

BOSTON COLLEGE

S U M M E R S E S S I O N

*Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at the instructor's discretion.

THEO102401 Exploring Catholicism II: Tradition & Transformation (3 credits)

Boston College Summer Session 2019

Summer Session 2, June 25 – August 1

Tuesday and Thursday, 6:00-9:15pm

Location: Check Agora Course Information and Schedule

Instructor Name: Stephanie C. Edwards

BC E-mail: edwardfg@bc.edu

Phone Number: N/A

Office: Stokes Hall N330D

Office Hours: Tuesdays & Thursdays 4:30-5:30pm, or by appt.

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

Note: This is a year long course where you must take both sections of Exploring Catholicism (THEO1023-1024) first Part I then Part II to receive Core credit. There are no exceptions. A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

Textbooks & Readings (Required)

Greg Boyle. *Tattoos on the Heart: The Power of Boundless Compassion*. New York, NY: Free Press, 2010. ISBN: 978-1439153154 ISBN-13: 978-1439153154

Stephen J. Pope. *A Step Along the Way: Models of Christian Service*. Ossining, NY: Orbis Books, 2015. ISBN: 978-1626981188 ISBN-13: 978-1626981188

For readings from the Bible (marked + in the syllabus), you may use the New American Bible which is online at <http://www.usccb.org/bible/books-of-the-bible/> or another Bible of your choosing, preferably an academic translation. If you would like to purchase an academic Bible, I highly recommend the *New Oxford Annotated Bible with Apocrypha* (3rd or 4th edition), edited by Michael Coogan, available online or in the BC Bookstore.

All other required readings will be available on Canvas (marked C in the syllabus). Please print them out and bring them with you to class.

Library resources/Course Reserves: All primary texts are on reserve at O’Neill library. If you use reserve copies, take good notes so you can be prepared for in-class discussion. If BC copies are checked out, please request an additional copy through [Interlibrary Loan](#).

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

I will use Canvas regularly for assignments (rubrics, submission, and returning), grading, attendance, announcements, and uploading readings and materials (in “Modules” organized chronologically by week).

Course Objectives

1. Students will gain factual knowledge (terminology, classifications, methods, trends) of the historical development of Catholicism and Christian theology, demonstrated through written quizzes.
2. Students will learn the fundamental principles, themes, and practices that form the tenets of the Catholic Church and Christian theology, expressed through in-class discussion and written analysis.
3. Students will hone the synthetic style of thought that characterizes Christian theology through written essays that critically engage course material.
4. Students will learn to communicate, both orally and in writing, with greater clarity.
5. Students will be able to demonstrate critical theological thinking across cultural settings, and will learn the impact of culture, gender, age and historical location on the formation of the Christian tradition and the Catholic Church, as evidenced by analytic writing and in-class discussion.
6. Students will demonstrate ethical reasoning and debate pertaining to the Catholic Church and Christian tradition as evidenced by written and oral performance.
7. Students will be able to apply theological principles and ethical frameworks (e.g., feminist, anti-racist, liberationist) to evaluate contemporary social and political realities in our world.
8. Students will be equipped to bring foundational theological knowledge and skills to further study in the field and into personal spiritual exploration.

Grading

Assignment Breakdown				
<i>Class Participation</i>	150 pts	15%	In class	35%
<i>Daily Reading Quizzes</i>	150 pts	15%		
<i>Daily Exit Tickets</i>	50 pts	5%		
<i>Integration Paper 1</i>	200 pts	20%	From writing	65%
<i>Integration Paper 2</i>	200 pts	20%		
<i>Integration Paper 3</i>	250 pts	25%		
Total: 1000 pts = 100%				

The undergraduate grading system for Summer Session is as follows: A (4.00), A- (3.67) B+ (3.33), B (3.00), B- (2.67) C+ (2.33), C (2.00), C- (1.67) D+ (1.33), D (1.00), D- (.67) F (.00)

The graduate grading system for Summer Session is as follows: A (4.00), A- (3.67) B+ (3.33), B (3.00) B- (2.67)
 Passing but does not count toward degree: C (2.00)
 Passing but not for degree credit: F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

Deadlines and Late Work

Students are expected to submit assignments on time and in the medium designated by the professor (e.g., in hard-copy form, over email). If you would like to request an extension for a valid reason (e.g. illness, family circumstances, etc.), please contact the professor more than 24 hours before the assignment due date. Work submitted late and without an extension will incur a grade penalty of 10% per 24hrs past the deadline. Note: Communication is key! Please email/discuss any challenges ASAP with the professor.

Course Assignments

Please note that you are expected to spend 13 hours per week on out-of-class assignments and exercises. Please note that some weeks will require more time and some weeks less time but the average is approximately 13 hours per week over the semester.

Important Course Dates:

July 2	Integration Paper #1 (Due at 6pm, before class)
July 18	Integration Paper #2 (Due at 6pm, before class)
August 1	Final Integration Paper #3 (Due at 9pm, optional class)

Class Participation (150 pts)

- Completion of the entire daily reading and/or viewing assignment is expected before the class begins. In addition to reading, students should prepare for the class session by noting the main points of the day's reading, questions of clarification about the text, and their own opinions about author's arguments.
- Every student should come to class with the reading for the day in hard copy and the necessary materials for taking notes by hand. If this is a hardship, please speak with the professor.
- Any time you contribute to the class, whether through thoughtful comments and questions or through active listening, you will improve your participation grade. I expect every student to speak several times throughout the semester.

Daily Reading Quizzes (150 pts)

- Each class session will begin with a three-question quiz on the assigned readings for the day. Each question is worth 5 points, for a total of 15 points per quiz.
- You will have exactly ten minutes to complete the quiz.
- I may offer an alternative, comparable make-up assignment to a student who has missed a quiz due to extenuating circumstances (major health issues, death in the family, etc.). Otherwise quizzes cannot be made up.
- The purpose of this exercise is to hold students accountable for (a) completing the reading assignments before class, a vital practice for honing reading comprehension skills, and (b) class attendance.

Daily Exit Tickets (50 pts)

- We will dedicate the last 5 minutes of each class to exit tickets, a writing exercise designed to help you review and process the material covered during the class session. The professor will provide you a prompt for the day's exit ticket, and you will submit your ticket as you leave the classroom.
- Each exit ticket is worth 5 points, for a total of 50 possible points throughout the term. Your grade is based solely on participation: you will either receive 5 points for completing and turning in the exit ticket, or 0 points for failing to complete and turn in the exit ticket.
- If you are absent at the conclusion of class, you cannot make up the exit ticket assignment.

Integration Papers (650 pts)

- Over the course of the semester you will write three papers that integrate the course readings with personal and critical reflection about on the Christian tradition and the Catholic Church. The goal of this exercise is (a) to hone your ability to communicate and support your opinions in written form, (b) to make connections between various theological loci and synthesize your own ideas about them, and (c) to reflect on your personal beliefs and values in light of course content.
- For the first Integration Paper, you will be asked to engage the question of suffering (theodicy). A short prompt is provided in the Course Schedule, and a further rubric and explanation will be provided in class and on Canvas.
- For the second Integration Paper, you will be asked to engage Catholic Social Teaching. A short prompt is provided in the Course Schedule, and a further rubric and explanation will be provided in class and on Canvas.
- For papers 1 & 2: You will not be evaluated on your personal opinions. Rather, evaluation will reflect your ability to (a) communicate clearly and effectively, (b) engage course readings in an accurate and analytical fashion, and (c) demonstrate critical reflection in response to the paper prompt. Please see the Integration Paper grading rubric on Canvas.

- For papers 1 & 2: You may cite course readings because you agree with them or because you disagree with them. Please cite texts by using the author last name and page number at the end of the sentence. For example: “This is how to cite a reference,” explained the professor (Coblentz, 4). Additional research and references to outside class materials are welcome but by no means required. You must cite at least 4 different course readings (lectures, notes, handouts are okay to cite but only in addition to the readings). Outside sources are not necessary but may help bolster your argument; if used provide a full bibliography. A further rubric and explanation will be provided in class and on Canvas.
- For papers 1 & 2: Papers should be 1500 words in length with 1” margins on all sides. Please use 12 pt. Times New Roman font. The heading should be single-spaced and the body text should be double-spaced. I use blind grading, please only list your ID number on the upper right corner of the first page. Papers should be uploaded to Canvas by 6pm (before class) on the due date. If you run into technology issues, please bring a printed copy to class and/or email me a copy immediately so you do not incur a late penalty. Each paper will be worth 200 points and constitute 20% of your grade for a total of 400 possible points or 40% of your overall grade.
- For the final integration paper: This paper asks you to engage and argue for one “non-negotiable” aspect of Catholic theology, especially as it interfaces with the modern world. It should engage at least 3 class texts as well as at least 5 outside sources to support your point. Your thesis should take a stand on this particular aspect of theology and provide evidence from scripture, tradition, and history, as well as current events, and/or some other form of applied context. More details will be given in class and on Canvas. Papers should be 2500 words in length with 1” margins on all sides. Please use 12 pt. Times New Roman font. The heading should be single-spaced and the body text should be double-spaced. I use blind grading, please only list your ID number on the upper right corner of the first page. Papers should be uploaded to Canvas by 9pm on the due date. If you run into technology issues, please email me a copy immediately so you do not incur a late penalty. The final paper will be worth 250 points and constitute 25% of your grade.

Course Schedule

Daily Class Schedule:

6:00-6:10	Daily Reading Quiz
6:10-7:30	Lecture & Discussion
7:30-7:45	Break
7:45-9:10	Lecture & Discussion
9:10-9:15	Daily Exit Ticket

**Tuesday
June 25**

1. From Christology to Anthropology

Key issues: syllabus and course introduction; sources for Christian theology; Council of Chalcedon; the relationship of Christology, soteriology, and anthropology; biblical & early patristic anthropology

- Syllabus
- Elizabeth Johnson, *Consider Jesus*, 19-34 [C]
- Susan Ross, *Anthropology*, 1-25 [C]
- Annie Dillard, “Part One: Newborn and Salted,” in *Holy The Firm*, 11-30 [C]

**Thursday
June 27**

2. Human Sinfulness, Evil, and Suffering, part I

Key issues: sin; evil; human goodness; suffering; human goodness; human freedom

- James Keenan, “Sin,” in *Moral Wisdom*, 35-66 [C]
- Michael Himes, “Chapter 3: The Journey of Restlessness” [C]
- Anne Sexton, “After Auschwitz” [poem, C]
- Annie Dillard, “Part Two: God’s Tooth” in *Holy The Firm*, 35-51 [C]

Daily Reading Quizzes Begin

**Tuesday
July 2**

3. Human Sinfulness, Evil, and Suffering, part II

Key issues: sin; evil; human goodness; suffering; human goodness; human freedom; Job

- Book of Job [+]
- John Coleman, [Job and the Mystery of Suffering](#) [C and online]
- Michael Himes, “Chapter 5: Vulnerability: Suffering the Mystery” [C]

- Annie Dillard, “Part Three: Holy the Firm” in *Holy The Firm*, 55-76 [C]

Paper #1 Due

Prompt: *Based on the materials you’ve encountered in class so far, how does Christian theology make sense of suffering and evil? How does this theology of suffering and evil relate to Catholic perspectives on God and human nature?*

**Thursday
July 4**

4. National Holiday – No Class

**Tuesday
July 9**

5. Grace and Salvation

Key issues: grace, salvation, faith and works, justification, natural law, politics

- Catechism of the Catholic Church, [Justification and Grace](#) [C and online]
- Eno, “Some Patristic Views on the Relationship of Faith and Works in Justification” [C]
- Weithman, “Augustine and Aquinas on Original Sin and the Function of Political Authority” [C]
- Langerack, [“What is Christian ethics?”](#) [C and online]

Major Figures: Sts. Augustine and Aquinas

**Thursday
July 11**

6. “And it was Good” – Catholic Social Teaching and Care for Creation

Key issues: creation, Catholic Social Teaching, climate change, environmentalism

- Pope, Introduction and Chapters 1 & 7
- Johnson, Chapter 9 [C or book from ECI]
- Massaro, Chapter 5 [C]
- Pope Francis, *Laudato Si*, selections [C and online]

Major Figure: Dorothy Stang, SND

**Tuesday
July 16**

7. “The Poor Will Always Be With You” – Poverty and the Church

Key issues: poverty, structural violence, living wage, economic justice

- Pope, Chapters 2, 3, 8 & 9
- Farmer, “On Suffering and Structural Violence: Social and Economic Rights in the Global Era,” pp. 29-50, in *Pathologies of Power: Health, Human Rights, and the New War on the Poor* [C]
- Quigley, [“Living Wage and CST”](#) [C and online]
- National Conference of Catholic Bishops, [Economic Justice for All](#), pages vi-xi, Chapters 1, 2 & 5 [C and online]

Major Figures: Dorothy Day and Mother Teresa

**Thursday
July 18**

8. “Give to Caesar” – Church Response to War and Violence

Key issues: war, violence, Catholic Social Teaching, Just War, Just Peace

- Pope, Chapters 5, 10 & 11
- Boyle, xi-60
- New Yorker, “My friend Berrigan” and America, “Daniel in the Lion’s Den” [C]
- New Yorker, “Beatification of Romero” and McCarthy, “Prophetic People” [C]

Major Figures: St. Oscar Romero and the Berrigan brothers

Paper #2 Due

Prompt: *Explain in detail one of the key themes of Catholic Social Teaching from Massaro, and how you think it might apply today. You can choose an existing social issue (e.g. immigration), political observation (e.g. budget debates), or general ethical principle (e.g. do no harm) for your application and analysis of the theme in the modern world.*

**Tuesday
July 23**

9. “Neither Slave nor Free” – Race and Racial Justice in the U.S. and the Church

Key issues: structural sin, racism, womanist theology, black theology, praxis

- Massingale, Chapters 1, 2 & 3 from *Racism and the Catholic Church* [C]
- Pope, Chapters 4 & 12
- Boyle, 60-128

Optional: Segura, [“What BLM can teach Catholics”](#) [C and online]

Massingale, “Malcolm X as neglected classic for Catholic theological reflection” [C]

Major Figures: Martin Luther King, Jr. and Black Lives Matter

**Thursday
July 25**

10. “To Set the Captives Free” – Church Response to Mass Incarceration

Key issues: structural sin, racism, applied Christology, mass incarceration

- Boyle, 129-217
- Laurie M. Cassidy, “Grotesque un/knowing of suffering: A white Christian response,” in *Christology and Whiteness: What Would Jesus Do?* Edited by George Yancy, 36-58. [C]
- Traci C. West, “When a white man-god is the truth and the way for black Christians,” in *Christology and Whiteness: What Would Jesus Do?* Edited by George Yancy, 114-127. [C]
- USCCB, [“Responsibility, Rehabilitation and Restoration: A Catholic Perspective on Crime and Criminal Justice”](#) [C and online]

Optional: America, “Alexandria Ocasio-Cortez on her Catholic faith and the urgency of criminal justice reform” [C]

Major Figures: St. Peter Claver and Sr. Helen Prejean

**Tuesday
July 30**

11. “Go and Do Likewise” – Lives of Service

Key issues: vocation, discernment, Christian ethics, praxis

- Stevenson, Introduction from *Unjust Mercy* [C]
- Michael Himes, “Chapter 9: Doing the Truth in Love” [C]
- Pope, Chapter 13 and Conclusion
- Podcast: [Ruby Sales, “Where does it hurt?”](#) [online]

**Thursday
August 1**

12. Optional Class Meeting – Where do we go from here?

Final Paper Due: “Theological non-negotiable”

Prompt: This paper asks you to engage and argue for one “non-negotiable” aspect of Catholic theology, especially as it interfaces with the modern world. It should engage class texts as well as at least 5 outside sources to support your point. Your thesis should take a stand on this particular aspect of theology and provide evidence from scripture, tradition, and history, as well as current events, and/or some other form of applied context. More details will be given in class and on Canvas.

Written Work

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. Please note that you cannot make up certain assignments, such as Daily Reading Quizzes and Daily Exit Tickets, if you are absent.

Consistent with BC’s commitment to creating a learning environment that is respectful of 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 their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Classroom Decorum

- Please silence all phones and store them out of sight before class begins. The use of cell phones, including text messaging, is absolutely prohibited in class.
- Computer use during class time is not allowed. If this policy causes undue hardship, please contact the professor to discuss the possibility of an exception.

Accommodation & Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC's commitment to accessibility at www.bc.edu/sites/accessibility.

Title IX Protections

Boston College upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to <http://www.bc.edu/offices/diversity/compliance/TitleIX.html> or contact the University's Deputy Title IX Coordinator for Students, Melinda Stoops at stoopsme@bc.edu or 617-552-3482. You can also receive assistance 24-hours a day by calling BC's Sexual Assault Network (SANet) at 617-552-2211.

Scholarship & Academic Integrity

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the [Boston College policy on academic integrity](#) for more information.