Exploring Catholicism II
Summer 2015
(THEO 1024)

Instructor: Jennifer Sanders  Classroom: Stokes 113S
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Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This is the second session of a two-part course exploring the history, worldview, methods, core doctrines, and practices of Catholicism in the modern period (from the 16th-century to the present). It begins with a brief overview of Catholicism in the modern period, focusing in particular on the emergence of social thought within the Catholic tradition. We will then explore topics in systematic theology—i.e., Trinitarian theology, Christology, Soteriology, Theological Anthropology, and Grace—in light of Catholic contributions and approaches to these questions. We will situate these theological topics in the context of Catholic Social Teaching and Catholic spirituality in order to draw out their distinctively Catholic features and the implications of systematic theology for the lives of contemporary Catholics. Finally, we will turn to Catholic religious, spiritual, and social traditions. We will begin with Catholic sacramental theology. From there, we will explore the relationship of the Catholic Church to the modern world—how does the Catholic Christian tradition respond to religious and moral pluralism? We will conclude with Tattoos on the Heart in order to facilitate discussion on how the Catholic tradition seeks to transform the world by cooperating with God’s grace in solidarity with those on the margins of society.

The Core Theology Requirement
Theology core courses are two-semester sequences in which students must first take part I and then part II of the same core course (preferably with the same professor in the same academic year) to fulfill the requirement and receive core credit.

Learning Goals of Theology Core Courses
Theology core courses should enable students to:
1. Demonstrate the ability to consider issues of religious faith from an intellectual or scholarly perspective
2. Demonstrate they have some appreciation of the nature of the theological enterprise as a disciplined reflection on religious faith
3. Demonstrate they have reflected on the question about the relationship between reason & religious faith
4. Demonstrate that they have attained a basic familiarity with and appreciation for at least one faith tradition
Learning Goals & Guiding Questions (GQs) of Exploring Catholicism I & II

1. To become articulate and versed in the theological terminology and sources of the Catholic Christian theological tradition.
   
   **GQs:** What are the implications of the distinctive Catholic sacramental imagination and theology of grace on living tradition of Catholicism?

2. To become intelligently familiar with the central doctrinal and theological commitments within the Catholic Christian tradition.
   
   **GQs:** How does the Catholic theological tradition—Trinitarian theology, Christology, theology of grace, theological anthropology—inform Catholic social and spiritual practices?

3. To describe the function and theological rationale of central ecclesial and spiritual practices.
   
   **GQs:** What is the significance of being part of an ecclesial community? What is the relationship between this community and spiritual practice?

4. To identify major figures and their contributions to the Catholic Christian tradition.
   
   **GQs:** Why do the saints matter in the Catholic Christian tradition? How do conversion stories throughout Christian history affect our lives and social situations?

5. To demonstrate knowledge across cultural settings and will learn the impact of culture & gender as demonstrated by the Catholic tradition’s history with respect other religious traditions and the impact of language in Catholic doctrinal and systematic theology.
   
   **GQs:** What are the basic philosophical and theological ways of approaching religious pluralism? What is the Catholic Church’s relation and responsibility to other religious traditions and cultures? How has gender-specific language affected the Catholic experience of God’s grace?

6. To engage ethical and moral questions in the modern world from a Catholic perspective as demonstrated by familiarity with the theological principles that form the basis of Catholic social and moral though.
   
   **GQs:** What values and priorities inform moral decision-making in the living Catholic tradition? What role do major figures in the Catholic tradition play in guiding our own moral-decision making? What role does the ecclesial community play in guiding our own moral-decision making?

Required Texts:


Notes:

*Please note the ISBN numbers and purchase the correct edition

*Let the instructor know if you need support in purchasing books.

Required PDFs on Canvas

*Additional required texts will be available on our class Canvas website. Whenever these readings are assigned, “[Canvas]” will appear next to the assignment.

Recommended Texts:


Course Requirements & Policies

1. **No cell phones. Drinks permitted. Coffee encouraged.**

2. Students must attend all classes and be on time. **Any unexcused absences or tardiness will lower your final grade.**
3. Students with specific documented learning needs should approach the instructor and provide official notification within the first two weeks of class.
4. Athletes must notify the instructor within the first two weeks of class and provide an official schedule signed by their coach and athletic director.
5. Plagiarism or cheating of any sort is absolutely forbidden. Please consult the University’s policy on academic integrity: http://www.bc.edu/offices/stserv/academic/integrity.html
6. Assignments turned in late will receive a mark-down of one letter grade per day late (e.g., from B+ to B)

Course Grading

1. Class Attendance
   - Regular, on time attendance: Students are expected to attend all class meetings, arrive on time, and have done the reading for the day. Any unexcused absences will lower your final grade. Any tardiness will lower your final grade.

2. Class Participation (20%)
   - Active, Completed Reading: You will come to class prepared with the day’s reading. Active reading expects that you engage with the text, asking questions of it when you do not understand something, and re-reading passages when appropriate.
   - Class Discussion: You will be expected to participate in class by asking questions, answering questions, and speaking when called upon. The main format of our discussions will be to engage with the assigned text. Therefore, you are expected to bring the assigned book(s)/PDF(s) to class everyday and be able to support your comments or questions with references to the text.

3. Pop Quizzes (10%): There will be periodic pop-quizzes on the day’s reading assignments. These will be a combination of short answer, multiple choice, and T/F.

4. Take-Home Midterm Exam (35%): You will receive the assignment in class on July 8 (Wednesday). It will be due on Canvas on July 17 @ 5pm (Friday). The midterm will consist of 4 questions, to be answered in 1.5-2 pages, double-spaced (12 pt. font, 1 inch margins). The midterm will cover both the readings and class discussions.

5. Take-Home Final Exam (35%): You will receive the assignment in class on July 27 (Wednesday). It will be due on Canvas on July 31 @ 5pm (Friday). The final will consist of 4 questions, to be answered in 1.5-2 pages, double-spaced (12 pt. font, 1 inch margins). The final will cover both the readings and class discussions. (The final is not cumulative; it will only cover the 2nd half of the course).

Summer Grading System

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports

All students are required to log into the web through Agora to access their summer grades. Students must utilize their BC username and password to log on. If your username or password is not known, the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Important Policies

http://www.bc.edu/content/bcschools/advstudies/guide/academicinteg.html

Written Work

Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite
literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the Summer Session Office at 617-552-3800 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

*Assignments turned in late will receive a markdown of one letter grade per day late (e.g., from B+ to B)
Schedule of Readings for Exploring Catholicism II

Part I: Introduction to Course

Distinctive Features of the Catholic Tradition

(M) June 22
From Trent to Vatican II: The Emergence of Catholic Social Teaching
  - Gerald O’Collins, S.J., Catholicism, Ch. 2: “The Second Thousand Years” (51-95)
  - Thomas Massaro, S.J., Living Justice [Canvas]
    - Ch. 1: “Social Justice and the Mission of the Church” (1-15)
    - Ch. 5: “The Nine Key Themes of Catholic Social Teaching” (79-117)

Part II: The Catholic Theological Tradition

(W) June 24
The Personal God: Knowing & Loving in Conversation
  - O’Collins, Catholicism, Ch. 4: “The Tripersonal God & the Incarnate Son” (124-164)
  - Michael Himes, The Mystery of Faith, Ch. 1: “Trinity” (5-10)
  - Spirituality for the 21st Century (hereafter, S21C):
    - Ch. 1: Colleen Griffith, “What is Spirituality?” (1-12)
    - Ch. 2: John Strynkowski, “Spirituality and the Triune God” (13-22)

(M) June 29
Anthropology & Creation: Created in the Image & Likeness of God
  - Neil Ormerod, Creation, Grace, Redemption (hereafter CGR), Ch. 1: “The God of Creation” (1-13) [Canvas]
  - O’Collins, Catholicism, Ch. 5: “The Human Condition: Created and Sinful” (only 165-180)
  - Himes, The Mystery of Faith, Ch. 3: “Incarnation” (19-28)
  - S21C, Ch. 4: Mary Ann Hinsdale, I.H.M., “Spirituality and the Human Creature” (39-53)

(W) July 1
Anthropology & Sin: The Human Problem of Evil
  - O’Collins, Catholicism, Ch. 5: “The Human Condition: Created and Sinful” (only 180-199)
  - Mark Miller, “Bias” (116-128) [Canvas]
  - Michael Vertin, “The Problem of Evil” (1-10) [Canvas]

(M) July 6
Anthropology & God: Jesus & the Story of Redemption
  - Elizabeth Johnson, C.S.J., Consider Jesus [Canvas]
    - Ch. 2, “The Humanity of Jesus” (19-33)
    - Ch. 3: “Jesus’ Self-Knowledge” (35-47)
    - Ch. 4: “The History of Jesus” (49-63)
  - Hefling, “Why the Cross?” (24-27) [Canvas]
  - S21C, Michael Himes, “Spirituality & the Redemption” (54-71)

(W) July 8
Anthropology & Grace: Adoptive Daughters & Sons of God
  - O’Collins, Catholicism, Ch. 6: “The Life of Grace & the Hope of Glory” (200-233)
  - Mark Miller, “Grace” (143-148) [Canvas]
  - Augustine, Confessions, Book 8 (184-208) [Canvas]

Note: Today, you will receive the instructions for you take-home midterm.
*Midterm due electronically on Canvas Friday, July 17 @ 5pm
**Part III: The Catholic Religious Tradition**

(M) July 13  
Catholic Sacramental Theology I: Sacraments of Initiation—Baptism, Eucharist, & Confirmation  
- O’Collins, *Catholicism*, Ch. 7: “The Sacraments” *(only 234-269)*  
- Himes, *Mystery of Faith*  
  - Ch. 2: “Grace” *(11-18)*  
  - Ch. 5: “Church” *(39-48)*  
  - Ch. 6: “Baptism” *(49-58)*  
  - Ch. 7: “Eucharist” *(59-69)*

(W) July 15  
Catholic Sacramental Theology II: Sacraments of Vocation and Healing—Matrimony, Holy Orders, Reconciliation, & Anointing of the Sick  
- O’Collins, *Catholicism*, Ch. 7: “The Sacraments” *(only 269-296)*  
- Himes, *Mystery of Faith*  
  - Ch. 8: “Sacraments of Vocation” *(69-78)*  
  - Ch. 9: “Reconciliation” *(79-86)*  
  - Ch. 10: “Tradition” *(87-94)*

**Part IV: The Catholic Interreligious & Moral Tradition**

(M) July 20  
Catholicism & the Modern World: Living Among the World’s Religions  

(W) July 22  
Catholicism & the Modern World: Living a Valuable Life in the World (~45 pages)  
- O’Collins, *Catholicism*:  
  - Ch. 9, “Catholic Moral Life and Teaching” *(335-366)*  
  - Ch. 10: “Basic Characteristics of Catholicism” *(367-380)*

Note: Your will receive instructions for your take-home final.  
* Final due electronically on Canvas Friday July 31 @ 5pm.

**Part V: The Catholic Social Tradition**

(M) July 27  
Catholic Social Teaching I: Agents for Change  
- Mark Miller, “Religious, Moral, and Intellectual Conversion” *(149-174)* [Canvas]  
- Listen attentively to podcast: Timothy Gallagher, O.M.V., *Ignatius’s life (DOS#2)* [Canvas]  
- Gregory Boyle, S.J., *Tattoos on the Heart*, Introduction – Ch. 3 *(1-82)*

(W) July 29  
Catholic Social Teaching: The Standard of Jesus  
- Boyle, *Tattoos on the Heart*, Ch. 4-9 *(83-212)*