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|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div> <div></div> <div>High Scholastic</div> <div>(13<sup>th</sup> cent.)</div> </div> | <div> <div>Baroque</div> <div>Scholastic</div> <div>(16<sup>th</sup> c. – 1750s)</div> </div> | <div> <div>Enlightenment philosophy</div> <div>(1750s – 1800s)</div> </div>         | <div> <div>Post-Enlightenment Catholicism</div> <div>(1800s – c. 1900)</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                        |                                                                                               | <div> <div>Enlightenment Catholicism</div> <div>(1750s – 1800s)</div> </div>        | <div> <div>[Rev. of 1848]</div> <div>1850s</div> <div>&gt; Rise of Neoscholasticism (Joseph Kleutgen,</div> <div>SIGNIFICANCE: Set up the plan and architecture for Neo-Scholasticism.</div> <div>&gt;Influence:</div> <div>→ 1) His texts were highly influential; (German; Latin: “<i>De ipso deo</i>”)</div> <div>→ 2) Peritus at VCI (Prol.; but he wrote the final version of the two important texts)</div> <div>→ 3) There are a number of good sources that tell us he was the ghost writer of Leo XIII’s <i>Aeterni Patris</i></div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div> <div><b>1) NEO-SCHOLASTICISM</b></div> <div>(1850s – 1930s)</div> <div>&gt; “Fortress Catholicism” (Bernard McGinn)</div> <div>&gt; “Buckling Down” (Fr. Barron)</div> <div>→ Hold Ground while under attack;</div> </div>                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                        |                                                                                               | <div> <div>Post-Enlightenment Catholicism</div> <div>(1800s – c. 1900)</div> </div> | <div> <div><u>Narrative:</u></div> <div><u>Positive:</u></div> <div>Peak: Thomas (peak in himself) → <b>high tide mark of the tradition: Baroque period (Suárez)</b></div> <div><u>Negative:</u></div> <div>Unleashed: Reformation → Peak in the Enlightenment</div> <div><u>Solution:</u></div> <div>Engage in a substantive act of remembering (recovery of the tradition); He wants to propose a substantive Catholic philosophy and theology against Enlightenment and post-Enlightenment Catholic philosophy and theology.</div> <div><br/></div> <div> <div><i>Die Theologie der Vorzeit</i></div> <div>[<i>The Theology of the Past</i>; “Vorzeit” vs. “Neuzeit” (Modernity)]</div> <div>1852/ 2nd ed 1871</div> <div><i>Content/material:</i></div> <div>Vol. 1-3</div> <div>&gt; Vol. 1:</div> <div>&gt;&gt; Introd.</div> <div>&gt;&gt; Treatise 1: On the Rule of Faith</div> <div>&gt;&gt; Treatise 2: On the Essence of God</div> <div>&gt;&gt; Treatise 3: The Trinity</div> <div>&gt;&gt; Treatise 4: On God the Creator</div> <div>&gt;&gt; Treatise 5: On the Ends of Creation</div> <div>&gt;Vol. 2:</div> </div> </div> | <div> <div>{Most important representative of this position in the 1930s:</div> <div><u>G. Lagrange</u></div> <div>&gt; Dominican Thomist (he would lean a lot more on Thomas and Cajetan than on Suárez.</div> <div>&gt; On the other hand, he was almost entirely an axiomatic thinker as distinct from an historical thinker;</div> <div>&gt; Moreover, there are certain traces of modern philosophy that seep between the cracks and he is unable to identify them; (eg, conflation of the principle of sufficient reason with medieval accounts of reason)</div> <div>}</div> </div> |

## 1) NEO-SCHOLASTICISM

### 2) HISTORICAL THOMISM

[ 1) It involves distinguishing between Suarezianism and Thomism;  
2) It involves understanding Thomas historically, not just metaphysically]  
> Marie-Dominique Chenu, OP (Lagrange's student);  
> Etienne Gilson  
> In his own way:  
→ Henri de Lubac *Surnaturel* (1946)  
> Church Fathers and Thomas: natural desire for the supernatural;  
> Baroque scholasticism to Neoscholastics: came up with the idea of two final ends for human beings (natural; supernatural); arose the conception of a 'pure nature';

### 3) METAPHYSICAL THOMISM

\*The attempt to argue for Thomism *philosophically*, and to engage contemporary culture from this stance. VS. Neo-Scholasticism  
> Neo-Scholasticism tended to present 'Thomism' side-by-side with Enlightenment philosophy, and contrast the two; and at times critique Enlightenment philosophy from a Thomistic perspective; seldomly also critique it on other terms. Here, by contrast, metaphysical Thomism would truly *engage* contemporary philosophy; it would appropriate what it sees as fit; it would critique and argue; and it *argued* for the superiority of Thomism as an intellectual position which can integrate and advance all of the threads in philosophy.  
> Etienne Gilson  
> Joseph Pieper  
> Edith Stein  
> Gustav Siewerth  
> **Erich Przywara**  
> Ferdinand Ulrich  
> Clarke's *The One and the Many*

### 4) TRANSCENDENTAL THOMISM

\*Transcendental Thomism begins with the Kantian dilemma of the gap between the noumena and phenomena, that is, the key Enlightenment dilemma as regards epistemology.  
\*Believes that Thomism offers the resources for overcoming the Kantian dilemma from *within* modernity's key issue. So, it amounts to an overcoming from within.  
> Marechal's *Cahiers* (esp. vol. 5)  
> Bernard Lonergan  
> Karl Rahner

### \*RESSOURCEMENT

(Originally: post-Enlightenment Catholicism's attempt at overcoming the Enlightenment's *forgetting*; but substantively: 1930s and 1940s  
> Henri de Lubac; Yves Congar; Jean Danielou; Joseph Ratzinger; opposed to Neo-Scholastic approach because Neo-Scholasticism restricted the Christian recovery of its tradition to the Baroque tradition; and so it effectively diminished or constrained the full breadth of the Christian theological tradition; we must overcome the Baroque 'constraints'; we need to return to the sources that mediate Christ, esp. Liturgy; Scripture; Church Fathers & Scholastics themselves; and integrate all of this into a greater synthesis)

### Balthasar (Epilogue)

> Przywara  
> Henri de Lubac

*From VCI (Kleutgen)*

[Reformation]

Everybody knows that those heresies...which rejected the divine magisterium of the church and allowed religious questions to be a matter for the judgment of each individual, have gradually collapsed into a multiplicity of sects...and by this means a good many people have had all faith in Christ destroyed.

[Enlightenment]

Indeed even the holy Bible itself, which they at one time claimed to be the sole source and judge of the Christian faith, is no longer held to be divine, but they begin to assimilate it to the inventions of myth. Thereupon there came into being and spread far and wide throughout the world that doctrine of rationalism or naturalism...which spares no effort to bring it about that Christ, who alone is our lord and saviour, is shut out from the minds of people and the moral life of nations. Thus they would establish what they call the rule of simple reason or nature.

[post-Enlightenment philosophies]

The abandonment and rejection of the Christian religion, and the denial of God and his Christ, has plunged the minds of many into the abyss of pantheism, materialism and atheism, and the consequence is that they strive to destroy rational nature itself, to deny any criterion of what is right and just, and to overthrow the very foundations of human society.

[Main concern: *intra-mural transmission and prevalence of the above*]

With this impiety spreading in every direction, it has come about, alas, that many even among the children of the catholic church have strayed from the path of genuine piety, and as the truth was gradually diluted in them, their catholic sensibility was weakened. (#5-8)