

Catholicism and the Modern World

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

Fall 2012

Professor: Dr. Dugan McGinley

Phone: 848-932-9641 (Department Secretary)

E-Mail: duganmcg@rci.rutgers.edu

Office and Mailbox: Room 112, Loree Building (Douglass Campus), Religion Department

Office Hours: TH 1:45-3:45 PM (by appointment)

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 allow 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, 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 and Syllabi, accessed online at www.papalencyclicals.net

Vatican II Documents, accessed online at www.vatican.va/archive

Course Requirements:

1. Participation – involves four 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 the exam 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 6) before your grade is officially penalized; each absence beyond that, **regardless of the reason**, (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. *Unannounced Quizzes on the readings* when no response paper is due. 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 (so don't be late!) and cannot be made up if missed.

D. *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. Bring a copy of the article, with a clear 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 two 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 as noted below and returned to you to become part of your “Catholicism in the News Portfolio.” You need to gather **six** (6) articles total.

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| ✓+ (=A) | Excellent and timely article for the context of the class; highlighted appropriately; discussed in class with a clear understanding of what the article is about. |
| ✓ (=B) | Fine article for the context of the class; hard copy handed in on time; contributed to the class discussion. |
| ✓– (=C) | Not a great article for the context of the class; or too short; or connection to Catholicism unclear; or hard copy turned in one class late; or not discussed. |
| O (zero=F) | Hard copy turned in more than one class late; multiples of above problems. |

2. Response Papers, due as indicated on the syllabus. These should be one-page **maximum**, typed double-spaced in 12-point (or less) Times New Roman (or similar) 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. Answer the questions given for each particular assigned paper. There is no need to re-print the questions on your paper. Simply answer them as well as you can.

These are succinct, critical thinking responses based primarily on **the assigned readings for the day**, although you may also allude to readings and discussions from previous class periods. Remember the point of the assignment is to answer the questions and prove that you did the reading and thought about it. You need to complete **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, thorough 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)

3 **Catholicism in the News Portfolio**, due December 10. 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 textually 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 items in order:

- 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. 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.

- 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 (or less) Times New Roman (or similar) font, 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 be written in third person (and never second person). 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.

4. Final Exam, December 20. 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 a response paper 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 6	Course Introduction Perceptions of Catholicism
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- Sep 10 CHURCH HISTORY before the Reformation,
Leading up to the Council of Trent
- Sep 13 COUNCIL OF TRENT and its Legacy News Article #1
The Tridentine Era through Vatican I
- Sep 17 Pre-Vatican II
CATHOLIC SOCIAL TEACHINGS
Rerum Novarum, Encyclical of Pope Leo XIII,
May 15, 1891
- Sep 20 Pre-Vatican II
CATHOLIC ANTI-MODERNISM
Lamentabile Sane, Syllabus of Pope Pius X,
July 3, 1907
- Sep 24 SHIFTS IN THEOLOGY Response Paper #1
Setting the Stage for Vatican II
Alberigo, Chapters 1-2, pp. 1-42

1. How much of this background on Vatican II was new to you? Did anything surprise you?
2. A large institution like the Catholic Church operates with layers of hierarchical governance. What does this material reveal to you about Church politics and how do you assess it?

- Sep 27 VATICAN II
Alberigo, Chapter 3, pp. 43-61
- Oct 1 VATICAN II News Article #2
Alberigo, Chapter 4, pp. 63-91
- Oct 4 VATICAN II Document
Lumen Gentium, Dogmatic Constitution on the
Church, November 21, 1964
- Oct 8 CATHOLIC SOCIAL THOUGHT Response Paper #2
Steinfels, vol 1: Coleman, "The Common Good
and Catholic Social Thought"; Mansbridge,
"Pluralism and the Common Good"

1. What are your own thoughts about the common good in light of these authors' discussions? Do you think the concept is compatible with American free-market values?
2. How does the American concept of religious freedom influence how Catholics should understand and work for the common good?

- Oct 11 CATHOLIC SOCIAL THOUGHT
Steinfels, vol 1: Pope, "Catholic Social
Thought and the American Experience"
Galston, "Contending with Liberalism"

Oct 15	VATICAN II Alberigo, Chapters 5-6, pp. 93-130	News Article #3
Oct 18	VATICAN II Document <i>Gaudium et Spes</i> , Pastoral Constitution on the Church in the Modern World, Dec. 7, 1965	
Oct 22	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

1. How important do you think regular participation in parish life is in forming Catholic identity and values? How important is communal participation in forming any kind of religious identity? Are other factors equally or even more important?
2. What do you think of Catholic bishops conferences being so involved in civil legislation?

Oct 25	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 29	VATICAN II Document <i>Dignitatis Humanae</i> , Declaration on Religious Liberty, December 7, 1965	News Article #4
Nov 1	CATHOLIC IDENTITY Autobiographies and Catholic Identification <u>Steinfels, vol 1</u> : Choose any two of the essays in Part 3 of the book.	
Nov 5	The "CATHOLIC VOTE" <u>Steinfels, vol 1</u> : Leege and Mueller, "How Catholic Is the Catholic Vote?"	Response Paper #4

1. What surprised you in reading about Catholic voting patterns? Why? What was not surprising? Why not? Given this material, what do you think of the idea that Catholics are often considered a voting bloc?
2. What do you think are the most important considerations for voting individuals as they balance religious identity commitments and the values of religious freedom?

Nov 8	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"	
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Nov 12	POST-VATICAN II Watershed <i>Humane Vitae</i> , Encyclical of Pope Paul VI, July 25, 1968	News Article #5
Nov 15	CONTESTED ISSUES <u>Steinfels, vol 2</u> : McGreevy, “Catholics in America: Antipathy and Assimilation”	
Nov 19	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’”	Response Paper #5
<p>1. What do you think of these authors’ discussions of these often controversial topics? Discuss something from one of these essays that challenges you to think about these issues in a more nuanced or complex way.</p> <p>2. What are the pros and cons of equating religious identity with particular moral stands on contentious ethical issues?</p>		
Tuesday	CONTESTED ISSUES	
Nov 20 (follow Thursday schedule)	<u>Steinfels, vol 2</u> : Doerflinger, “The Pro-Life Message and Catholic Social Teaching”; Segers, “The Strengths and Weaknesses of the Pro-Life Agenda”; Dillon, “The Abortion Debate: Good for the Church and Good for American Society”	
Nov 22	NO CLASS – (Thanksgiving holiday)	
Nov 26	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 #6
Nov 29	MASS MEDIA <u>Steinfels, vol 2</u> : Doyle, “The Press and the Church’s Social Teaching: Friends or Foes?”	
Dec 3	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

1. Do you feel you encounter any anti-Catholicism in society? If so, give an example. What do you think of Greeley's components for identifying anti-Catholicism?
2. Moral maturity requires that we think critically about the role all institutions play in society, including religions. How would you distinguish the difference between "critique of" and "prejudice against" any religion's belief and practice?

Dec 6 PERCEPTIONS and PREJUDICE
Steinfels, vol 2: Woodward, "Anti-Catholicism: The Last Acceptable Prejudice? Yes"; Silk, "Anti-Catholicism: The Last Acceptable Prejudice? No"

Dec 10 Course Conclusion

Catholicism in the News Portfolio

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 Addresses each news article	5
Essay: 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

Thursday FINAL EXAMINATION, 12-3 pm
 Dec 20

NOTE: If you have any special needs or a disability that requires any special accommodation to fulfill any course requirements, you need to provide acceptable documentation to the Office of Disability Services. That office will then make arrangements as needed with Dr. McGinley.