b>
8	Introduction to the <i>Tôrāh</i> The Problem of Mosaic Authorship of the <i>Tôrāh</i> The Documentary Hypothesis
9	The Prophetic Literature The Structure of the <i>Nevi'im</i> The Literary Genres of the Prophetic Books
10	The Structure of the <i>Ketûbîm</i> Introduction to the Wisdom Literature
11	Introduction to the <i>Meghillot</i> Introduction to the Deuterocanonical Books
12	Africa in the Old Testament Interpreting the Old Testament from an African Perspective
13	Conclusion of Course and Revision

## Assessment

Continuous Assessments:

Written Assignment	- 15%
Mid-Semester Test	- 10%
Class Attendance	- 5%
End of Semester Examination	- 70%
<b>TOTAL</b>	<b>-100%</b>

## TEXT - BOOK

Gatti, N. & Ossom-Batsa, G. (2011). *Journeying with the Old Testament: Das Alte Testament im Dialog*, 5. Frankfurt am Main: Peter Lang.

## READING LIST

Adamo, T.D. (1998). *Africa and the Africans in the Old Testament*. S. Francisco London: Christian University Press.

Brueggemann, W. (2003). *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville- London: Westminster John Knox Press.

Burnette-Bletsch, R. (2007). *Studying the Old Testament. A Companion*. Nashville: Abingdon Press.

- Chapentier, E. (2007). *How to Read the Old Testament*. Mumbai: St. Paul.
- Collins, J.J. (2007). *A Short Introduction to the Bible*. Minneapolis: Fortress Press.
- Coogan, M.D. (2006). *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York – Oxford: Oxford University Press.
- Dickson, K. (1979). Continuity and Discontinuity between the Old Testament and African Life and Thoughts. Appiah-Kubi, K. – Torres, S. Eds. *African Theology En Route*. Maryknoll, New York: Orbis Books.
- Harris, S.L. (2003). *Understanding the Bible*. Boston: McGraw Hill.
- Mensah, M. K. (2016). *I Turned Back my Feet to your Decrees: Torah in the Fifth Book of the Psalter*. (ÖBS 45). Frankfurt and Wien: Peter Lang.
- Ossom-Batsa, G. (2007). African Interpretation of the Bible in Communicative Perspectives: *Ghana Bulletin of Theology* 2 91-104.
- Rogerson, J. & Davies, R.P. (2005). *Old Testament World*. London: T&T Clark International.
- Römer, T. – Macchi, J-D. – Nihan, C. (eds.). (2007). *Guida di Lettura all'Antico Testamento*. Bologna: EDB.
- Schmidt, W.H. (2002). *Introduction to the Old Testament*. (tr. O'Connell, M.J.) Mumbai: St. Paul's.

### **Articles, Exegetical-Theological Tools:**

- <http://www.biblicalstudies.org.uk/>
- <http://itanakh.org/>
- <http://www.ntgateway.com/>
- <http://www.otgateway.com/>
- <http://pagesperso-orange.fr/rhpr/liens.html>

### **Bibliographies on the Net:**

- <http://people.ucalgary.ca/~lipton/biblio.html>
- [http://www.biblico.it/doc-vari/ska\\_bibl.html](http://www.biblico.it/doc-vari/ska_bibl.html)
- <http://divinity.library.vanderbilt.edu>

## **4.5 Phenomenology of Religion**

## Course Description

In this course, the Seminarian is introduced to the basic concepts in the study of religions and their implications on the life of Man. We aim at expanding the scope of the analytical thinking on religious issues on the part of the student and helping the student to have an objective view of the religious world.

## Course Objective

The aim is to give the student a balance insight into the study of religions. It is hope that at the end of the course the student would be able to discuss religion all in all its aspects without prejudice.

## Course Delivery Schedule

WEEK	TOPIC
1	The Study of Religions
2	Definition of Religion
3	The concept and definition of phenomenology of Religion
	GOD
4	Developing the Concept of God
5	The Proof of the Existence of God
6	The Proof of the Existence of God
	Problem of Evil and the Existence of God
7	Evil
8	The Theodicies
	Immortality and Life after Death
9	Concept of Immortality
10	A posteriori Argument for Life after Death
11	A priori Argument for Life after Death

## Requirement

Full and active participation

Compulsory attendance

Meeting assignment deadlines

## Assessment

Continues assessment 30%

End of semester exams 70%

## Reading List

- Banton, M. (Ed.). (1966). *Anthropological Approaches to Religion*.
- Berger, P. (1969). *The Sacred Canopy: The Social Reality of Religion*, more.
- Edwards, P. (Ed.). (1967). *Encyclopaedia of Philosophy: Many Entries on World Religions, Doctrines, and Religious Thinkers. (Vol. 8)*.
- Eliade, M. (1961). *Sacred and the Profane*.
- Encyclopaedia, (2010). *Ultimate Reference Suite*. Chicago: Encyclopaedia Britannica.
- Hastings, J. (Ed.). (1908-26). *Encyclopaedia of Religion and Ethics*. (vol. 13).
- Hick, J. (1963). *The Philosophy of Religion*.
- Hume, D. (Ed.). (1947). *Dialogue concerning natural religion*.
- Macquarrie, J. (1963). *Twentieth Century Religious Thought*.
- Otto, R. (1917). Eng. Trans. Heilige, D. (1950). *The Idea of the Holy* (2nd ed.).
- Pritchard, E. (1965). *Theories of Primitive Religion*.
- Van der Leeuw, G. (1933/1938). *Phänomenologie der Religion* Eng. Trans.: *Religion in Essence and Manifestation*.
- Wach, J. (1958/1962). *The Comparative Study of Religion: Sociology of Religion*.
- Weber, M. (1922/1963). *Religionssoziologie [The Sociology of Religion]* (Talcott Parsons, Ed.).
- Yinger, J.M. (1970). *The Scientific Study of Religion*.

## 4.6 Problems of Philosophy

### Course Description

This course looks at certain isolated and/or connected philosophical problems. In this course, we shall delve into the philosophy of Values and employ some of the moral principles at play to certain classical authors including Plato, Aristotle, Augustine and Thomas Aquinas. We shall also look at the philosophies of war, terrorism and torture.

### Course Objectives

Issues under discussion have been carefully selected to coincide with some of the current issues and concerns of individuals and the society at large. The aim is to

open the eyes of students to some of the contemporary problems of human living in order that they will be challenged to join in the philosophical and ethical discussions regarding them. At the end of the course, students will be expected to be able to:

Examine, analyse or synthesize thoughts on moral values.

Do a critical study of selected classical texts regarding ethics and economics.

Reflect on the philosophies of war, terrorism and torture

### **Requirements**

Full and active participation

Punctuality

Meeting assignment deadlines.

### **Course Content**

Values I

Three Types of Values

Intrinsic and Instrumental values

Moral values and facts

Values II

God and morality: Does Morality depend on God; the Euthyphro problem; God and the meaningful life.

Moral Relativism and Absolutism: what is moral relativism? Inconsistency in Relativism, Contextualism versus Relativism, Absolutism, Moral Contextualism

Reflective Equilibrium: Moral Consistency, Method of Reflective Equilibrium (Rawls).

Values III

Analogical Arguments

Utility and Rights: utility, rights and values as determinants of the morality of an action.

Types of Rights: Hohfeld, four types of rights (Claim rights, Privileges, power, immunities), Bundles of rights.

Philosophical theories on:

War

Terrorism

Torture

On Moral Business (For Group Presentations and class discussions)

The Myth of the Ring and the economics of the city (Plato, *Republic*, Bk II)

Of the Management of the Household and the Perils of Trade (Aristotle, *Politics*, I, 1, 8-10)

On Good and evil (Augustine, *The City of God*, Bk 11,12,14 & 19)  
Of Justice and of Cheating (Aquinas *STIIa IIae*, q. 61, art. 1-4. *IIa IIae*, q. 77, art. 1-4)  
Of Property (Locke, "Of Property," *The Second Treatise: An Essay Concerning the true end of Civil Government*, par. 23-38, 46-49.

## **Assessment**

Continuous Assessment     30%

End of Semester Exam     70%

The continuous assessment will comprise group presentations and an interim assessment exam.

## **Reading List**

*Concise Routledge Encyclopedia of Philosophy*, (2000). London: Routledge.

Gonsalves, M. A. (1989). *Fagothey's Right & Reason*. (9<sup>th</sup> Ed). NJ Prentice Hall.

*Monarch Notes*, (1965). *The Philosophy of Locke and Hobbes*.

*Monarch Notes*, (1966). *The Philosophy of Aristotle*.

*Monarch Notes*, (1965). *Plato's Republic et al*.

Stackhouse, M. L. (Ed) et al. (1995). *On Moral Business: Classical and Contemporary Resources for Ethics in Economic Life*. MI: W.B. Eerdmans.

Stanford Encyclopedia of Philosophy (Values).

White, J. E. (2009). *Contemporary Moral Problems*. (9<sup>th</sup> Ed). NY: Thomas Wadsworth

Note:

Further readings will be assigned in the course of the lectures.

## **4.7 Traditional Ghanaian Social Institutions**

### **Course Description**

With modernity and its attendant gradual disintegration of traditional roles in favor of modern complex organizations, the question of where is the world leading us has been asked. This course introduces student to the various traditional social institutions and their roles and functions in the traditional Ghanaian societies. It will discuss the concept of social structure within the context of the traditional world view, by examine the land, the people, ecology and the migration pattern that characterized those who call themselves Ghanaians. We shall focus on the traditional religion, politics, socialization, marriage and family life, economy and health before the advent of Islam, Christianity, western education and colonialization.

### **Course Goals**

The goals for this course are for the students to;

Understand the sociological foundation of the traditional Ghanaian social institution

To understand and distinguish social structure from social institutions

To understand the various traditional Ghanaian social institutions, their distinctive roles and their interconnectedness.

To understand how these social institutions, work to ensure stability and societies, their importance and the various debate in the study of social structure in traditional Ghanaian societies.

### **Course Objectives**

At the end of the course, the student should be able to:

Define what traditional social institutions are, by defining

Distinguishing between the various social institutions that constitute social structures while at the same time noticing their interdependence and interrelatedness.

To know the importance of these social institutions, their goals, roles and functions they play in the traditional societies.

### **Course Delivery Schedule**

<b>Weeks</b>	<b>Date</b>	<b>TOPIC</b>
Week One	7 <sup>th</sup> Sept 2017	The social structure of Ghana Assimeng (2007) pp 1-2; Abotchie (2016) pp 1—20.

Week Two	14 <sup>th</sup> Sept 2017	The land, the people and their spatial distribution  Assimeng (2007) pp 35-41; Abotchie (2016) pp 21—36.
Week Three	21 <sup>st</sup> Sept 2017	Traditional world view  Assimeng (2007) pp 41-46; Abotchie (2016) pp37—52.
Week Four	28 <sup>th</sup> Sept 2017	Family, kingship and lineage system  Assimeng (2007) pp 74-88; Abotchie (2016) pp 53-73; Nukunya (2014) pp 16 – 41, 46 – 62.
Week Five	5 <sup>th</sup> Oct. 2017	Population trend in traditional societies  Assimeng (2010) pp 204 – 234; Abotchie (2016) pp 73 – 91; Nukunya (2014) pp 225 – 246.
Week Six	12 <sup>th</sup> Oct. 2017	Traditional religious belief and their social functions.  Abotchie (2016) pp 92109; Nukunya (2014) pp 63-68; Assimeng (2010) pp 41-69.
Week Seven	19 <sup>th</sup> Oct. 2017	Witchcraft, magic sorcery and Divination  Abotchie (2016) pp 68-82; Nukunya (2014) pp 68-78; Assimeng (2010) pp 167-193.
Week Eight	26 <sup>th</sup> Oct. 2017	Traditional economy: land tenure ssystem, modes of production and distribution  Abotchie (2016) pp 127-142; Nukunya (2014) pp 109-126.
Week Nine	2 <sup>nd</sup> Nov. 2017	Traditional politics Chieftaincy; structure, functions  Abotchie (1997) pp 49-59; Nukunya (2014) pp 78-92; Assimeng (2007) pp 164-179
Week Ten	9 <sup>th</sup> Nov. 2017	Modes of socialization in traditional Ghanaian societies Abotchie (1997) pp 16-47; Assimeng (2007) pp 100-116;



Week Eleven	16 <sup>th</sup> Nov. 2017	Rites of passage Abotchie (1997) pp 16-47
Week Twelve	23 <sup>rd</sup> Nov. 2017	Crime and social control in traditional societies Abotchie (1997) pp 1 – 4 & 10 – 15; Nukunya (2014) pp 93-108;
Week Thirteen	24 <sup>th</sup> Nov. 2017	Revision
Week Fourteen		Examination

### Reading List

Abotchie, C. (2016). *Tradition Ghanaian Social Institution*. Accra: Olive Tree Printing and Publication.

Abotchie, C. (1997). *Social Control in Tradition Southern Eweland: Relevance for Modern Crime Prevention*. Accra: Ghana Universities Press.

Assimeng, M. (2010). *Religion and Social Change in West Africa: An Introduction to the Sociology of Religion*. Accra: Woeli press.

Assimeng, M. (2017). *Social Structure of Ghana: A study in Persistence and Change*. Accra: Ghana Publishing Corporation.

Nukunya, G. K. (2014). *Tradition and change in Ghana: An introduction to sociology*. Accra: Ghana Universities Press.

## 4.8 Introduction to Sacred Liturgy IV

- 1) The *Liturgical Year*: Church's Year-long Celebrative Calendar (*Ordo*)
  - (a) Brief History of the Formation of the Liturgical Year
  - (b) Structure of the Liturgical Year
    - i. The Circles (*Temporale*)
    - ii. The Cycles (*Sanctorale*)
  - (c) Nourishing Elements of the Liturgical Year
  - (d) The Liturgical Year as a Sacrament (Year of the Lord's Favor)
  
- 2) Introduction to the *Liturgy of the Hours*: "The Church at Prayer" (*Ecclesia Orans*)
  - (a) Brief History of the Practice (Western Church)
  - (b) Reforms of the Second Vatican Council

- (c) General Structure of the Liturgy of the Hours (The Psalter)
- 3) *The Psalms*: Bulk of the Content of the Liturgy of the Hours
  - (a) Etymology and Meaning of Psalms
  - (b) Spiritual Values of the Psalms (cf. Vatican II, *Dei Verbum* n. 15)
    - i. *Lively Sense of God*
    - ii. *Sublime Knowledge of God*
    - iii. *Sound Wisdom about Human Life*
    - iv. *Wonderful Treasure of Prayer*
  - (c) Literary Genre of the Psalms
    - i. *Messianic*
    - ii. *Historical*
    - iii. *Wisdom*
    - iv. *Royal*
    - v. *Hymns of Praise*
    - vi. *Songs of Thanksgiving*
    - vii. *Individual and National Lamentations, etc.*
  - (d) *Leitmotif* of the Psalms (short, constantly repeated theme)
    - i. *Love*
    - ii. *Thanksgiving*

## 4.9 History of Modern Philosophy

### Course Description

This course is designed to equip you with the principal philosophical figures of the Modern Age, stretching from the Renaissance to the Nineteenth Century. The philosophers of this era belong to various philosophical tenets. This course can be treated either chronologically or topically. We opt for the latter. The topics or philosophical tenets treated here shall include: Rationalism of the Continent, Empiricism of the British Isle, Kantian Philosophy, Idealism and Materialism.

Our aim is to provide you with the broad lines of the development of Western Philosophy in the Modern historical era. Our main focus is on Rationalism, Empiricism and Kantian Philosophy.

There shall be an attempt to explore the features of modern philosophy which distinguish modern thought from previous philosophy. The impact of the emerging

modern science on philosophy and the project and crisis of reason as developed from the enlightenment through Kant... shall also be considered.

## OUTLINE

### 1. General Introduction:

Life Situation

General Characteristics

### 2. Rationalism:

Descartes

Spinoza

Leibniz

### 3. Empiricism:

Locke

Berkeley

Hume

### 4. Kantian Philosophy

## GENERAL BIBLIOGRAPHY

Cahn, Steven M., *Classics of Western Philosophy*, Cambridge: Hackett Publishing Company, 1990

Copleston, F., *History of Philosophy*, (Vol. 4, 5 & 6), New York: Image Books, 1960.

Johnston, Derek, *A Brief History of Philosophy from Socrates to Derrida*, London: Continuum, 2006.

Jones, W.T., *Hobbes to Hume*, London: Harcourt Brace & Company, 1980.

Kolenda, Konstantin, *Philosophy's Journey: From the Presocratics to the Present*, Illinois: Waveland Press, 1990.

Marias, J., *History of Philosophy*, New York: Dover Publications, 1966.

Morgan, Vance, *Modern and Contemporary Philosophy in Context*, Michigan: Hayden-McNeil Publishing, 2001

Oliver, Martyn, *History of Philosophy*, New York: Barnes & Nobles, 1999.

Pojman, Louis P., *Classics of Philosophy vol. II: Modern and Contemporary*, New York: Oxford University Press, 1998.

Popkin, R. H., and Avrum Stroll, *Philosophy Made Simple*, New York: Broadway Books, 2001.

Russell, B., *A History of Western Philosophy*, London: Unwin Hyman Ltd, 1979.

Schacht, Richard, *Classical Modern Philosophers*, London: Routledge, 1984.

Stumpf, E.S., *Philosophy: History and Problems*, Singapore: McGraw-Hill Book Co., 1989.

Urmson, J.O. & Jonathan Ree, *The Concise Encyclopedia of Western Philosophy & Philosophers*, London: Routledge, 1993.

Wedberg, Anders, *A History of Philosophy Vol.2: The Modern Age to Romanticism*, Oxford: Clarendon Press, 1982.

'Philosophy', *Microsoft Encarta Encyclopedia 2002*, Microsoft Corporation, 1993-2001.

## 4.10 Cosmology I

### COURSE DESCRIPTION

The student is introduced to the basic concepts in the study of cosmology and their implications on the life of Man. We aim at expanding the scope of the analytical thinking on cosmological issues on the part of the student and helping the student to have an objective view of the origin of the world, its constituent components and its purpose.

The aim is to give the student a balance insight into the study of philosophy of nature. It is hope that at the end of the course the student would be able to discuss philosophy of nature in all its aspects without prejudice. The protection of the environment if a priority.

Scope.....Week 1  
Definition .....Week 2  
Origin of cosmology..... Week 3  
Types of Cosmology .....Week 4  
i. Religious

- ii. Esoteric
- iii. Physical
- iv. Metaphysical cosmology

Questions raised and answered by Metaphysical cosmology

- i. Whence of the universe..... Weeks 5-6
- ii. What of the universe .....Weeks 7-8
- iii. Why of the universe .....Weeks 9-10

#### REQUIEREMENTS

Full and active participation  
 Compulsory attendance  
 Meeting assignment deadlines

Course evaluation  
 Continues assessment 30%  
 End of semester exams 70%

#### References

Timothy Ferris, *The Red Limit: The Search for the Edge of the Universe*, 2nd rev. ed. (1983)

Steven Weinberg, *The First Three Minutes: A Modern View of the Origin of the Universe*, (1988)

Nigel Calder, *Einstein's Universe* (1979, reissued 1982)

Edward R. Harrison, *Cosmology, the Science of the Universe* (1981)

Robert V. Wagoner and Donald W. Goldsmith, *Cosmic Horizons* (1982)

John Barrow and Joseph Silk, *The Left Hand of Creation: The Origin and Evolution of the Expanding Universe* (1983).

Michael Rowan-Robinson, *The Cosmological Distance Ladder* (1985)

Stephen W. Hawking, *A Brief History of Time* (1988),

P.J.E. Peebles, *Physical Cosmology* (1971)

Steven Weinberg, *Gravitation and Cosmology* (1972)

G.W. Gibbons, Stephen W. Hawking, and S.T.C. Siklos (eds.), *The Very Early Universe* (1983).

P.C.W. Davies, *The Forces of Nature*, 2nd ed. (1986).

Stuart L. Shapiro and Saul A. Teukolsky, *Black Holes, White Dwarfs, and Neutron Stars* (1983).

Allan Sandage, Mary Sandage, and Jerome Kristian (eds.), *Galaxies and the Universe* (1982)

S.M. Fall and D. Lynden-Bell (eds.), *The Structure and Evolution of Normal Galaxies* (1981);

Allan Sandage, *The Hubble Atlas of Galaxies* (1961);

Timothy Ferris, *Coming of Age in the Milky Way* (1988).

William Sheehan, *Worlds in the Sky* (1992)

## 4.11 Cosmology II

### COURSE DESCRIPTION

The student is introduced to the basic concepts in the study of cosmology and their implications on the life of Man. We aim at expanding the scope of the analytical thinking on cosmological issues on the part of the student and helping the student to have an objective view of the origin of the world, its constituent components and its purpose.

The aim is to give the student a balance insight into the study of philosophy of nature. It is hoped that at the end of the course the student would be able to discuss philosophy of nature in all its aspects without prejudice. The protection of the environment is a priority.

### Weeks 1-2 revision

1. Scope
2. Definition
3. Origin of cosmology
4. Types of Cosmology
  - i. Religious
  - ii. Esoteric
  - iii. Physical

- iv. Metaphysical cosmology
- 5. Questions raised and answered by Metaphysical cosmology
  - i. Whence of the universe
  - ii. What of the universe
  - iii. Why of the universe

*Laudato Si* By Pope Francis

Introduction

Chapter One – What Is Happening To Our Common Home ....Week 3-4

Chapter Two – The Gospel Of Creation..... Weeks 5-6

Chapter Three – The Human Roots Of The Ecological Crisis...Weeks 7-8

Chapter Four – Integral Ecology.....Weeks 9-10

Chapter Five – Lines Of Approach And Action .....Week 11

Chapter Six – Ecological Education And Spirituality.....Week 12

## REQUIEREMENTS

Full and active participation  
 Compulsory attendance  
 Meeting assignment deadlines

Course evaluation  
 Continues assessment 30%  
 End of semester exams 70%

## References

Timothy Ferris, *The Red Limit: The Search for the Edge of the Universe*, 2nd rev. ed. (1983)

Steven Weinberg, *The First Three Minutes: A Modern View of the Origin of the Universe*, (1988)

Nigel Calder, *Einstein's Universe* (1979, reissued 1982)

Edward R. Harrison, *Cosmology, the Science of the Universe* (1981)

Robert V. Wagoner and Donald W. Goldsmith, *Cosmic Horizons* (1982)

John Barrow and Joseph Silk, *The Left Hand of Creation: The Origin and Evolution of the Expanding Universe* (1983).

Michael Rowan-Robinson, *The Cosmological Distance Ladder* (1985)

Stephen W. Hawking, *A Brief History of Time* (1988),

P.J.E. Peebles, *Physical Cosmology* (1971)

Steven Weinberg, *Gravitation and Cosmology* (1972)

G.W. Gibbons, Stephen W. Hawking, and S.T.C. Siklos (eds.), *The Very Early Universe* (1983).

P.C.W. Davies, *The Forces of Nature*, 2nd ed. (1986).

Stuart L. Shapiro and Saul A. Teukolsky, *Black Holes, White Dwarfs, and Neutron Stars* (1983).

Allan Sandage, Mary Sandage, and Jerome Kristian (eds.), *Galaxies and the Universe* (1982)

S.M. Fall and D. Lynden-Bell (eds.), *The Structure and Evolution of Normal Galaxies* (1981);

Allan Sandage, *The Hubble Atlas of Galaxies* (1961);

Timothy Ferris, *Coming of Age in the Milky Way* (1988).

William Sheehan, *Worlds in the Sky* (1992)

## 4.12 Communication II

### Course Overview

COMM 201 offers an introduction to Communication as an academic discipline. It presents to students basic concepts and principles, definitions, models, and contexts of communication. It will briefly sketch the philosophical, religious and



anthropological dimensions of communication to focus on everyday interpersonal and formal use of language

#### Course Objective/Goals:

The course will expose students to concepts of inter-personal communication, including perception, language and meaning, non-verbal communication, listening and feedback, group dynamics and public speaking. Emphasis will be placed on the application of these principles to the pastoral situation (people, culture and time), and on the preparation of different types of discourse.

#### Learning Outcomes

At the end of the course, students will be able to demonstrate better oral communication skills, a professional writing style, effective presentation skills, conduct of meetings effectively, write good reports and minutes, and use persuasive communication.

Course Delivery: Lectures, Notes (hand-outs), presentations, discussions, video clips

#### Assessment and Grading (as applicable)

Presentation	10 %
Mid--Semester Test Assessment	10 %
Class Activity/ Participation	10 %
Final Exam	70 % Etc.

#### Reading List /Required Text (As Applicable)

Text books, reference materials, journals etc

Mohan K., Banerji, M. (2004). Developing Communication Skills. Delhi; MacMillan.

Evans, D. W. (1982). Communication at Work. London; Pitman.

Inter Mirifica Vatican II

First Aid in English/ Students Companion

Mind Your Language

## Course Delivery

Week 1 Communication- definitions

Week 2 Types of Communication

Week 3 Notices, Agenda, Presentation Groups 1 &2 2017 World Communication Day Message

Week 4 Minutes Group Presentation Groups 3 &4 National Eucharistic Congress Keynote Address

Week 5 The Minutes Writing Process Presentation Groups 5 &6 Communique of 2016 GCBC Plenary Meeting

Week 6 Effective Conduct of Meetings Presentation Groups 7 & 8 Three Examples of Fake news in local church, Ghanaian politics, international media

Week 7 Mid-Semester Test

Week 8 On-line safety Mock Class Meeting Group A

Week 9 On-line safety Mock Class Meeting Group B

Week 10 Mock Class Meeting Minutes Group A

Week 11 Mock Class Meeting Minutes Group B

## 4.13 Metaphysics I

### **COURSE DESCRIPTION AND OBJECTIVES**

This course examines pertinent issues in Metaphysics. It explores the definition of the discipline and introduces seminarians primarily to the Thomistic approach to Metaphysics. Issues to be discussed, range from general Metaphysics (Ostensive and defensive) to the Metaphysics of Being (finite and Infinite).

At the end of the course, seminarians are expected to:

1. Be able examine the nature of being, its properties and division.
2. Be able to critique the concept of the First Principle, and the Metaphysical concept of Truth.
3. Be able to appreciate the Metaphysics of finite and infinite being.

## REQUIREMENTS

- vi) Seminarians must participate fully and actively in every lecture.
- vii) Seminarians must do the assigned readings
- viii) Seminarians must meet assignment deadlines.
- ix) Seminarians must be Punctual

## Content

1. Defining Metaphysics
2. Being in General: Nature, Properties and Division
3. The First principle and Truth
4. Metaphysics of Finite Being
  - a. Composition of finite being
  - b. Substance
  - c. Accidents
  - d. Causes
5. Metaphysics of Infinite Being

## COURSE EVALUATION

Continuous Assessment	30%
End of Semester Exam	70%

## Reading List

Ando, T., (1974). *Metaphysics: A critical survey of its meaning*. The Hague: Martinus Nijhoff.

Grenier, H. (1950). *Thomistic philosophy: Metaphysics vol. III*. Charlottetown: Dunstan's University.

Carroll, J. W. & Markosian, N., (2010). *An introduction to metaphysics*. Cambridge: Cambridge University Press.

Kim, J. & Sossa, E. (2002). *A companion to metaphysics*. Oxford: Blackwell Publishers Inc.

Note: Further reading materials will be assigned lectures progress.

## 4.14 Philosophical Anthropology

### COURSE DESCRIPTION

This course seeks to introduce students to the importance of reflecting on the human being as regards the origin, meaning and value of his existence and his end. Starting from the common experience of living and its implications, there will be an attempt to take a metaphysical analysis of the phenomenon of life. Consequently, attention will be given to the self-transcendence, the soul and the rapport between the soul and the body.

Life after death will also be discussed.

### REQUIREMENTS

- x) Students must participate fully and actively in every lecture: presence very important.
- xi) Students must do the assigned readings.
- xii) Students must meet assignment deadlines.
- xiii) Students must be Punctual

### PART ONE- INTRODUCTION

Towards a definition of Philosophical Anthropology

Methods of Philosophical Anthropology

Prominent Moments in History of Anthropology

### PART TWO- THE PSYCHIC ACTIVITY OF THE HUMAN PERSON

Human Life (Vitalism, Mechanism, Constitutive Elements of living beings)

Human Evolution (Arguments, Theories, Finalistic, A- Finalistic, Philosophical Critique)

Human Knowledge (Sensitive, External & Internal Senses, Intellectual Knowledge, Intimate Union

Between Sensitive & Intellectual Knowledge)

Language

### PART THREE: HUMAN APPETITION

Division of Appetition (Natural & Elicited Appetites; Sensitive Appetite)

Human Will (Processes of the Will; Undeliberated & Deliberated)

Human Freedom (Freedom & Determinism, Affirmation of Freedom, Freedom & Love,

Fundamental Option and Freedom)

PART FOUR- THE -HUMAN BEING AS A PERSON

The Human Body

Substantial Being & its Unity: The Person

Metaphysical Definition of the Human Person

Self- Transcendence (Egocentric, Philanthropic, and Theocentric Solutions)

The Human Soul/ Spirit

Human Death (causes, scientific concept)

Human Person & Immortality

BIBLIOGRAPHY

Basic bibliography

Agassi, J. *Towards a Rational Anthropology*, The Hague: Martinus, Nijhof, 1977.

Mair, L. *An Introduction to Social Anthropology*, Oxford: Clarendon, Press.

Maxwell. A. *Human Evolution: A Philosophical Anthropology*: New York, Columbia University Press, 1984.

Secondary sources

Azar, L. (1989), *Man: Computer, Ape, or Angel?* Massachusetts, Hanover, Christopher Publishing House.

Bogliolo, L. (1984), Karotemprel S. (ed.), Chin Noel (Trans.), *Philosophical Anthropology: A Complete Course in Philosophy*. Shillong, Sacred Heart Theological College.

Davies, J. A. (2009), *Philosophy of the Human Being*. New York, University Press.

Donceel, J.F. (1967), *Philosophical Anthropology*. Kansas, Sheed and Ward, Inc.

Heschel, A. J. (1965), *Who is man?* California, Standford Press.

Lombo, J. A. & Russo, F. (2017), *Philosophical Anthropology: An Introduction*, digital edition

Lucas, R. (2005), *Man Incarnate Spirit*. Torino, Circle Press.

Mondin, B. (1985), *Philosophical Anthropology: Man an impossible project*, Bangalore, Theological Publications in India, Reichmann, J. B. (1985), *Philosophy of the Human Person*. Chicago, Loyola Press.

Swindal, J. C. & Gensler, H. J. (eds), *Anthology of Catholic Philosophy*. Lanham, Sheed and Ward, Inc.

## 4.15 New Testament Greek II

### COURSE DESCRIPTION

This course is designed to offer students with an intermediate knowledge of Greek and the opportunity to increase their fluency in Greek reading and to explore the diversity of Hellenistic Greek. It follows upon Modern Greek I. The aim is to practice extended reading in Greek, to introduce the students to a variety of Greek texts, both canonical and extra-canonical, and to continue to work with more advanced grammatical and syntactical concepts.

### COURSE OBJECTIVES

By the end of the course, the students should be able to:

1. Translate Modern Greek into several genres and styles at an advanced intermediate level and read short passages from the New Testament
2. Apply standard translation techniques in Hellenistic Greek to analyse Greek texts grammatically and syntactically.
3. Understand and be able to use advanced grammatical forms and concepts such as the optative and its various uses, indirect discourse and the sequence of moods, and the several classes of conditional sentences.
4. Analyse and discuss word use and syntax for their contribution to a text's meaning.

## COURSE CONTENT

1. The Greek Adjectives
2. Substantive Use of Adjectives;
3. Substantive Use of Articles, Articular Infinitive;
4. Vocabulary 1.
5. Third-declension nouns and Characteristics
6. Square of Stops I
7. Square of Stops II
8. Vocabulary II
9. Article
10. I & II Personal Pronouns

## LEARNING OUTCOMES

By the end of this course, successful students (you!) will be able to recognize basic ancient Greek vocabulary(words), morphology (the forms of words)and grammar (how these are combined to make meaning), and you will be able to read and compose simple texts in ancient Greek. Through the systematic study of Greek, you will also have a solid understanding of how the English language works, and where many of our words come from. In addition, you will have had practice in developing important intellectual skills, including sharing your learning with others in class, the establishment of disciplined study routines, the memorization of new information, and the application of that information, in accordance with a set of learned rules, to analyze and decode different systems of meaning.

## ASSESSMENT

Interim assessment -25 %

Clarity of work and Class Participation – 5 %

Final Exams – 70 %

## READING LIST

Jay Eric G, (1958) *Testament Greek (Introductory Grammar)*. Cambridge: University Press.

Mounce D, Williams (1993) *Basics of Biblical Greek*. Michigan: Zondervan , Grand Rapids.

#### WEBSITE

<http://www.xanthi.ilsp.gr/filog/> (*Filoglossias* the best online course for Modern Greek beginners provided by the Institute for Language and Speech Processing)

[http://www.greek-language.gr/greekLang/modern\\_greek/index.html](http://www.greek-language.gr/greekLang/modern_greek/index.html) (the most comprehensive reference guide for Modern Greek)

### 4.16 African Philosophical Thoughts

#### Course Overview

The course provides Seminarians with basic knowledge of the development of African Philosophy. It deals with issues in the study of African philosophy such as the meaning and nature of African philosophy, whether it exists or not and its source. The course also traces the history of African philosophy from the ancient through the medieval, modern and the contemporary times. The course looks at African metaphysical, epistemological and axiological thoughts and compares these with European thoughts. The course answers the question "Who is an African."

#### Course Objectives

By the end of the course seminarians will be expected to:

- Examine the metaphysical, epistemological and axiological views of their ethnic origin and some other ethnic groups in Ghana and Africa
- Identify the sources of African philosophy
- Relate the philosophical thoughts of the African to some African institutions
- Identify issues of integration of the Christian experience of the local church into the culture of its people
- Examine the relevance of African Philosophical thoughts to the Ministry of priesthood in Africa.

#### Intended Learning Outcome

Students who have successfully completed the course, should be able to:

- i. Trace the development of African Philosophy
- ii. Analytically:
  - a. Classify African philosophy and explain whether African thinking is different from European thinking



- b. Describe issues of integration of the Christian experience of the local church into the culture of its people
  - c. Discuss the reasons African philosophy is relevant
- iii. Trace the history and trend of evolution of African philosophy and its relation to other philosophies students have studied
  - iv. Communicate orally or in writing suggestions to the Bishops Conference the contents and structure of enculturation
  - v. Conduct search for traditional information

Topics

- i. Introduction
  - African Philosophy: Meaning, Nature, source method of study and relevance to African identity and personality.
  - History of African Philosophy: Ancient, Mediaeval, Modern and Contemporary
- ii. African Philosophical system
  - Metaphysics
  - Epistemology
  - Axiology
- iii. African Philosophical thoughts and European Thought
- iv. Trend in African Philosophy;
  - a. African Philosophy and African Traditional Religion
  - b. African Philosophy and Christian Religion
  - c. African Philosophy and Political Philosophy

Pedagogical Strategies

- PowerPoint presentations
- Group Discussions and presentations by students
- Reading Assignment – Students required to read the following weeks’ topic to prepare ahead prior to the lecture.

Assessment: Pedagogical Strategy and Scoring

Intended Outcomes Pedagogical Strategy	Weight %
Continuous Assessment	
Performance in group and individual presentations	5%
Quiz	10%
Students work on individual assignments	15%
Total	30%
Final Assessment	
Final Examination	70%
Total	100%

## Reading List

Bohannon, P., & Dalton, G. (eds) (1994) Africa and Africans. NY The Natural History Press

Forde, D., ed (1954). Africa Worlds London: Oxford University Press

Shorter, A. (1973). African Culture and the Christian Church. London: Geoffrey Chapman

Argyle, M. (2000). Psychology and Religion. London: Routledge.

Bediako, K. (2004). Jesus and the Gospel in Africa: History and Experience. N.Y. Orbis

Catholic Bishops Conference of Ghana, (1997). Ecclesia in Ghana: on the Church in Ghana and its Evangelizing mission in the Third Millennium. Accra:

Asiama, E. K. (2012). Social Studies. Accra: Adonai

Gyekye, K. (1995). An essay of African Philosophical thought: The Akan conceptual scheme. Temple University

Gyekye, K. (1998). African culture values. Accra: Sankofa,

Mbiti, J. (1969). African Religions and Philosophy. Heinemann

Nelson- Adjakpey, T. (1982). The faith of our fathers, from tradition to Christ. Accra.

Nukunya, G. K. (2003). Tradition and Change in Ghana: An Introduction to Sociology. Accra: Ghana University Press

Sarpong, P. K. (1974). Ghana in Retrospect. Accra: Ghana Publishing

Falola, T., & Ade, J.F. (2000). Tradition and Change in Africa. The Essays of J.F. Ade Ajayi. NJ: Trenton.

## 4.17 Moral Philosophy II

## OUTLINE

1. Introduction
2. The fundamental ethical question: some challenge
  - A. Psychological egoism
  - B. Determinism
  - C. Ethical relativism
  - D. Ethical emotivism
3. What makes an action right?
  - A. Actualizing human nature
  - B. Obeying the will of god
  - C. Maximizing human happiness
  - D. Pursuing one's duty
4. Normative ethical issues
  - A. Ethical issues in medicine
    - I. Abortion
    - II. Euthanasia
  - B. Ethical issues in public policy
    - I. Distributive justice
    - II. Criminal justice

### Additional bibliography

Bond, e. j., ethics and human well-being, Blackwell publishers, oxford, 1996

Borchert, d.m. & david stewart, exploring ethics, macmillan publishing company: new York, 1986.

Holmes, Robert I., basic moral philosophy, wadsworth publishing company: new York, 1998.

Hoose, b., Christian ethics: an introduction, liturgical press: Collegeville, 1998.

Kelly, kevin, new directions in sexual ethics, Geoffrey chapman: London, 1998.

Glover, jonathan, causing death and saving lives, penguin books: London, 1990.

Punzo, v. c., an introduction to moral philosophy: reflective naturalism, macmillan company: new York, 1969.

## 4.18 Social Structure of Modern Ghana

### Course Overview

This course is designed to explain the impact of social change of traditional Ghanaian social institutions: the transition from colonialism to modern nation state. The main emphasis will be on the impact of the colonial and post-colonial administration on the gradual transportation of the traditional political, religious, economic, marriage and family and educational consequences. Social stratification and social status, contemporary social problems such as tribalism bribery and corruption, population trends and effects of rural urban migration will be discussed.

## COURSE CONTENT

Bribery and corruption	week one
Tribalism in Ghana	week two
The political system in Ghana	week three and four
Chieftaincy in modern Ghana	week five
Social stratification in Ghana	week six
Funerals in Ghana	week seven
Formal education in Ghana	week eight
The ramifications of HIV/AIDS in Ghana	week nine
Language in Ghana and Africa	week ten and eleven
Conflicts in Ghana and Africa	week twelve
RECAP thirteen	week

Seminararians are required to present a five –page Take Home paper in mid-semester.

## References

- De Blij H. J., 1993: *Human Geography*, 4<sup>th</sup> Ed. John Wiley & sons, Inc. NY
- Bilton, T. 1996: *Introductory Sociology*, 3<sup>rd</sup> Ed. Macmillan, London.
- Charon, J. M. 2009: *The meaning of Sociology: A Reader*, 9<sup>th</sup> Ed. Pearson Prentice Hall, New Jersey.
- Chinoy Eli, 1967: *Society and introduction to Sociology*. Random House, New York.

- Coleman, J. W. 1980: *Social problems*. Harper & Row, New York
- Coser, L. A. 1976: *Sociology theory*, 4<sup>th</sup> Ed. Macmillan
- Calhoun, C., 1994: *Sociology*, 6<sup>th</sup> Ed. McGraw Hill, NY
- Deleur M. L. 1981: *Sociology human society*, 3d Ed. Scott, Foresman and Company, Dallas, Tex.
- Fasold Ralph, 1987: *The sociolinguistics of society*. Basil Blackwell
- Giddens, A. Ed, 1998: *Social Theory Today*. Stanford
- Goodman Norman, 1992: *Introduction to sociology*. Harper Perennial
- Hebding, D. E. 1992: *Introduction to Sociology: A text with readings*, 4<sup>th</sup> Ed. McGraw-Hill, NY

#### 4.19 Introduction to the New Testament

### COURSE OUTLINE

Week 1: The New Testament and its world

- I. The Foundation of the New Testament
  - Week 2: oral transmission of the gospel material
  - Week 3: the written tradition
  
- II. Then Origins of the Text
  - Week 4: The Canon
  - The Manuscript
  
- III. Literary and methodological issues
  - Week 5: the synoptic problems
  - Literary forms in the gospel
  - Week 6: new Testament criticism / methodological approaches
- IV. The early Christian confessional portion in new testament writings
  - Week 7: what are the confessional traditions?
  - Identification and nature of the early Christian confession
  
- V. Contextualization of the confessions of the New Testament
  - Week 8: the Pauline corpus and other letters
  - The synoptic gospel and acts

The forth gospel and Johanine apocalypse

VI. The new testament and the modern world

Week 9 and 10: interoperating the New Testament in Africa

-- Christian ethics

-- ecological studies

-- poverty campaigns

-- the New Testament and health issues

Week 11 & 12: the new testament in Ghanaian Christianity

--evangelization/evangelism/preaching

--music ministry

Reading list

Boxall, L. *SCM Study guide to the New Testament interpretation*. Norwich, 2007

Branick, V.P. *Understanding the New Testament and its message*. 4<sup>th</sup> ed.

New York: 1998, 80-113; 164-174.

Ehrman, Bart D. *A Brief introduction to the testament. Second Edition*. New

York: Oxford University Press, 2009,

Gerri, M, T Maluleke and J.Ukpong. *Interpreting the New Testament in Africa*.

Nairobi, 2001.

Harris, S.L. *The New Testament: A Student's introduction*. New York.

Hayes, J.H.C.R. Holladay. *Biblical Exegesis: A Beginner's handbook*. Atlanta

Holladay, C.R.A. *Critical introduction to the New Testament*. New York:  
interpreting the New Testament and its message. Nashville, 2005 26-76.

Longenecker, R. *New wine into fresh wineskins: Contextualization of the*

*Confessions*. Peabody, 199.

Ossom-Batsa, G. (2012). African interpretation of the bible in the communicative perspectives. *Ghana Bulletin of Theology*, 2(2012), 91 – 104.

Perkins, Pheme. *Reading the New Testament: an introduction. 3<sup>rd</sup> edition.* New York, Paulist Press, 2012.

Strauss, Mark L. *Four portraits, one Jesus: a survey of Jesus and the gospels.*

## 4.20 History of Contemporary Philosophy

### Course Overview

This course is intended to provide you with a general history of philosophies and philosophers of the late 19<sup>th</sup> century and the 20<sup>th</sup> century. Our approach is topical rather than chronological. Neo-vitalism, pragmatism, analytical philosophy, and existentialism are examined. Under each topic at least a philosopher (of the persuasion) is studied in detail.

### Bibliography:

Guinon C. & de Reperboom, *Existentialism, basic writings*, Cambridge: Hackett Publishing Company Inc., 1995.

Jones, W. T. & Robert J. Fogelin, *The Twentieth Century to Quine and Derrida*, London: Harcourt Brace & Company, 1980.

Marias, J., *History of Philosophy*, New York: Dover Publications, 1966.

Microsoft Encarta Encyclopaedia, 2002. (related articles).

Popkin, R. H. & Avrum Stroll, *Philosophy Made Simple*, Oxford: Butterworth-Heinemann Ltd, 1986.

Pojman, Louis P., *Classics of Philosophy Vol. 11: Modern and Contemporary*, Oxford University Press, 1998.

Stumpf, E. S., *Philosophy: History and Problems*, Singapore: McGraw-Hill Book Co., 1989.

Urmson, J. O. & Jonathan Ree, *The Concise Encyclopedia of Western Philosophy & Philosophers*, London: Routledge, 1993.

Walsh, Martin J., *A History of Philosophy*, London: Geoffrey Chapman, 1985.

Oliver, Martyn, *History of Philosophy*, New York: Barnes & Nobels, 1999.

## 4.21 Symbolic Logic

### Introduction: Course Overview

This course helps the Seminarian develop their knowledge and skills relating to symbolic logic. In all spheres of life and all academic studies, logic (deductive or inductive) is required in drawing conclusions and arriving at objective facts. Even in qualitative studies interpretation is largely based on logical analysis, consistency, and coherence between premises and inferences or conclusions. Future students of theology and religious ministers are particularly resourced by this course to enhance their skills for higher theological studies and eventually decision making as pastors and managers of institutions under their care.

### Course Objective/Goals

The long-term objectives of the course are:

- i) to develop the logical skills of students who are preparing for higher courses in the theological sciences;
- ii) to initiate students into tools required for analysis of arguments in everyday usage as well as in scientific work;
- iii) to prepare seminarians for the application of philosophical rigour in the discussion of current debates and new issues in the sciences;

### Learning Outcomes

At the end of the course, students should be able to:

- apply their understanding of propositional logic to evaluate the truth value of compound propositions and arguments;
- use appropriate logical techniques to determine valid from invalid arguments;
- apply the knowledge of truth tables to determine validity of arguments;
- apply truth tables to evaluate the validity of propositions;
- distinguish between the properties of propositional logic and predicate logic (or first-order predicate calculus)
- translate statements into quantifiers and propositional functions;
- translate statements using constant propositions.

### Course Delivery:

- Frontal teaching and working of examples, with attention to weaker students;



- Use of technology to do Symbolic Logic;
- Practical work on examples in textbooks.

### Plagiarism policy

Plagiarism in any form is unacceptable and shall be treated as a serious offence. Appropriate sanctions, as stipulated in the Plagiarism Policy, will be applied when students are found to have violated the Plagiarism policy. The policy is available at

<http://www.ug.edu.gh/aqau/sites/aqau/files/images/UG%20Plagiarism%20Policy-April%202015.pdf>

ALL students are expected to familiarize themselves with the contents of the Policy.

### Assessment and Grading

- A set of questions will be distributed every time in class and students are expected to work out examples on the board;
- Assignments are presented to students for grouped or individual work and marks computed for internal assessment grade of 30%;
- A two-and-a-half hour final examinations would be conducted, graded 70%.

### Grading Scale

Refer to Undergraduate Handbook.

### Course Delivery Schedule

WEEK	DATE	LECTURE	TOPIC	COMMENTS
1	20/01/17	0	Reopening	
2	27/01/17	1	Propositional Logic Symbols and Translation	Hurley Ch. 6 6.1
3	03/02/17	2	Symbols and Translations	6.1
4	10/02/17	3	Truth tables for Propositions	6.2
5	17/02/17	4	Truth Tables for Arguments	6.3
6	24/02/17	5	Truth tables for Arguments	6.3
7	03/03/17	6	Indirect Truth Tables	6.4
8	10/03/17	7	Indirect truth tables	6.4
9	17/03/17	8	Argument Forms and Fallacies	6.5
10	24/03/17	9	Refutation of Dilemmas	6.5
11	31/03/17	10	Natural Deduction in Propositional Logic Rules of Implication I Application of the Rules of Implication I	Hurley Ch. 7 7.1 7.1 7.2 7.3

12	07/04/17	11	Predicate Logic: Symbols & Translation	Hurley Ch. 8.1
13	21/04/17	12	Symbols & Translation	8.1
14	28/04/17		Revision	
15	05/05/17		Exams	
16	12/12/17		Exams	

#### READING LIST:

##### Required Literature

Hurley, Patrick J. (2015). *A Concise Introduction to Logic* (12<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

##### Other relevant Literature

Bostock, D. (1997). *Intermediate Logic*. Oxford: Clarendon Press.

Copi, Irvin M., Cohen, C., & McMahon, K. (2014). *Introduction to Logic* (14<sup>th</sup> ed.). Essex, England: Pearson Education Ltd.

Nance, James B. (2014). *Intermediate Logic: Mastering Propositional Arguments* (Student: Third Edition). Idaho/Moscow: Canon Press.

##### Other Information

This outline may change when circumstances require it. Students would be notified appropriately. Each holiday or lost period would be made up at an appropriate time. Each student is encouraged to participate in computer lab work as well as group projects and tutorial sessions.

## 4.22 Epistemology

#### COURSE DESCRIPTION

After an elaborate introduction, this course will map out the contribution diverse philosophers made in the course of philosophy's history. We shall look at epistemological issues as they emerged in the following epochs: Ancient philosophy; Hellenistic philosophy; Medieval philosophy; Modern philosophy; Twentieth century philosophy and then examine relevant issues.

##### Learning objectives:

By the end of the course, students should be able to (demonstrate):

1. reasonable familiarity with the fundamental issues and problems associated with the theory of knowledge
2. capacity to address clearly, carefully, coherently, and conclusively – in speech and writing – a number of the issues and problems that characterize this core area of philosophy
3. provide basic yet adequate explanations of the positions and related terms (e.g. a priori, coherentism, reliabilism etc.) that constitute the “grammar of epistemology”.

Course format:

The course will rely heavily on readings, particularly from the textbook identified as essential for the course: Epistemology: The Theory of Knowledge. A number of classical texts of epistemology (e.g. Meno, Meditations) will equally be examined. Time permitting, there will be opportunity for group presentations on aspects of the course such as deal with the “grammar of epistemology”.

TOPICS

- Week 1: Definition and History of Epistemology
- Week 2: Knowledge – Definition and Analysis (Justified True Belief - JTB)
- Week 3: Analysis of JTB – The Belief Condition
- Week 4: Analysis of JTB – The Truth Condition (The Three Theories of Truth)
- Week 5: Analysis of JTB – The Justification Condition & the Gettier Problem
- Week 6: The Gettier Problem contd.
- Week 7: Sources of Knowledge
- Week 8: Sources of Knowledge – Rationalism & Empiricism
- Week 9: Sources of Knowledge – Reliabilism & Foundationalism
- Week 10: Sources of Knowledge – Coherentism & Naturalism
- Week 11: Case study – Examination of theories of knowledge: Locke & Spinoza
- Week 12: Leibniz & Kant
- Week 13: Scepticism
- Week 14: Revision

REQUIEREMENTS

Full and active participation

Compulsory attendance

Meeting assignment deadlines

## COURSE EVALUATION

Continues assessment 30%

End of semester exams 70%

## BIBLIOGRAPHY

Essential reading:

Cardinal, Daniel, Jeremy Hayward, and Gerald Jones. (2004). *Epistemology: The Theory of Knowledge*. London: Trans-Atlantic Publications, Inc.

Additional readings:

Audi, Robert. (1998). *Epistemology: A Contemporary Introduction to the Theory of Knowledge*. London: Routledge.

Craig, Edward. (Ed). (2000). *Routledge Encyclopedia of Philosophy*. London: Routledge.

Internet resources:

<http://plato.stanford.edu/>

<http://philosophybites.com/epistemology/>

## 4.23 Philosophy of Religion

### COURSE DESCRIPTION

The student is introduced to the basic religious concepts and their implications on the life of man. We aim at expanding the scope of the analytical thinking on religious issues on the part of the student and helping him to have an objective view of the religious world. It is hope that at end of the course the student will have a balance insight into the study of religions.

### COURSE CONTENT

#### SCOPE

The study of religions

Definition of religion:

The concept and definition of philosophy of religion.	Weeks one and two
Faith and Reason	Weeks three and four
G W F Hegel- Christianity of Religion as Philosophy	Week five and six
L Feuerbach- Religion as Alienation	Week seven and eight
Karl Marx- Religion as Opium of the Masses	Week nine and ten
Future of Religion	Week eleven
Tutorials	Week twelve

### **REQUIEREMENTS**

Full and active participation

Compulsory attendance

Meeting assignment deadlines

### **COURSE EVALUTION**

Continues assessment 30%

End of semester exams 70%

### Reference List

Encyclopedia and Dictionaries

Audi, Robert (General Editor) (1999) the Cambridge Dictionary of Philosophy (second edition), Cambridge University press,

Encyclopedia Britannica, Ultimate Reference Suite. 2010

Edwards, Paul, (Eds.). The Encyclopedia of Philosophy (vol. 8), New York: Macmillan Publishing Co., 1967.

### Books

Durant, Will (1926) The Story of Philosophy. New York: Simon and Schuster.  
Rowe, William L. and Wainwright, William J., Philosophy of Religion (2<sup>nd</sup> Ed.), 1973. N.Y.

John Paul II, *Fides Et Ratio*, London: catholic truth society, 1998. Nedoncelle, Maurice,

Hegel G W F: *phenomenology of mind*. Dover publications inc., Mineola New York (2003)

Hegel G W F: *Phänomenologie Des Geistes*. 1921 (1907)

Hegel G W F: *Philosophy of Rights* (translate by S W Dyde) (1996)

Bernard M.G. Reardon, *Hegel's Philosophy of Religion* (1977):

Ludwig FEUERBACH

*The Essence of Christianity* (1841)

*The Essence of Religion* (1846)

*Theogony* (1857)

Karl MARX

*Critique of Hegel's Philosophy of Right* (1843)

*Economic and Philosophy Manuscripts of 1844* (1844)

*Theses on Feuerbach* (1845)

*The Poverty of Philosophy* (1847)

*Manifesto of the Communist Party* (1848)

Raven, Charles, *Religion and the Future*, Harrisburg: Morehouse Publishing, 1994

### **Extra Reading Materials**

Fideism. *Encyclopedia Britannica*. Ultimate Reference Suite. Chicago: Encyclopedia Britannica, 2014.

McCool, G. FIDEISM. *The New Dictionary of Theology*. Ed.,: Joseph a. Komonchak, Mary Collins, Dermot A. Lane. Collegeville: The Liturgical Press, 1987.

Mariaty, M. Blaise Pascal; *the Routledge compendium to Philosophy of Religion*. 2<sup>nd</sup> ed., T.J. International Ltd., London: 2013.

*New Dictionary of Biblical Theology*. "Faith" New Delhi:Rekha Printers Pvt. 2002.

Dick, S. *Faith and Reason*. Apologetics Press, Montgomery: 1996.

Flannery, Austin. "Vatican Council II:.. New Delhi: Rekha Printers Pvt. 2007.

John, Paul II. (Pope). Faith and Reason; Encyclical Letter.

#### **4.24 Human Development**

This course aims at delving into the definition of human development. It will introduce Seminarians to certain issues in developmental psychology and finally explore different types of theories.

##### **COURSE OUTLINE**

- 1) Introduction,
- 2) Human Formation in the Seminaries,
- 3) Prenatal Development: From Conception to Birth
- 4) Physical Development
- 5) Cognitive Development: Childhood into Adolescence
- 6) Psychosocial Development; Freud Versus Erikson
- 7) Moral Development
- 8) Abnormal Development
- 9) Socialization
- 10) Recurring Issues In Human Development
- 11) Introduction to Mental Health (Mental Disorder).

##### **References**

Afrifa A. Human Growth And Development From Conception To Adolescence, Centre For Continuing Education, University Press Legon, 2009.

Cloninger, S. C., Theories of Personality, 2nd, ed, Prentice-Hall, Inc, N. J., 1996.

Eysenck, H. J., et, al. Eds., Encyclopedia of Psychology, vol. II, Search Press, London, 1972.

Malim, T. and Ann Birch, *Introductory Psychology*, Macmillan Press Ltd., London, 1988.

Vander Zanden, J. W., *Human Development*, 5th eds., McGraw-Hill Inc, N.Y., 1993.

## 4.25 Comparative Social Institutions

### Course Description

Human beings are social and political creatures who live in families, tribes and build networks. Their interaction creates social institutions. This course then is concerned with the nature and functions of social institutions; social institutions in comparative perspective; marriage, family and kinship systems; Religion and modes of religious expression; Political organizations: the maintenance of law and order in contrasting political systems; formal organizations and bureaucracy; contemporary social issues: population and development, ethnicity, bribery and corruption, problems of the urban and rural environments. Seminarists then are introduced into investigating central questions about society and the human condition by comparing families, communities, countries, and other social units across the globe and over time.

### Course Objective/Goals

By the end of this course, students will:

- i. Begin to understand their positions in the social world,
- ii. Understand the range of approaches that exist for the distinct questions they ask about individuals, groups, and social institutions
- iii. Understand what social institutions are and the forces that create, sustain and alter social institutions over time and space,
- iv. Be able to describe and evaluate different explanations of formation of social institutions.

### Course Delivery

- Frontal teaching and lectures;
- Presentations of Group projects;
- Individual reviews of assigned readings.

### Plagiarism policy

Plagiarism in any form is unacceptable in St Paul Seminary and shall be treated as a serious offence. Appropriate sanctions, as stipulated in the Plagiarism Policy, will



be applied when students are found to have violated the Plagiarism policy. The policy is available at <http://www.ug.edu.gh/aqau/sites/aqau/files/images/UG%20Plagiarism%20Policy-April%202015.pdf>

All students are expected to familiarize themselves with the contents of the Policy.

### Assessment and Grading

1. Assignments are presented to students for grouped or individual work and marks computed for interim assessment grade of 30%;
2. A two-and-a-half-hour final examination would be conducted, graded 70%.

### Grading Scale

Refer to Undergraduate Handbook.

### Reading List

Abotchie, C. (2014). Traditional Ghanaian Social Institutions. Accra: Olive Tree Printing Service.

Assimeng, M. (1989). Religion and Social Change in West Africa. Accra: Ghana Universities Press.

Berger, P. L. (1963). Invitation to Sociology: A Humanist Perspective. New York: Anchor Books. Chapter 4.

Berger, P. L. (1967). The Sacred Canopy: Elements of a Sociological Theory of Religion. New York: Doubleday & Company, Inc.

Coleman, J. W. (1980). Social problems. New York: Harper & Row.

Deleur, M. L. (1981). Sociology human society (3rd ed.). Dallas, Texas: Scott, Foresman and Company.

Goodman Norman, 1992: Introduction to sociology. New York: HarperCollins Publishers.

Lena, Hugh F., Helmreich, W. B. and McCord, W. (1992). Contemporary Issues in Society. New York: McGraw -Hill, Inc.

Malinowski, B. (1931). The Role of Magic and Religion. In Encyclopedia of the Social Sciences (pp. 37 – 46). London: MacMillan Publishers.

Nukunya, G. K. (1992). Tradition and Change in Ghana: An Introduction to Sociology. Accra: Ghana Universities Press.

Schor, J. (2010) Sustainable Work Schedules for All. In Erik Assadorian, State of the World 2010: Transforming Cultures: From Consumerism to Sustainability (pp. 91 – 95). New York, NY: WW Norton.

### Other Information

This outline may change when circumstances require it. Students would be notified appropriately. Each holiday or lost period would be made up at an appropriate time. Each student is encouraged to participate in group projects and tutorial sessions.

### Course Delivery Schedule

LECTURE	DATE	TOPIC	REMARKS
Lecture 1:	1-2-18	The concept of Social Structure	
Lecture 2:	8-2-18	The concept of Social institutions	
Lecture 3:	15-2-18	Structure of Social Institutions	
Lecture 4:	22-2-18	Functions of Social Institutions	
Lecture 5:	1-3-18	Social Change on Social Institutions	
Lecture 6:	8-3-18	Theoretical perspectives on the Family	
Lecture 7:	15-3-18	Contemporary Social Issues: Globalization	
Lecture 8:	22-3-18	Bribery and Corruption	
Lecture 9:	29-3-18	Population and Development	
Lecture 10:	12-4-18	Secularization and Ethnocentrism	
Lecture 11:	19-4-18	Theoretical perspectives of Religion	
Lecture 12:	26-4-18	Terrorism as a Religion.	

## CHAPTER FIVE: PHILOSOPHY THREE SYLLABUS

### 5.1 Introduction to Sacred Liturgy V

- 1) Introduction to the *Liturgical Spirituality*
  - (a) The *Sacramental Liturgy*
  - (b) The Purpose of the Sacraments
    - i. *Sanctification of men*
    - ii. *Building the Body of Christ (Church)*
    - iii. *Giving worship to God*
  - (c) Liturgy as *Source* and *Summit* of Church Life
  
- 2) Introduction to the *Liturgical Books*: Definition
  - i. *Texts* (to chant or recite)
  - ii. *Rites* (to perform/practice)
  - iii. *Rubrics* (rules to observe)

Note:

Since "The study of sacred liturgy is to be ranked among the compulsory and major courses in seminaries and religious houses of studies" (*SC* n. 16), the COURSE OUTLINE covers the *Four Years* for the St Paul's Major Seminary, Sowutuom.

John Paul II (Pope), *Catechism of the Catholic Church (CCC)*, Vatican City, 1994

Jovian P. Lang, OFM, *Dictionary of the Liturgy*, Catholic Book Publishing Co., NY, 1989.

*Handbook for Liturgical Studies* (5 vols.), Anscar J. Chupungco, OSB (Editor), Liturgical Press, Collegeville, 1997

*The Holy Bible*, The New Revised Standard Version, Catholic Edition for India, Bangalore, 1993

Roguet A.-M, OP, Commentary on *The General Instruction on the Liturgy of the Hours*, tr. Peter Coughlan and Peter Purdue, Geoffrey Chapman, London, 1971

Vatican II, The Constitution on the Sacred Liturgy, *Sacrosanctum Concilium* (SC) in *The Conciliar and Post-Conciliar Documents*, Austin Flannery (Gen. Edit.), St Paul's, Mumbai, 2001

## 5.2 Philosophical Foundations of Marxism

### Course Description

This course is a philosophically oriented introduction to Marx, focusing on the methodological, conceptual, and logical analysis of Marx's thought rather than on the intellectual and political movement of Marxism after Marx. Topics include Marx's critiques of Hegel and Feuerbach; his theory of revolutionary practice and critique of philosophy; his "philosophical anthropology" or developmental theory of human nature; his critique of politics and the state; his materialistic theory of history; his analysis of class and class struggle; his theory of alienation and ideal of freedom; his critique of bourgeois economic theories; his analysis of capitalism; his critique of utopian socialism; and his conception of humanity under post-revolutionary communism.

### Delivery Procedure

Class sessions will be conducted through lectures, audio-visual aids, students' reports and the dialogical approach.

### Course Requirements

#### Assessment

- **Group Presentations**

Throughout the semester students/seminarians will be working in groups on specific topics that they will be given and then present these topics as and when they are required to do so. The presentations will cover 20% of total grade. On the day of the presentation, students/seminarians are expected to submit a paper whose length should be 10-15 pages long (Extensive guidelines of the paper will be provided in class).

- **Class Attendance**

Seminarians/Students are expected to attend all classes. If you miss more than two classes during the semester without proper information, your course grade will be reduced.

- **Test and Final Examination**

During the semester seminarians/students are expected to take a test and an end of semester examination. The test and the exam will cover 10% and 70% of total grade respectively.

## **Course Schedule**

### Part 1: Foundations of Marx's Thought

#### 1. German philosophy

- Hegelian philosophy
- Bruno Bauer
- Ludwig Feuerbach
- Moses Hess

#### 2: French Socialism

- Materialist sense consciousness
- Claude Saint-Simon
- Charles Fourier
- Jean-Pierre Proudhon

#### 3. British Political Economy

- Concept of economic value
- Concept of economic man
- Night-watchman economic state

#### 4. Marx as a Young Hegelian

- Biography of the Young Marx
- Notion of praxis
- Critique of Bruno Bauer - *On the Jewish Question*, 1844 (pp. 46-70)
- Critique of Moses Hess - *Critique of Hegel's Philosophy of Right: Introduction*, 1844 (pp. 71-82)
- Alienated Labour and Critique of Hegelian Philosophy - *Economic and Philosophical Manuscripts of 1844*, 1844. (pp. 83-121)

### Part 2: Marxist Historical Materialism and Revolutionary Praxis

*The Holy Family*, 1845

*Theses on Feuerbach*, 1845 (pp. 171-174)

*The German Ideology*, 1846 (pp. 175-208)

*The Poverty of Philosophy*, 1847 (pp. 212-233)

*The Communist Manifesto*, 1847 (pp. 245-272)

*Preface to a Critique of Political Economy*, 1859 (pp. 424-428)

*Preface to the Russian Edition of the Communist Manifesto*, 1881 (pp. 631-632)

*and Marx's Letter to Vera Sazulich of the same year*

### Part 3: Marx's Economic Writings

*Das Kapital*, Vol. 1, 1867 (pp. 452-525)

*Das Kapital, Vol 3, after 1883 (pp. 526-546)*

Part 4: Marx on Politics and the Revolutionary State

*The Communist Manifesto, 1847 (pp. 245-272)*

*Address to the Communist League (pp. 303-312)*

*The Class Struggles in France, 1850 (pp. 313-325)*

*The Eighteenth Brumaire of Louis Bonaparte, 1852 (pp. 329-355)*

*Inaugural address to the First International Workingmen's Association, 1864 (pp. 575-582)*

*The Civil War in France, 1871 (pp. 548-603)*

*Letter to Dr. Kugelmann, 12 Apr. 1871 (p. 641)*

*Critique of the Gotha Program, 1875 (pp. 610-616)*

*Preface to the Russian Edition of the Communist Manifesto, 1882 (pp. 631-632)*

### **Textbook**

McLellan, D. (Ed.), (2000). Karl Marx: Selected Writings. Second Edition. Oxford University Press

### **Recommended Texts**

Dupré, L. (1966). *Philosophical Foundations of Marxism*. New York: Harcourt, Brace & World

Elster, J., (1985). *Making Sense of Marx*, Cambridge: Cambridge University Press

Kolakowski, L. (1978). *Main Currents of Marxism*, Vol. 1. Translated by P. S. Falla, Oxford: Clarendon Press

Korsch, K. (1970). *Marxism and Philosophy*. Translated by F. Halliday. New York: Monthly Review Press

Singer, P. (2000). *Marx: A Very Short Introduction*. Oxford University Press

## **5.1 Ancient Classics: Plato**

### **COURSE OVERVIEW**

Plato's *Republic* centers on a simple question: is it always better to be just than unjust? The course is structured based on the original text. The specific themes are composed in the form of weekly lectures and seminars, which invite students to read and study the narratives and commentaries that follow them.

### **COURSE OBJECTIVES**

This course aims at introducing students/seminarians to the classics of Plato's *Republic* and *Symposium* in order to influence their understanding of the complexion and ideas encapsulated in the discourse, and to appreciate how relevant they are to contemporary life situations.

## LEARNING OUTCOMES

It is anticipated that, students would be able to:

1. Read and comprehend the narratives
2. Familiar with the characters involved in the dialogues
3. Analyze the important thematic issues raised in the books
4. Develop ability to apply the ideas to realities in contemporary society
5. Draw important lessons for professional life

## REQUIREMENTS

- Active participation during in-class reading and commentaries - ( 5%)
- Writing one assignment in the semester - ( 5%)
- Group presentations - ( 5%)
- Writing mid-semester sit-in examination - (15%)
- Writing end-of-semester examination - (70%)

### **NB:**

Assignment should not be more than four pages typed on A4 using the usual specifications of Sowutuom in the APA style; 1.5 line spacing; 12 font size, and in Times New Roman font.

## COURSE DESCRIPTION

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Issues to be discussed</b>
1	7/9/2017	Introduction: general background including, the characters and setting of the <b>Republic</b> and <b>Symposium</b>	Platonic Dialogues
2	14/9/2017	1. Book I: Socrates & Glaucon visit the Piraeus to attend a festival in honor of the Thracian goddess Bendis. They enter Polemarchus' house  2. Book II: Glaucon & Thrasymachus' challenge	Polemarchus & Socrates  Discourse on happiness and justice

		Socrates to defend justice. Adeimantus & Glaucon rather defend injustice	Analogy of Justice in the City & human soul
3	21/9/2017	1. Book III: Socrates and political measures of the censorship of poetry – the guardian class  2. Book IV: Adeimantus complains about guardians in the Just City not being happy and Socrates conviction: four virtues in man	The Just life – the rulers of the Just City  Measures to promote the founded Just City eg. Education
4	28/9/2017	1. Book V: Socrates and unjust political regime & Adeimantus and Polemarchus' interruptions  2. Book VI: Socrates defence of PK rule and Adeimantus' objection	Guardian: PK bringing happiness to Just City  Education of the PK: Form of the Good
5	5/10/2017	1. Book VII: Socrates & PK and the Third Analogy  2. Book VIII: Socrates returns to argument in Book V: the regimes and the individuals	Qualifications of the PK  Types of regimes: good and bad ones
6	12/10/2017	1. Book IX: Socrates discusses tyrannical individual  2. Book X: Socrates on defence of the exclusion of poetry from just city:	Are the Just happier than the Unjust?  rewards for the just and punishment for the unjust
7	19/10/2017	Phaedrus & Pausanias' Speeches	What kinds of Love?
8	26/10/2017	Eryximachus & Aristophanes' Speeches	Location of love & its manifestation



9	2/11/2017	Agathon & Socrates	Nature of love
10	9/11/2017	Diotima & Socrates	Nature of love
11	16/11/2017	Alcibiades Speech	Extolling Love
12	23/11/2017	End of Dialogue	Love reigns supreme
13	30/11/2017	Summary/highlights of key issues covered	Q & A

## READING LIST

### Major Text

Jowett, Benjamin. *The Republic by Plato: Books 1 - X* (cf. [www.semantikon.com](http://www.semantikon.com))

Cooper, John M. & Hutchinson, D. S. (Eds.). (1997). *Plato: Complete Works*.  
Indianapolis, IN: Hackett Publishing Company.

### Commentaries

IDPH. (2002). *The Republic by Plato*. (See: <http://www.idph.net>)  
( [www.idph.net/conteudos/ebooks/republic.pdf](http://www.idph.net/conteudos/ebooks/republic.pdf) )

Plato: *The Republic*. In *Stanford Encyclopedia of Philosophy* (see also <https://plato.stanford.edu/> )

*Plato: The Republic Internet Encyclopedia of Philosophy* (see also: <http://www.iep.utm.edu/> )

## 5.2 Philosophy of Law

**Objectives:** The course mainly surveys some selected philosophical issues about the nature of law and legal theories, therefore, its primary objective is for students to understand and appreciate the varied and valid legal philosophical orientations that influence legislators, judges and lawyers. The secondary objective is to prepare students for philosophical foundations of Canon Law.

**Course Description:** This course will examine basic legal concepts and philosophical problems relating to law. It will look at general legal theories, human

and legal rights, legal responsibility, punishment, justice, property, judicial reasoning and the legal enforcement of morals. It will do an in-depth study of the natural law theories.

### **Course Requirements**

- Punctuality
- Active Participation
- Pre-reading
- Meeting assignment deadlines

### **Grading:**

Continuous Assessment:

30% Final Examination:

70%

**Lecture Days: Monday**, however, when necessary an arrangement will be made for another day and time.

## **Course Outline**

### **1. Introduction to Philosophy of Law**

1.1. Definition of Philosophy of Law

1.2. Scope of Philosophy of Law/Legal Philosophy/Jurisprudence

### **2. The Meaning and the Nature of Law**

2.1. Definitions of Law

2.2. The Nature of Law

2.3. Types of Law

### **3. Natural Law Theories**

3.1. Historical Overview

3.2. Philosophical Theories

3.3. Theological Theories

3.4. Secular Theories

3.5. Natural Law and Human Rights

### **4. Positivist Theories of Law**

4.1. Introduction to Legal Positivism

4.2. Kinds of Legal Positivism

## 5. Law and Punishment

- 5.1. Theories of Punishment
- 5.2. Utilitarianism
- 5.3. Retributivism

## 6. Law and Morality

- 6.1. The Convergence Theory
- 6.2. The Divergence Theory

## References and Further Reading

Alder M. J. & Wolff, P. (1961) *Philosophy of Law and Jurisprudence*, Chicago, Encyclopedia Britannica, Inc.

Bonavac, D. (2002). *Today's Moral Issues: Classic and Contemporary Perspectives* Boston: McGraw Hill.

CAVEDISH, (2002), *Jurisprudence*, London, Cavendish Publishing Ltd.

Chinhengo, (2000) *Essential Jurisprudence*, London, Cavendish

Publishing Ltd. Curzon, L. B, *Q & A Series, Jurisprudence*, London,

Cavendish Publishing Ltd. Gonsalves, M. A. (1989), 9<sup>th</sup> ed. NJ:

Prentice Hall. Harris, J.W. (1980) *Legal Philosophies*, London:

Hayek, F.A. (1973, 1976, 1979) *Law, Legislation and Liberty*, London: Routledge & Kegan Paul.

Freeman, M.D.A. *Introduction to Jurisprudence*, (2001) London, Sweet & Maxell Ltd.

Kelman, M. (1987) *A Guide to Critical Legal Studies*, Cambridge, MA: Harvard University Press.

Mensah-Bonsu, H. J. A. N. (2001) *The General Part of Criminal Law*, Accra, Black Mask Ltd.

Ofei Stephen, (2013) *Jurisprudence and Legal Philosophy*, London, ComFRALS Publishing

Rommen, H. (1947) *The Natural Law: a Study in Legal and Social History and Philosophy*, St Louis, MO and London: Herder Book

Company.

Shiner, R. (1992) *Norm and Nature: the Movements of Legal Thought*,  
Oxford: Clarendon Press.

SURYA P. S, (1993) *Jurisprudence, Legal Philosophy*, St. Paul, West

Publishing Co. Tebbit, M. (200) *Philosophy of Law: An Introduction*,

London: Routledge.

J. Finnis, *Natural Law & Natural Rights*, 2<sup>nd</sup> ed. Oxford University Press, Oxford  
2011

L. L. Fuller, *The Morality of Law*, 2<sup>nd</sup> ed. Yale University Press, New Haven,  
1969.

## 5.4 Social Ethics

In this course, we shall look at applied ethics; some practical socio-ethical issues will be examined critically with the aid of some theoretical principles and theories bordering on social cohesion. Specifically, we shall look at some ethical issues in public policy, medicine and the environment.

### OUTLINE

- A. Introduction
  - I. General Overview Of Ethics
  - II. Normative Principles In Applied Ethics
  
- B. Ethical Issues In Public Policy
  - I. Introduction: Justice And Morality
  - II. Distributive Justice
  - III. Criminal Justice
  
- C. Ethical Issues In Medicine
  - I. Introduction: Fundamental Ethical Principles
  - II. Abortion
  - III. Euthanasia
  
- D. Environmental Ethical Issues
  - I. Introduction: Is There Value Beyond Sentient Beings?
  - II. Radical Ecology
  - III. Climate Change And Future Generation

## BIBLIOGRAPHY

Bond, E.J., *Ethics and Human Well-being*, Blackwell Publishers, Oxford, 1996

Borchert, D.M. & David Stewart, *Exploring Ethics*, Macmillan Publishing Company: New York, 1986.

Glover, Jonathan, *Causing Death and Saving Lives*, Penguin Books: London, 1990.

Holmes, Robert L., *Basic Moral Philosophy*, Wadsworth Publishing Company: New York, 1998

Hoose, B., *Christian Ethics: An Introduction*, Liturgical Press: Collegeville, 1998.

*Internet Encyclopedia of Philosophy.*

Kelly, Kevin, *New Directions in Sexual Ethics*, Geoffrey Chapman: London, 1998.

McCormick, Patrick T., & Russell B. Connors, *Facing Ethical Issues*, Paulist Press: New York, 2002.

Singer, Peter, *Practical Ethics*, Cambridge: Cambridge University Press, 3<sup>rd</sup> ed., 2010.

Vardy, P. & Paul Grosch, *The Puzzle of Ethics*, London: Font, 1994.

## 5.5 Topics in Contemporary Philosophy

### Overview

This course is designed to be a follow up on the history of Contemporary philosophy that gives a general history of Philosophy and the Philosophers of the late 19<sup>th</sup> and 20<sup>th</sup> Centuries. Neo-Vitalism, Pragmatism, Analytic Philosophy and Existentialism has been looked at.

Attention is, herein, directed to the Philosophies of the 20<sup>th</sup> century till now. Western Philosophy of the contemporary era is normally divided into British Analytic Philosophy and Continental Philosophy. Under Analytic Philosophy, Neo-Pragmatism and ordinary Language Philosophy shall be looked at; and under Continental Philosophy, we shall examine Phenomenology and Structuralism.

### Outline

1. General Introduction: British Analytic and Continental Philosophies
2. Neo- Pragmatism

3. Ordinary Language Philosophy
4. Phenomenology
5. Structuralism
6. Conclusion

## Reference List

- Baldwin, T. (2001). *Contemporary Philosophy*. Oxford: Oxford University Press.
- Copleston, F. (1972). *Contemporary Philosophy*. London: Continuum.
- Delacampagne, C. (2001). *A History of Philosophy in the Twentieth Century*. Baltimore: The Johns Hopkins University Press.
- Johnston, D. (2006). *A Brief History of Philosophy: From Socrates to Derrida*. London: Continuum.
- Jones, W. &. (1980). *The Twentieth Century to Quine and Derrida*. London: Harcourt Brace & Company.
- Marias, J. (1966). *History of Philosophy*. New York: Dover Publications.
- Morgan, V. (2001). *Modern and Contemporary Philosophy in Context*. Plymouth: Hayden-McNeil Publishing, Inc.
- Pojman, L. P. (1998). *Classics of Philosophy* (Vol. XI: Modern and Contemporary). Oxford: Oxford University Press.
- Stumpf, S. E. (1989). *Philosophy: History and Problems*. Singapore: McGraw-Hill Books Co.
- Walsh, J. M. (1985). *A History of Philosophy*. London: Geoffrey Chapman.

## 5.6 Aesthetics (Philosophy of Beauty)

### OUTLINE

1. Introduction
  - 1.1 Definitions:
    - 1.11 Etymological Definitions
    - 1.12 Essential Definitions
2. The Existence Of Beauty
  - 2.1 Objective Aesthetics
  - 2.2 Subjective Aesthetics

3. Aesthetic Judgement
4. Plato's Aesthetics
5. Aristotle's Aesthetics
6. Hume And The Standard Of Taste
7. Kant's Critique Of Judgement

## **BIBLIOGRAPHY**

Beardsley, Monroe C. *Aesthetics from Classical Greece to the Present. A Short History*. Tuscaloosa: The University of Alabama Press, 1966.

Kovach, Francis J. *Philosophy of Beauty*. Norman: University of Oklahoma Press, 1974.

## **5.7 Medieval Classics**

### **COURSE DESCRIPTION**

The *Summa Theologiæ* is the best-known work of Thomas Aquinas. Although unfinished, the Summa is "one of the classics of the history of philosophy and one of the most influential works of Western literature. Our objective is to read and understand something as great as the Summa. We aim at a basic comprehension.

### **Scope**

The Aim and Structure and Language of the Summa Theologiae ..... Week 1  
 Thomas Aquinas' Position On Truth – I Qq16  
 Aquinas' Position On Falsity – I Qq 17  
 Aquinas' Position On How The Soul While United To The Body  
 Understands Corporeal Things Beneath It – I Qq 84 ...Week 3  
 The Mode And Order Of Understanding- I, Qq. 85 .....Week 3  
 Aquinas Concerning Faith (Ten Articles) Ii-Ii, Qq. 1. ....Weeks 4-5  
 About The Act Of Faith (Ten Articles) Ii-Ii, Qq. 2. ....Weeks 6-7  
 Man's Last End- (I-Ii, Qq. 1) .....Week 8-12

### **REQUIEREMENTS**

Full and active participation  
Compulsory attendance  
Meeting assignment deadlines

Course evaluation

Continues assessment 30%  
End of semester exams 70%

## 5.8 Philosophy of Mind

### COURSE DESCRIPTION

In philosophy of mind we try to give a consistent account of all reality. Intellectually there is a single overriding question or problem in philosophy. How do we fit the conception of ourselves, i.e. how do we fit the human reality, that of consciousness, free will, language, ethics, aesthetics, politics, intentionality, rationality, great literature, fiction etc. how do we fit all these reality with what we know of the world at its most fundamental stage.

Intellectual situation.....week 1  
Historical situation.....week 2

Plato  
Aristotle  
Augustine  
St Thomas Aquinas  
The Cartesian dualism

Mind And Body Problems.....Weeks 6-7  
Monistic Theories..... Weeks 8-9  
Dualistic Theories Of Man..... Weeks 10-11  
The Problem Of Other Mind..... Weeks 12

### REQUIEREMENTS

Full and active participation  
Compulsory attendance  
Meeting assignment deadlines

Course evaluation

Continues assessment 30%



End of semester exams 70%.

## 5.10 Philosophy of Education

### COURSE DESCRIPTION

This course will examine the application of philosophical ideas to educational problems. It is aimed at studying Philosophies of Education from their historical, Metaphysical and Non-metaphysical or Anti-metaphysical perspectives. It will touch on approaches such as idealism, realism and pragmatism. It will also delve into existentialism, Marxism and analytic philosophy all in relation to their contribution to resolution of education-oriented problems.

### OUTLINE

The general notion of education is investigated as a process and an activity, through a confrontational examination of the notion of pedagogy, drawing upon both classical and modern texts, such as Plato, J. S. Mill, John Dewey, Franz Fanon.

### READING LIST

Ozmon, H., et al. *Philosophical Foundations of Education*. 5th Edition. New Jersey: Prentice-Hall Inc., 1995.

Aristotle. *Politics*. Trans., introduction. and notes by C. Lord, University of Chicago Press, Chicago, 1984.

Langford, G and D.J. O'Connor. Eds. *New Essays in the Philosophy of Education*, Routledge & Kegan Paul, London, 1973.

## 5.11 Philosophical Methodology

### Course Description

Philosophical Methodology builds on Methodology courses already done in the past three years. It is concerned with strengthening the instruments of philosophical investigation which were acquired by seminarians. Philosophical methodology is designed to study the methods of rational inquiry in philosophy. Five currents in philosophical inquiry will be considered: analysis of terms, mind map, thought

experiment, reasoning criticism and the philosophical treatise. Five methods of philosophical inquiry to be treated include Logico-Mathematical Method, Dialectical Method, Method of Analysis, Pragmatic Method, and Phenomenological Method. The seminarian will eventually be resourced to write a Treatise or Long Essay in Philosophy.

### **Course Objective/Goals**

- o to prepare students to write scholarly publishable papers in Philosophy;
- o to initiate students into philosophical methods required for writing long essays, theses and treatises in Philosophy;
- o to develop students' skills in academic writing.

### **Learning Outcomes**

At the end of the course, students should be able to:

- Demonstrate the use of APA style for referencing sources;
- Identify common structures in philosophy papers;
- Write scholarly publishable papers in Philosophy using the appropriate methodology;
- Write a long essay in Philosophy using an appropriate methodology.

### **Course Delivery**

- Frontal teaching and working through examples of scholarly papers;
- Use of technology in teaching Philosophical Methodology;
- Practical work on application of methods, in groups.

### **Plagiarism policy**

Plagiarism in any form is unacceptable and shall be treated as a serious offence. Appropriate sanctions, as stipulated in the Plagiarism Policy, will be applied when students are found to have violated the Plagiarism policy. The policy is available at <http://www.ug.edu.gh/aqau/sites/aqau/files/images/UG%20Plagiarism%20Policy-April%202015.pdf>

ALL students are expected to familiarize themselves with the contents of the Policy.

### **Assessment and Grading**

- i. Assignments are presented to students for grouped or individual work and marks computed for internal assessment grade of 30%;
- ii. A two-and-a-half hour final examination would be conducted, graded 70%.

- iii. A twenty-page essay will be submitted in the second semester as one of the exams for of the Comprehensive examination. It is graded as 6 credits at 100%.
- iv. The Essay will be defended as part of the Comprehensive Exam.

## References

### a) Required Reference Book

School of Distance Education. (2011). *Methodology of Philosophy* Study Material BA Philosophy Semester II. University of Calicut.

### b) Relevant Literature

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Barker, A. (2013). *How to Write an Essay*. Available from [www.bookboon.com](http://www.bookboon.com) (The eBook company).

Turabian, Kate L. (1937/2013). *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.). (Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, & The University of Chicago Press Staff, Rev. Eds.). Chicago: University of Chicago Press.

### c) Lecture Notes

- Methodology in Spiritual Year;
- Critical Thinking and Practical Reasoning, and
- Academic Writing II.

## Course Outline

1. Methodology vs Method and definitional issues
2. Analyzing Concepts in Philosophy
3. A Philosophical Glossary for Academic Writing
4. Writing Philosophy Essays/Papers (Structure and Format)
5. Methods in Philosophy
6. Method I: Logico-Mathematical Method,
7. Method II: Dialectical Method,
8. Method III: Method of Analysis,
9. Method IV: Pragmatic Method,
10. Method V: Phenomenological Method

11. Currents in Philosophical methodology: analysis of terms, mind map, thought experiment, reasoning criticism, the philosophical treatise,
12. Revising citation styles: APA, Stephanus and Bekker Numbers.

## 5.12 Academic Writing III (Long Essay)

### A. Course Description

Academic Writing III builds on Methodology, Academic Writing I and II of the previous years. It synthesises all what has been done in the past three years. Main topics treated include: writing skills necessary for University work, reading and critique of academic essays in Philosophy, process writing, intertextuality in academic writing, research-based writing, critical thinking (revision), a revision of APA referencing style for various forms of literature including ancient and classical literature of Philosophy.

The course aims to promote the development of research skills since composition and writing are essential to the production of a scientific text.

### B. Course Outline

LECTURE	CONTENT	DETAILED COMMENT
1	Writing Skills relevant to University work	- Writing from sources - Writing a Protocol - Research-based writing - Theoretical Articles
2		- Reflective papers - Stand-alone Literature review - Summary Writing
3	Reading and Critique of Academic Essays in Philosophy	- Locate the argumentative structure of a philosophical text - Locate style of writing of Author
4	PRESENTATION	
5	Process writing	- pre-drafting - drafting - re-writing - revising
6	Academic Writing	- Intertextuality - Develop Conceptual Framework - Declarative Statements - Academic Voice

		- Forms of academic literature
7	Research-based Writing	- Writing a thesis proposal - Abstract - Bibliographic search
8	PRESENTATION	
9	Critical thinking (Revision only)	- deductive validity - inductive force - identify arguments - construct arguments - assess arguments - reductio ad absurdum
10	More Referencing styles	- APA Referencing Style - Referencing Church Documents - Referencing Ancient Literature - Referencing Plato, Aristotle, and Aquinas
11	Comprehensive Exams	- Paper: Presentation of Topic Proposal
12	Revision	

### C. Relevant Literature

American Psychological Association. (1952/2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Turabian, Kate L. (2013). *A Manual for Writers of Research Papers, Theses, and Dissertations* (8<sup>th</sup> ed.). Chicago: University of Chicago Press.

Murray, R. & Moore, S. (2006). *The Handbook of Academic Writing: A Fresh Approach*. Berkshire, England: Open University Press.

## 5.13 Academic Writing III (Interpretative Methods in Philosophy)

### Overview

The course offers Seminarians the skills for application of qualitative interpretation approaches in the real world. Post-positivism has demonstrated that beyond quantitative deduction and inductive methodology, there is a need for a hermeneutic that is based on the qualitative dimension. This course provides a helpful guide to the research process in the Seminary particularly towards Master of Arts programme in the future and Theology 3 when students would write a report after the one-year pastorals.

### Course Outline

- 1) Introduction to Hermeneutics

- 2) Phenomenology of Husserl
- 3) Hermeneutical Phenomenology of Heidegger
- 4) Case Study Analysis
- 5) Discourse Analysis
- 6) Deconstructionism
- 7) Historiography
- 8) Historico-Critical Analysis
- 9) Kantian Critique
- 10) Narrative Inquiry
- 11) Socratic Method (Elenchus)
- 12) Thomistic Approach

#### REFERENCE LIST

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [APA Handbook]

Barker, A. (2013). *How to Write an Essay*. bookboon.com (The eBook company).

Mills, J., Birks, M. (2014). *Qualitative Methodology: A Practical Guide*. SAGE Publications Ltd.

Turabian, Kate L. (1937/2013). *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.). (Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, & The University of Chicago Press Staff, Rev. Eds.). Chicago: University of Chicago Press.

### 5.14 Academic Writing III (Biblical Methodology)

#### COURSE DESCRIPTION

This course aims at introducing the student to those tools which Biblical Scholars use to examine the text of scripture. These include both electronic tools such as Bibleworks. It will also introduce students to the use of critical apparatus in critical editions of the New Testament.

#### COURSE OBJECTIVES

By the end of the course, students should be able to:

- a. Use Bibleworks to perform simple tasks such as checking the morphology of words or conducting word searches.
- b. Apply Textual Criticism to resolve problems in the Text of the Greek New Testament
- c. Use Greek Lexicon to check meanings of words.

## USEFUL WEBSITES

a) UG Online Database:

EBSCOhost: <http://search.ebscohost.com>

Oxford Journals: [www.ingentaconnect.com](http://www.ingentaconnect.com)

Cambridge Journals: <http://journals.cambridge.org>

Sage: <http://sgo.sagepub.com>

JSTOR: [www.jstor.org](http://www.jstor.org)

b) Articles, Exegetical-Theological Tools:

<http://www.biblicalstudies.org.uk/>

<http://itanakh.org/>

<http://www.ntgateway.com/>

<http://www.otgateway.com/>

<http://pagesperso-orange.fr/rhpr/liens.html>

c) Bibliographies on the Net:

<http://people.ucalgary.ca/~lipton/biblio.html>

[http://www.biblico.it/doc-vari/ska\\_bibl.html](http://www.biblico.it/doc-vari/ska_bibl.html)

<http://divinity.library.vanderbilt.edu>

## COURSE SCHEDULE AND CONTENT

Week	Topics
1	Introduction to the Course
2	<ul style="list-style-type: none"><li>• Installation of Bibleworks</li></ul> The Bibleworks Interface The Search, Browse and Analysis windows
3	<ul style="list-style-type: none"><li>• Navigation with the Command Line and Browse Window</li></ul> <ul style="list-style-type: none"><li>o Using the Command Line</li><li>o Display Versions and Search Versions</li><li>o Displaying a Passage</li><li>o Parallel Versions Window</li></ul>
4	<ul style="list-style-type: none"><li>• Searching from the Command Line in English</li></ul> <ul style="list-style-type: none"><li>o AND searches</li><li>o OR searches</li><li>o PHRASE searches</li><li>o Use of Wildcards in Command Line Searches</li></ul>
5	<ul style="list-style-type: none"><li>• Searching with Morphology Versions</li></ul> <ul style="list-style-type: none"><li>o Introduction to Morphology Versions</li><li>o Text Version vs. Morphology Version:</li></ul>

- o Setting Search Limits
- o Search Limits Window
- 6 • KWIC: Key Word in Context Module
- o Reading a Passage: Comparison
- o Parallel Versions Window (PVW)
- 7 • Interim Assessment
- 8 • Intertextuality
- The Old Testament in NT Passages (1 Tim. 2.8-15; Eph. 5.21-33; 1 Cor. 11.2-16; and Mt. 19.1-9)
- 9 • The Use of Primary Sources
- 10 • The Practice of Textual Criticism
- 11 • Semantics and Word Study
- 12 • Putting Together an Exegetical Work
- 13 Conclusions

## 5.15 Contemporary Classics

### Newman: *AN ESSAY IN AID OF A GRAMMAR OF ASSENT* **Course Objectives**

By the end of the course, the student should:

- i. be able to recall content of the text in its generality;
- ii. be able to sketch the structure of the text in its generality;
- iii. know the content of Ch 6 of the Book;
- iv. be able to state the major arguments of Ch. 6 of the Grammar;
- v. evaluate the Philosophy of John Henry Newman from Ch. 6;
- vi. be able to identify the philosophical tradition of John H. Newman.
- vii. demonstrate knowledge of Locke's "Ethics of Belief" in the *Essay Concerning Human Understanding*,
- viii. be able to compare Locke's Epistemology with Newman.

### **Content of the Course**

After some clarification on historical and philological issues, attention is shifted to 'What constitutes the text'. The course will examine the general structure of the book and try to discover the Author's precise method and purpose. Then the course will concentrate on Ch 6 of the *Grammar* and study its philosophical legitimacy. A comparison with Locke's "Ethics of Belief" would also be made. An exegesis will be made of the text. (Several exegetical tools including historical-critical, structuralism, deconstructionism or hermeneutic phenomenology could be employed for exegesis of the text).

### **Mode of delivery**



- a) Reading and discussing Ch. 6 of *An Essay in aid of A Grammar of Assent*,
- b) Studying Reviews about the text,
- c) Reading the text alongside Locke's *Essay Concerning Human Understanding* IV.15
- d) Students working in groups on the text and presenting their work to the class.

**Examination**

- ✓ A presentation of an assignment based on the *Grammar* Ch. 6 by each group and thereafter a defense of the paper by group members.
- ✓ A six-page paper based on group's assignment will be handed in.
- ✓ A one-hour written examination on the course.

**Required Literature**

Reader: Newman: *A Grammar of Assent*

**5.16 Philosophy of Medicine**

**Course Overview**

The course is a philosophical analysis of Medicine (Medical Ethics, Bioethics). It treats the major theories underlying Medical Ethics and justifies their relevance to medicine. The course further investigates the general principles that should guide medical practitioners. As a branch of Philosophy, it offers free philosophical critique of several new themes in medicine. This prepares the student for further work in Bioethics from the Theological perspective. An additional topic is the socialization of medicine which was hitherto not considered in the treatment of Philosophy of Medicine. The approach is topical.

OUTLINE

UNIT	TOPIC
1	Philosophical Foundations of Medical Ethics The four principles of biomedical ethics
2	Major Theories in Ethics
2.1	Teleological Theory (Utilitarianism, Consequentialism, Bentham, Mills)
2.2	Deontology (Obligation-based, Kantian Ethics)
2.3	Natural Law (Catholic Moral Theology, Aquinas)
2.4	Bioethics (Medical Ethics)

3	Major Biomedical Ethical Principles
3.1	Principle of Non-maleficence
3.2	Principle of Beneficence
3.3	Principle of Respect for Autonomy
3.4	Principle of Distributive Justice
3.5	Principle of Utility
4	Theories without Principles
4.1	Virtue Ethics
4.2	Feministic Ethics (e.g. Care Ethics)
5	Socialisation of Medical Care
6	Framework for Ethical Analysis Moral Model
6.1	Application of the Moral Model
7	Ethical Issues across the Lifespan IVF: MRT (three –person babies) etc
8	Humanae Vitae

## 5.17 Philosophy of Sciences

### Learning Objectives

The Course aims to outline the epistemological status of science (natural and social). It addresses in particular the question of the scientific method. It will examine from the epistemological point of view the differences and relationships between philosophy and the sciences. There will also be philosophical reflections on border issues in the current literature.

### Content of the lessons

1. Overview of Philosophy of Natural and Social Science
2. Scientific Method: Galileo and Francis Bacon
3. Rationalist reconstruction & Critique of Social science
4. Construction of Reality in Philosophy and Science (ref. Blackwell)
5. Einstein: Philosophy-Science-Theology
6. The Demarcation Problem (Blackwell)
7. Falsifiability & Verifiability (neo-positivism: Popper; Feyerabend)
8. Relativism and Truth (youtube.com)
9. Scientific Realism and Anti-Realism (youtube)
10. Kuhn: The structure of scientific revolutions (Kuhn's book)
11. Hawking: The Grand Design and Relativism (youtube)

12. Neuroscience, Gentechnology, and Einsteinian revolution
13. What does post-truth mean for a philosopher? (internet)

### **Method of delivery**

Frontal lessons. Listening to and critique of relevant video lectures. Reading of texts.

### **Examination and Assessment**

Protocol of each lecture. Reading and writing assignments. Final written examination.

### **Bibliography**

Reader: *Philosophy of Science*

## **5.18 Philosophy of Social Science**

### Overview

The Course aims to outline the epistemological status of science (natural and social). The emphasis here is on Social Science. The philosophy of social science broadly has two aims: first, it seeks to produce a rational reconstruction of social science, i.e. describing the philosophical assumptions that underpin the practice of social inquiry, and second, to critique the social sciences with the aim of enhancing their ability to explain the social world or otherwise improve our understanding of it. Hence, philosophy of social science is both descriptive and prescriptive. There will also be philosophical reflections on border issues such as functionalism and teleological enquiry as well as the objectivity of social science. The question will constantly be asked: can Social Science follow the same scientific method as natural science and still develop knowledge? At the end of the course, this question should be answered.

### Content

- 1) The method (or methods) of social science
- 2) Does social science use the same methods as natural science? If not, should it aspire to?
- 3) Are the methods appropriate to social inquiry fundamentally different from those of natural science?
- 4) Is scientific investigation of the social world even possible – or desirable?
- 5) Types of knowledge produced by social inquiry.
- 6) Can the social sciences be objective and value neutral? Should they strive to be?

- 7) Does the social world represent a unique realm of inquiry with its own properties and laws?
- 8) Can the regularities and other properties of the social world be reduced to facts about individuals?

### **Handbook and Main Reference**

Rudner, R. S. (1966). *Philosophy of Social Science*. Englewood Cliffs, NJ: Prentice Hall, Inc.

## **5.19 African Classics**

### **COURSE DESCRIPTION**

The course examines the relevance of African philosophical thoughts to African identity and personality. The course looks at how the philosophical thoughts of Leopold Sedar Senghor and Kwame Nkrumah influenced the identity and the personality of the African. It does a critical study of how the practices of education, political systems and religion in traditional African societies have been influenced by philosophical thoughts of Senghor and Nkrumah. The course enables the seminarian to: explain how the philosophy of African thoughts has influenced the thinking of the African people in contemporary times and how it has affected modern institutions after the colonial era.

### **COURSE OBJECTIVES**

By the end of the course the seminarian should be able to:

- Summarize the main philosophical arguments of Leopold Sedar Senghor and Kwame Nkrumah
- Identify the philosophical tradition and the purpose of Senghor and Nkrumah for their philosophical arguments.
- Explain the influence of the philosophical thoughts of Senghor and Nkrumah on contemporary African education, politics and religion.
- Identify the influence of the philosophical thoughts of Senghor and Nkrumah on African identity and personality.
- Compare the philosophical thoughts of Senghor and Nkrumah

### **EXPECTED EDUCATIONAL OUTCOME**

Seminarians who have completed the course are expected to:

- Demonstrate the ability to think critically to:

- o provide inputs to resolve issues related to conflict between culture and Christianity they are likely to experience during their ministry.
- o explain how the philosophical thoughts of Senghor and Nkrumah have influenced the political and social life of African people
- Evaluate their ideas and the ideas of others based upon disciplined reasoning.
- Explain the traditions that have influenced certain institutions in Africa especially Ghana
- Articulate their ideas in appropriate media.

To achieve these objectives seminarians will be given;

- The platform to express their own ideas and to listen and appreciate other ideas
- The opportunity to express and freely discuss their ideas defending them from opposing views and criticisms in an intellectual and civil manner.
- The opportunity to acquire presentation skills.
- An opportunity to write their ideas and provide answers for contemporary moral issues in our society.
- The opportunity to present different views on an issue and encouraged to argue and defend their views.

#### READING REQUIREMENTS

Seminarians will be required to read on the contemporary philosophical thoughts of Kwame Nkrumah and Leopold Sedar Senghor.

#### TERM PAPER

With inputs from their readings, course instructions presentations and class discussions Seminarians will focus on one of the above personalities to present a summary of their preferred personality's ideas and how these ideas have contributed to the development or otherwise of their respective societies or country. The paper should be between 900 and 1000 words in Times New Roman, with font size 12 and double line spacing. Assessment of the paper will be based on originality, clarity, research, critical and analytical abilities as revealed in the work. Seminarians are expected to use the APA format for referencing. Seminarians are expected to submit their paper 4 weeks before end of semester examinations

#### MAJOR TEXTS:

Berrian, A. H., and Long, R. A. (1967). *Negritude: Essays and Studies*. Hampton,

Virginia: Hampton Institute Press

Eze, E. C. (Ed). (1998). *African Philosophy: An Anthology*, MA: Blackwell.

Meredith, M. (2011). *The state of Africa A history of the continent since independence*. London: Free Press

Makumba, M.M. (2007). *Introduction to African Philosophy*. Nairobi: Paulines.

Nkrumah, K. (1970). *Consciencism: Philosophy and ideology for de-colonization*. United State of America.

## 5.20 Philosophy of Culture

### COURSE DESCRIPTION

This is the branch of Philosophy that examines the ESSENCE and MEANING of culture: as a process of human development (Bildung); as a particular way of life; and as practices of intellectual activity (science).

### Goals of the Course

- i. To understand and critically assess a range of theories about the nature of culture and cultural criticism.
- ii. To develop your own philosophical theory of culture and cultural criticism.
- iii. To apply skills of cultural analysis to comparative topics in African and Ghanaian culture.

### Course Outline

Preamble: definitional issues

### Topic One

#### The nature of Culture

- i) Concept of Culture
- ii) Characteristics of Culture (shared, learned, based on symbols, and integrated)
- iii) Culture and Adaptation (Culture and change)
- iv) Evaluation of Culture

## Topic Two

### Language and Culture

- i) E. Sapir: Language
- ii) B. L. Whorf: Habitual thought-behaviour versus language
- iii) Sapir-Whorf Hypothesis

## Topic Three

The problems of Philosophy of Culture (Kulturphilosophie) in the 21st century:

- i) multiculturalism,
- ii) cultural relativism,
- iii) cultural diversity as Weltanschauung, and
- iv) the clash of civilizations.

## Topic Four

Theories about the nature of culture and cultural criticism according to the principal philosophers of cultural sciences:

- i) E. Cassirer, (Symbolic Forms)
- ii) T. W. Adorno,
- iii) Max Horkheimer,
- iv) I. Kant (What is Enlightenment?)
- v) Herder,
- vi) Dilthey,
- vii) Rorty,
- viii) the School of Lebensphilosophie,
- ix) Bastian,
- x) Schiller,
- xi) Simmel and
- xii) Rousseau.

Primary ideas of these philosophers would be studied.

## Topic Five

Modern African ethno-philosophers:

- i) Sarpong,
- ii) Gyekye,
- iii) Mbiti,
- iv) Hevi,
- v) Appiah,

- vi) Rattray,
- vii) Spieth (*Die Ewe Staemme*)
- viii) Nukunya.

Primary literature of these writers will be studied.

Topic Six

Cultural Dynamics

- i) Mechanisms of Change
- ii) Cultural future of humanity
- iii) Artificial Intelligence and the future
- iv) Demographic transition
- v) Financial market mechanisms
- vi) The Cultural Thesis in Development
- vii) Philosophy of Gender

#### MAIN REFERENCES

- Adorno, T. W. and Horkheimer, Max. (2000). *The Culture Industry: Enlightenment as Mass Deception*. In Juliet B. Schor & Douglas B. Holt (Eds.), *The Consumer Society* (pp. 3 – 20). New York: The New Press.
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- Bohannon, P. (1995). *How Culture Works*. New York: The Free Press.
- Brockman, John. (Ed.). (2011). *Culture: Leading Scientists explore Societies, Art, Power and Technology*. New York: Harper.
- Cassirer, Ernst. (1945). *An Essay on Man*. New York: Yale University Press.
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- Cassirer, Ernst. (1998). *The Philosophy of Symbolic Forms*. New Haven: Yale University Press.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Haviland, W. A. (1999). *Cultural Anthropology* (9<sup>th</sup> ed.). Philadelphia: Harcourt Brace College Pub.



Kant, Immanuel. (1784, December). Answering the Question: What Is Enlightenment? [German: Beantwortung der Frage: Was ist Aufklärung?], *Berlinische Monatsschrift* [Berlin Monthly].

White, Morton. (2009). *A Philosophy of Culture: The Scope of Holistic Pragmatism*. NY: Princeton University Press.

## 5.21 Comprehensive Examination 2019

### PREAMBLE

The Comprehensive exam grade gives 12 credits. Six credits for Oral Exam and 6 credits for the Long Essay.

It takes place at the end of April and aims to verify what has been learned in the six semesters. The examination takes place in front of a commission made up of three permanent professors, appointed by the Dean, and consists of the discussion of Candidates' Long Essay, Overview of Philosophy and examination of knowledge of classical works read and studied during the three years.

Students are put in two groups. One group will concentrate on Plato's *Republic* plus *Symposium* (or Aristotle) and the second group will concentrate on Aquinas' *Summa theologiae*.

The oral examination attracts 100% and the Long Essay attracts 100%.

### LONG ESSAY

A *Long Essay* is to be written by each seminarian, based on the five Core courses in Philosophy. The paper should be 20 pages long, excluding pages for title, declaration, abstract, dedication, acknowledgement, table of contents, references and appendixes.

Students' Long Essay topics will be approved by Faculty during the Philosophical Methodology class. The chosen topic will be presented during a Research Proposal session and when approved the candidate can start work already in the first semester.

The Faculty are available to supervise the Essay.

### FIVE CORE COURSES

1. Epistemology
2. Metaphysics

3. Ethics
4. Cosmology
5. Anthropology

#### CLASSICAL TEXTS FOR COMPREHENSIVE EXAMINATION

The candidate must demonstrate knowledge of every text chosen in its generality and in its structure; He must have read it in an integral way.

This requires a critical analysis of fundamental texts of the philosophical tradition.

#### NATURE OF EXAM

1. Oral defense of *Long Essay*
2. Oral defense of one Ancient Classics and one of Medieval Classics
3. Evidence of adequate knowledge in Philosophy (ref. Overview of Philosophy)

The candidate is also asked a general question in Philosophy (overview), particularly in the five thematic areas. Candidates are encouraged to develop their reflection on philosophy in terms of their understanding of the world, of man and of God.

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## CHAPTER SIX: EXAMINATION AND GRADING

The Seminary being an affiliate of the University of Ghana, also uses the University of Ghana grading scheme as well as its interpretation.

### Grading Scale

Letter Grade	Marks	Grade Point	Interpretation
A	80 – 100	4.0	Outstanding
B+	75 – 79	3.5	Very Good
B	70 – 74	3.0	Good
C+	65 – 69	2.5	Fairly Good
C	60 – 64	2.0	Average
D+	55 – 59	1.5	Below Average
D	50 – 54	1.0	Marginal Pass
E	45 – 49	0.5	Unsatisfactory
F	0 – 44	0	Fail

### Classification Scheme for BA Degree

CLASS OF DEGREE	RANGE OF FINAL GRADE POINT AVERAGE
1st Class	3.60 – 4.0
2nd Class (Upper Division)	3.00 – 3.59
2nd Class (Lower Division)	2.00 – 2.99
3rd Class	1.50 – 1.99
Pass	1.00 – 1.49
Fail (No Award)	0 – 0.99

Retrieved July 23, 2018, from  
[www.ug.edu.gh/dos/sites/dos.ug.edu.gh/files/GPA.pdf](http://www.ug.edu.gh/dos/sites/dos.ug.edu.gh/files/GPA.pdf)

NB. In the calculation of the FGPA, a weighting of 1:1:2:2 is assigned the GPAs of each level from Level 100 to 400 respectively.

*General Programme of Studies and Syllabus*

Compiled by: Fr Paul A. Agbodza

For St. Paul's Catholic Seminary, Sowutuom

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