

Catholicism and the Modern World

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M-TH 12:00-1:20, Room BE-121

Fall 2010

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This course explores Roman Catholicism (in its many facets as institutional church, as a set of people who identify as Catholic, as a distinct world view, and as a culture and tradition unto itself) and its relationship with “modernity” and (post-modernity). We will begin with an examination of the Catholic response to the Protestant Reformation of the 16th century. This response set the stage for an adverse relationship with the modernizing impulses in society of the following centuries. We will move quickly to the 20th century and the events of the Second Vatican Council, which would radically change the way the Church understood itself.

From here, we will explore many aspects of Catholic thought and identity which impact the way Catholics relate to the modern world, especially in the American context. Catholicism seems to have embraced modernity just as post-modernism was beginning its ascent. This course will offer the opportunity to pose larger questions about the role of religion in both American and global societies by using Catholicism as a particular example of this interaction.

The course load involves active class participation, presenting summaries to the class, writing six short response papers, producing a portfolio of news articles with a review essay, a final exam, and the ability to think critically about your own assumptions and attitudes. If you are not comfortable with any of these requirements (for whatever reasons), you may want to reconsider your enrollment in the course.

A Note about Grading: A’s are supposed to be exceptional grades. In order to earn an A in this course, you must complete all assignments **really well**. Your work should not only be flawless, but also above and beyond expectations. Doing all assignments **well** fits more appropriately in the B range of grades. When work is flawed, late, or incomplete, it fits into the C and D range.

Required Texts: (Available at the Bookstore)

A Brief History of Vatican II, by Giuseppe Alberigo. Orbis Books (2006) 1-57075-638-4

American Catholics in the Public Square, volume 1. American Catholics and Civic Engagement: A Distinctive Voice, edited by Margaret O’Brien Steinfels. Sheed and Ward (2004) 0-7425-3159-7

American Catholics in the Public Square, volume 2. American Catholics, American Culture: Tradition and Resistance, edited by Margaret O’Brien Steinfels. Sheed and Ward (2004) 0-7425-3161-9

Papal Encyclicals, accessed online at www.papalencyclicals.net

Vatican II Documents, accessed online at www.vatican.va/archive or www.cin.org/vatiidoc

Course Requirements:

* Participation – involves five components:

A. *Attendance*. Good attendance demonstrates a solid commitment to the course and typically influences your grades on all other aspects of the course. Some of the material covered in lectures and class discussion is not found in the textbook; additional details may be given in class regarding particular assignments; and exams will draw from both text and class material – so it is vital to be present. If you are sick or have an emergency, it is wise to send an email. You will be allowed two absences (beginning September 2) before your grade is officially penalized; each absence beyond that (or the equivalent in tardies or leaving early) will lower your entire Participation grade one notch (example: A to A-). No “incomplete” grades will be given for falling behind or sporadic attendance.

B. *Taking part in class*. This requires completing the assignments before each class, arriving on time, taking notes, and being actively engaged in any class discussion. You will also be expected to present ideas from your written assignments to the class. While late written assignments will be penalized, you will be allowed one late paper (one class period) without a penalty.

C. *Summary Presentations*. You will be assigned part of a Church document to summarize and present to the class on the dates indicated on the syllabus. The point here is to succinctly condense the main points of your assigned segments so that the class as a whole can develop usable outlines of the Church document.

D. *Unannounced Quizzes on the readings*. These will usually be given orally, with written answers, in short-answer and true/false format. Each quiz will be given in the first part of class and cannot be made up if missed.

E. *News Articles*. You will need to bring a news article every other week, as indicated on the syllabus. For each one, you need to find an article (from a legitimate news media source – internet versions are acceptable) that relates in some way to Catholicism and the modern world. You need to bring a copy of the article, along with a citation of the source and date of the article, in a form that can be handed in. Ideally, each article should be no more than a couple weeks old (exceptions to this rule should only be necessary if you are trying to follow the thread of a particular story and feel a background story is helpful). These will be graded on a checkmark basis and returned to you to become part of your “Catholicism in the News Portfolio.” You need to gather **six** (6) articles total. You will not receive participation credit for late articles, but you will still need them for your portfolio.

* Response Papers, due as indicated on the syllabus. These should be one-page **minimum**, typed double-spaced in 12-point (or less) Times New Roman font with 1" margins (or less) all around. Please no fancy borders. Do NOT waste space for a heading; you may write your name and the date in the top margin and begin your text on the first typed line. These are succinct, critical responses **to the assigned readings for the day**, with attention also given to the readings and discussion of the previous class period. In each paper, you should begin with something about the readings that most interested you; then address some thoughtful reactions, concerns, questions and insights you have had, especially in light of other material

covered in class. In each paper, you should address the following questions (first-person voice is fine) in a thoughtful and constructive way:

- Briefly, what is the main theme or point the author(s) is(are) trying to convey?
- Do you find their discussion/argument convincing? Why or why not?
- What is something you learned or that surprised you from this/these reading(s)?
- How is this material relevant for you and how does it challenge your own assumptions?

Remember the point of the assignment is to prove that you did the reading and thought about it. You may complete up to **six** (6) as assigned. These are graded according to the following scale and will be lowered one whole number for each class a paper is turned in late. If not completed within the possible allotted time, the paper will receive a zero.

- 4 = A (Wow! Very insightful and nearly flawless! It exceeds expectations)
- 3 = B (**This is the typical grade for completing the paper as assigned**)
- 2 = C (Not complete or not clear or poorly written or some mistakes)
- 1 = D (Overly problematic, but at least you wrote something)

Your cumulative Response Paper grade will be figured according to the following formula:
20 and above = A; 15 - 19.9 = B; 10 - 14.9 = C; 5 - 9.9 = D; 4.9 and below = F

* **Catholicism in the News Portfolio**, due December 13. Based on **five** (5) of the articles you have gathered throughout the semester, you will write a review essay of the trends and themes you observe across the spectrum of news about Catholicism in today's world. You must link each of the articles to one of the theories/concepts/issues covered in this course and demonstrate how the content of the article illustrates or expands upon the theory/concept/issue. You will also find common threads and links between and among the articles and assess future directions and possibilities.

Your portfolio should include the following:

- A. A list of your articles with full citations including the headline, author's name (if given) and/or news source (such as Associated Press), date of the article, and the source where you found the story (such as *New York Times*, *CNN*, etc.). The standard format is to put the article title in quotation marks and the source in italics. The list should be in chronological order, with the earliest story first. Remember you need to use five articles.
- B. A copy of each article in a format that is reader-friendly. You may need to literally cut and paste if you are using real newspaper. These should appear in the order listed above. It would be helpful to highlight the parts of the articles that are most important in terms of this class and your review.
- C. Your review essay. You may address the articles in any order that makes sense for what you want to say. You need to directly link each article with something from any of the readings or chapters we covered in class. Think of this on a focused level. For example, it

is not enough to link an article to an essay/document in general. You need to choose a particular concept articulated in one (or more) of the readings. You need to explain to the reader how the article and concept are connected, and how the article adds depth to the concept or theory in question. It may be helpful to quote from the article and the class reading assignment to get your point across. You should not restate all of the citation information for your news articles here; use a shorthand method to refer to each. You must, however, cite the class readings you are using parenthetically or with notes.

- D. Your essay also needs to draw a broad analysis of these stories in terms of trends you observe, things to keep in mind, and what is missing. You may also wish to address any “problems” you observe with respect to the way these issues are represented in the news and extend your discussion to include how all of this relates to the way any religion is represented in the news media and to how religions in general interact with society.

As with all written assignments for this course, it should be typed, double-spaced in 12-point Times New Roman font (or smaller), with 1" margins (or less) all around. Your review essay should be approximately 1200 words, but you may need to use more to meet the above requirements. (The word count does not include your list of articles or footnotes/endnotes.) This paper should generally not be written in first person (and never second person). Overall, think of this as an academic review essay of a series of news articles, using our course material as a way of understanding and critiquing them. You may (and should) use first person if you express a personal opinion, but this will likely be limited to the final portion of your essay.

* Final Exam, December 21. Absence will result in a **zero** grade on the exam.

Criteria for Evaluation:

- accuracy and precision of scholarship
- clarity of oral and written expression
- progress in critical thinking skills
- completion of assignments and readings on due dates
- thoroughness, creativity, originality, and contribution to field of inquiry

Grades will be based on the following formula:

Participation	25%
Response Papers	25%
News Portfolio	25%
Final Exam	25%

All assignments should be turned in as a hard copy. If you need to email an assignment in order to hand it in on time (by the beginning of class), please feel free to do so. You should send it to duganmcg@rci.rutgers.edu BOTH as an attachment and as text in the message, **then follow it up with a hard copy**. An Attachment alone does not guarantee the paper has been received. You may also leave papers in the mailbox or under the office door as long as they are clearly marked to the attention of Dr. McGinley. Remember that if you EVER consult an outside source for something you are writing, you MUST acknowledge it through an appropriate citation. Portraying someone else's ideas or work as your own is **plagiarism** and any student found

plagiarizing will receive an F for the entire course.

Schedule of Topics, Readings and Assignments:

Readings and papers are DUE on the date for which they are listed.

Sep 2	Course Introduction Perceptions of Catholicism	
Weds., Sep 8 (follow Monday schedule)	CHURCH HISTORY before the Reformation, Leading up to the Council of Trent	
Sep 9	COUNCIL OF TRENT and its Legacy The Tridentine Era through Vatican I	News Article
Sep 13	Pre-Vatican II CATHOLIC SOCIAL TEACHINGS <i>Rerum Novarum</i> , Encyclical of Pope Leo XIII, May 15, 1891	(Summary Presentations)
Sep 16	Pre-Vatican II CATHOLIC ANTI-MODERNISM <i>Pascendi Dominici Gregis</i> , Encyclical of Pope Pius X, September 8, 1907	(Summary Presentations)
Sep 20	SHIFTS IN THEOLOGY Foundational “Modern” Theologians Setting the Stage for Vatican II Alberigo, Chapters 1-2, pp. 1-42	Response Paper #1
Sep 23	VATICAN II Alberigo, Chapter 3, pp. 43-61	
Sep 27	VATICAN II Alberigo, Chapter 4, pp. 63-91	News Article
Sep 30	VATICAN II Document <i>Lumen Gentium</i> , Dogmatic Constitution on the Church, November 21, 1964	(Summary Presentations)
Oct 4	CATHOLIC SOCIAL THOUGHT <u>Steinfels, vol 1</u> : Coleman, “The Common Good and Catholic Social Thought”; Mansbridge, “Pluralism and the Common Good”; Pope, “Catholic Social Thought and the American Experience”	Response Paper #2
Oct 7	CATHOLIC SOCIAL THOUGHT <u>Steinfels, vol 1</u> : Galston, “Contending with Liberalism”; Lacey and Shea, Catholics and the Liberal Tradition”	
Oct 11	VATICAN II Alberigo, Chapters 5-6, pp. 93-130	News Article

Oct 14	VATICAN II Document <i>Gaudium et Spes</i> , Pastoral Constitution on the Church in the Modern World, Dec. 7, 1965	(Summary Presentations)
Oct 18	CATHOLIC INSTITUTIONS <u>Steinfels, vol 1</u> : Murnion, “The Catholic Parish in the Public Square”; Bole, “What do State Catholic Conferences Do?”	Response Paper #3
Oct 21	CATHOLIC INSTITUTIONS <u>Steinfels, vol 1</u> : Dolejsi, “The Limits of Coalitions and Compromises”; Cochran, “Catholic Health Care and the Challenge of Civic Society”	
Oct 25	VATICAN II Document <i>Dignitatis Humanae</i> , Declaration on Religious Liberty, December 7, 1965	News Article (Summary Presentations)
Oct 28	CATHOLIC IDENTITY Autobiographies and Catholic Identification <u>Steinfels, vol 1</u> : Choose any four of the essays in Part 3 of the book.	
Nov 1	The “CATHOLIC VOTE” <u>Steinfels, vol 1</u> : Leege and Mueller, “How Catholic Is the Catholic Vote?”	Response Paper #4
Nov 4	The “CATHOLIC VOTE” <u>Steinfels, vol 1</u> : Dionne, “There Is No Catholic Vote – And It’s Important”; O’Beirne, “Catholic Republicans”; Bole, “Communitarian Lite”	
Nov 8	POST-VATICAN II Watershed <i>Humane Vitae</i> , Encyclical of Pope Paul VI, July 25, 1968	News Article (Summary Presentations)
Nov 11	CONTESTED ISSUES <u>Steinfels, vol 2</u> : McGreevy, “Catholics in America: Antipathy and Assimilation”	
Nov 15	CONTESTED ISSUES <u>Steinfels, vol 2</u> : Johnson, “Abortion, Sexuality, and Catholicism’s Public Presence”; Whitehead, “Connecting Sexuality, Marriage, Family, and Children”; Ross, “The Complexities and Ambiguities of the ‘Prophetic Dimension’”; Doerflinger, “The Pro-Life Message and Catholic Social Teaching”; Segers, “The Strengths and Weaknesses of the Pro-Life Agenda”	Response Paper #5

Nov 18	CONTESTED ISSUES <u>Steinfels, vol 2</u> : Dillon, “The Abortion Debate: Good for the Church and Good for American Society”; Doyle, “Killing Yourself: Physician-Assisted Suicide in Oregon”	
Nov 22	NO CLASS – (follow Wednesday schedule)	
Nov 25	NO CLASS – (Thanksgiving holiday)	
Nov 29	POPULAR CULTURE <u>Steinfels, vol 2</u> : Fisher, “Catholicism as American Popular Culture”; Massa, “‘As If in Prayer’: A Response to Catholicism as American Popular Culture”	News Article
Dec 2	MASS MEDIA <u>Steinfels, vol 2</u> : Doyle, “The Press and the Church’s Social Teaching: Friends or Foes?”; Bottum, “Assertions, Not Reasons”	
Dec 6	PERCEPTIONS and PREJUDICE <u>Steinfels, vol 2</u> : Massa, “Anti-Catholicism: The Last Acceptable Prejudice?”; McGreevy, “Anti-Catholicism in the United States: The View from History”; Greeley, “An Ugly Little Secret Revisited: A Pretest on Anti-Catholicism in America”	Response Paper #6
Dec 9	PERCEPTIONS and PREJUDICE <u>Steinfels, vol 2</u> : Woodward, “Anti-Catholicism: The Last Acceptable Prejudice? Yes”; Silk, “Anti-Catholicism: The Last Acceptable Prejudice? No”; and “Voices from the Field: A Panel Discussion”	
Dec 13	Course Conclusion	Catholicism in the News Portfolio
Tuesday, Dec 21	FINAL EXAMINATION, 8-11 am	

Catholicism in the News Portfolio: Grading Criteria (based on syllabus instructions)

List of five articles appropriately cited and spanning semester	3
Copies of articles (reader-friendly, highlighted as appropriate)	3
Review Essay:	
Addresses each news article	5
Connects each article with course reading/concept	5
Explains the connections convincingly	5

Appropriate details given to illustrate connections	5
Analysis/conclusions/critical thinking	5
Broad themes and trends among articles	2
Overall flow/readability and clarity/structure	2
Mechanics (paragraphing/grammar/spelling, etc.)	3
Appropriate citations of course readings	2
Total:	40