

**Davenant Latin Institute**  
**Advanced Latin Reading: Theology Proper in the Early Modern Period**

Semester: Fall 2018  
Credit hours: 4  
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**Course Description**

This is an advanced Latin reading course for graduate students to undergird and advance Latin fluency for proficient and responsible reading of Early Modern works, with a focus on those related to theology. The course will focus on the peculiarities of Early Modern theological Latin (with some Medievals thrown in for spice!), notably its technical nuances. It will strengthen the student's skills toward using Latin in further research and/or translation in the period by covering a wide range of writers in the Reformed, Lutheran, and Catholic tradition over a variety of theological subjects.

Each class generally will be moving through a (set of) theological distinction(s) pertinent for theology proper. Extended work will be done in understanding how authors conceived and deployed these first by examination of e.g. Alstenstaig's Lexicon as well as an author/work-of-the-day which uses this (set of) distinction(s) for some systematic task of some sort. So coupled together are the definition, and how it's been used. This will be our general pattern for class.

**Course Objectives**

- The student will crystalize their grasp of Latin grammar and syntax through lengthy readings, learning by as much immersion as is profitably possible.
- The student will learn to read responsibly, read on various levels (whether "skimming" or deep reading).
- The student will begin to grasp the technicalities inherent in handling theological Latin in the Early Modern period
- The student will be able to translate Latin sentences into flowing English prose.

**Course Requirements**

Reading quizzes	15%
Translation Dossier	75%
Participation	10%

## Required Reading

All links can be found on [www.prdl.org](http://www.prdl.org) or as otherwise pointed out. Suggestion: Ensure you download (this, depending on your internet, can take awhile) each work to have ready access to whatsoever pages we might cover in class. Additionally, I suggest if you haven't already to begin formulating files for each author for "hangers" upon which to place your future research.

## Recommended Resources

- Randall J. Meissen, *Scholastic Latin: An Intermediate Course* (Rome: 2012). A great basic introduction to the game.
- Cora C. & Charles L. Scanlon, *Second Latin: For the Reading of Philosophy, Theology, and Canon Law* (Charlotte: TAN Books, 2011). Very helpful covering of basic terms and distinctions.
- [logeion.uchicago.edu](http://logeion.uchicago.edu) – Logeion is a Greek/Latin online dictionary tied to multiple lexica. Extremely helpful. My first stop when translating.
- Whitaker Words—verb parser. Free download. Clunky but can get you out of a bind with some unusual words
- Numen – The Latin Lexicon [latinlexicon.org](http://latinlexicon.org). Search engine and verb parser; utilizes Lewis & Short Latin dictionaries.
- Perseus Project – Latin Texts & Translations database, searches for phrases, words, lexemes -- <http://perseus.uchicago.edu/latin.html>
- Andrews & Freund Latin Dictionary– 1853 version, all 1,663 pages is available for free @ Google Books or Internet Archive. I don't use this but you can!
- Cassells Latin-English / English-Latin Dictionary – the 1854 version is available for free @ Google Books. Same.
- Oxford Latin Dictionary. Nice, but quite expensive. And not as useful for the period.
- A Dictionary of Latin & Greek Theological Terms, Muller. Ensure you purchase the new edition. Generally helpful to have on your nightstand.
- Liddell & Scott Greek Lexicon – available for free @ Google books
- <http://www.corpusthomicum.org>. Everything Thomas. And NB the search feature.
- Dictionary of Untranslatables: A Philosophical Lexicon. Must have.
- A Lexicon of Saint Thomas Aquinas. Really must have.
- Summary of Scholastic Principles, B. J. Wuellner. Must have.
- Dictionary of Scholastic Philosophy, B. W. Wuellner. Must have (at least as important as Muller's Dictionary, perhaps more).
- Cappelli, Antonio. *Dizionario di Abbreviature Latini ed Italiani* (Milano: 1912). *The* paleography resource; also must-have.

## Course Assignments

For this class I assume you are spending extended time reading Latin Mon-Sat and translating *something* into English. This class is *designed* to immerse you in as much Latin as responsibly

possible. And at the point at which most of you will be in your Latinity the growth you will see will come only by excessive and obsessive reading. Our goal: to read Latin qua Latin. Do not allow yourself to have the “whisper of English” in/at/with/under your Latin reading. Allow extended reading over a wide range of sources and subjects to develop competency—so that, in the end, when we are working in Latin, we are working with the theology being expressed and not the Latin in which it is expressed. You do not have to think to read English; our goal is to get you moving to that place in Latin.

Each class period will be spent carefully reading together and translating on the spot. We will read fast and we will read slow. Much liberal praise will be provided as well as occasional scolding. Points of grammar and vocabulary, especially technical terms and distinctions, will be reviewed when encountered. Technical terms will be of focus and discussion.

*Reading Quizzes.* These are five spot-checks throughout the semester over the reading preannounced for the day. The pop quiz enables me to keep you accountable in doing pre-reading before class as well as ensure you are advancing as the class does. They will be something along the lines, “John Smith, please read me this paragraph.” Suggestion for success: ensure you have worked through all the readings before class, at least once, perhaps twice.

*Participation.* Be there, or be square. (This is also known as the “keep the prof on his toes” score.)

*Dossier.* The main grade for this class is a dossier of the student’s translated course material.

- There will be a number of brief selections that each student will translate and turn in throughout the class.
- The student will also select a passage(s) in consultation with the professor that relate to their current or future research interests, totalling at least 7500 words translated. This can come from one author/work; a variety of authors on one topic, etc. The goal is to produce something useful for the student for their research and also possible publication. As a rule, this must be material not yet translated into English (exceptions may be granted per the professor’s discretion).
- At four points throughout the semester the dossier will be turned in to monitor progress and suggest areas to improve.
- The fifth and final check is the entire dossier (the assigned selections plus the student’s own translation choice) at the end of the semester.

## Course Schedule

Date	Souces and Assignments	Due
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<b>Week 1:</b>	Welcome, syllabus, and etc. etc.	
<b>Focus: <i>causae</i></b>	Read: Altenstaig, <i>Lexicon theologicum quo tanquam clauae theologiae fores aperiuntur</i> (Coloniae Agrippinae, 1619), s.v. causa uno modo — causare	
<b>Week 2:</b>	Read: Altenstaig, <i>Lexicon</i> , s.v. esse—essentia Henry of Ghent, <i>Quaestiones Ordinariae (Summa)</i> , Article XXI Question 3–4. (Supplied.)	
<b>Focus: <i>esse, essentia</i></b>	Translate: Two entries from <i>causae etc.</i> and two from <i>esse etc.</i>	
<b>Week 3:</b>	Read: Osiandor, <i>De nominibus dei</i> (theological disputation)	First dossier check
<b>Focus: <i>de nominibus</i></b>		
<b>Week 4:</b>	Read: Altenstaig, <i>Lexicon</i> , s.v. res—res permanens; ratio (est aspectus etc.); Thomas, <i>Scriptum super sententiis</i> , 1 1. d 2 a. 2—5. (corpusthomsticum.com)	
<b>Focus: <i>realiter et rationaliter, res et rationes</i></b>	Translate: Thomas, <i>Scriptum super sententiis</i> , 1 1. d 2 a. 3	
<b>Week 5:</b>	Read: Altenstaig, <i>Lexicon</i> , s.v. simplex—simplicitas Gisbertus Voetius, <i>De unica et simplicissima essentia Dei</i>	
<b>Focus: <i>simplicitas</i></b>		
<b>Week 6:</b>	Read: Altenstaig, <i>Lexicon</i> , s.v. immutabile—impassibilitas Amandus Polanus, <i>Syntagma</i> (1610), <i>In quo de misericordia Dei</i>	
<b>Focus: <i>impassibilitas</i></b>		
<b>Week 7:</b>	Read: Altenstaig, <i>Lexicon</i> , s.v. distinctio numeralis — distincte	Second dossier check
<b>Focus: <i>distinctiones</i></b>	Catch-up (Class will cover anything missed in prior readings, or perhaps something [just as] fun.)	
<b>Week 8:</b>	Read: Altenstaig, <i>Lexicon</i> , s.v. relatio (est ordo etc.)—relatio virtualis.	

<b>Focus:</b> <i>relationes</i>	Musculus, <i>Loci communes</i> , caput <i>De deo</i>  Assignment: translate Junius's <i>De Deo et Essentia Eius</i> ( <i>Theses Theologicae</i> )	
<b>Week 9:</b> <b>Focus:</b> <i>trinitas</i>	Read: Altenstaig, <i>Lexicon</i> , s.v. trinitas—trinus; Francisco Suarez, <i>De Deo uno et trino</i> , tractatus 1, l 1. c 1—3. <a href="https://archive.org/details/primaparssummath00su">https://archive.org/details/primaparssummath00su</a>	
<b>Week 10:</b> <b>Focus:</b> <i>hypostasis</i>	Read: Altenstaig, <i>Lexicon</i> , s.v. hypostasis Becanus, <i>Summa Scholasticae, De Deo etc.</i> Book 2, <i>Caput 3, Quaestiones vii—xii</i> (pp. 495–527).	
<b>Week 11:</b> <b>Focus:</b> <i>generatio filii</i>	Read: Altenstaig, <i>Lexicon</i> , s.v. <i>generatio—generatio est duplex etc.</i> Zanchi, <i>De tribus elohim</i> , l. 5 c. 7. (pp. 319ff.);	Third dossier check
<b>Week 12:</b> <b>Focus:</b> <i>filioque</i>	Read: Altenstaig, <i>Lexicon</i> , s.v. <i>spirare—spiritus sanctus</i> ; Suarez, <i>De Deo uno et trino</i> Tractatus 3, l. 10, <i>De spiratore, seu principio spiritus sancti.</i>	
<b>Week 13:</b> <b>Focus:</b> <b>Etc.</b>	Read: Maastricht, <i>TPT, De beatitudine Dei</i> ; Amyrald, <i>Dissertatio de oeconomiae trinum personarum</i>	
<b>Week 14</b>	Read: Student choice!	
<b>Week 15</b>	Read: Student choice!	Final dossier due

### **And the Etc.**

My drive for this class is to give you as much of myself as is helpful. So please take advantage and put me to some good use; I cannot promise I will always have all the answers, but will promise to be your guide and lead and perhaps at times search with you. And I will promise to pray for you throughout the course, that God would give your mind strength.

--RMH

