

FND 110G Introduction to Catholic Studies

Fall Semester, 2021

Course Outline

Class Start Date & End Date

9 Sept, 2021 - 9 Dec, 2021

Class Meeting Time, Location, and Room

Tues/Thurs 10:00am – 11:20, St. Eugene de Mazenod Room

Instructors Name: Dr. Ryan N.S. Topping
Office: 2-02
Office Hours: By Appointment through Ms. Maxwell at: Michelle.Maxwell@Newman.edu
Telephone: n/a
Email: Ryan.Topping@Newman.edu

Course Description

An historical introduction to Catholicism from its roots in Jewish and Greco-Roman antiquity to modern times. Catholicism's key literary, religious, and institutional contributions to Western culture will be studied through the close reading and discussion of representative Great Books of the Catholic Tradition.

Course Objectives

These 3 broad Course Objectives are designed to help students achieve several of the BA in Catholic Study's identified *Program Learning Outcomes* (which may be viewed here <https://www.newman.edu/BACath>):

- a) **Broad familiarity with the contributions of Catholicism to Western Culture** – Students will be introduced to Catholicism's key literary, religious, and institutional contributions to Western culture chiefly as manifest in representative Great Books [see Program Learning Goals 1, 3, 5, 9];
- b) **Skills in reading, writing and oral communication** – Students will develop skills in the close reading of, articulate speaking about, and persuasive writing upon literary, philosophical, and theological texts [see PLGs 10, 11];
- c) **Opportunity for Growth in Christian discipleship** – By witnessing the influence of Catholicism upon the thought and culture of the West, students will be invited to

consider the ways that the Church's faith has unified and ennobled human communities [see PLGs 4, 6, 15].

Course Assignments and Evaluation

Short weekly assignments – 30%: Short assignments based upon readings will be due on the first class of each week (worth 3%). Descriptions below. Please keep assignments in a notebook or journal that you will hand in and have returned to you.

Memorization and recitation – 10%: Students will offer 5 recitations in class on set passages drawn from the texts; opportunities for recitation will be offered at the beginning of the last class of each week; (5 Passages: Psalm 1; Athanasius on why God became man; Augustine on the heart's restlessness; Hugh on the liberal arts; one other text of a student's choice).

Florilegium – 10%: This is a record of key quotations and brief reflections that students will keep based upon their reading, due at the last class of the term; you must write out by hand at least 12 passages with a brief 1-5 sentence comment on why you choose it as a memorable text.

Two short essays – 30%: Rubrics and topics will be given in class.

Final Exam – 20%: A study guide will be offered at least one week prior to the exam.

Textbooks

The Holy Bible, RSV or Douay-Rheims versions preferred
 Virgil, *Aeneid*, trans Robert Fagles (London: Penguin Classics, 2008)
Epistle to Diognetus (handout will be given in class)
 Eusebius, *History of the Church*, trans. Maier, Paul (Kregel Academic, 2007) (paperback)
Rule of St. Benedict found in *Foundations of Western Monasticism*, edited by William Fahey (Tan Books, 2013)
 Athanasius, *On the Incarnation*, trans. John Behr, preface C.S. Lewis (Yonkers, NY: SVS Press, 2011)
 Augustine, *Confessions*, trans. Henry Chadwick (Oxford: OUP)
 Hugh of St. Victor, *Didascalicon: A medieval Guide to the Arts*, trans. Jermoe Taylor (New York: Columbia University Press, 1991)

Recommended Reading

The above texts will be sufficient.

Late Submission Policy.

All assignments, unless otherwise noted, are due at the start of class on the specified day. Late assignments are docked 1/3 of a letter grade (e.g. B to B-) per day, excluding Sundays and Holy Days, up to a maximum of 5 days after which the assignment will be deemed incomplete.

Course Schedule

	Date	Texts to be read	Themes and potential questions	Assignments
I	Sep 7 Sept 9	<i>Orientation</i> Genesis 1-3; Psalm 1; Revelation 21-22	<i>Hiking</i> <i>Introduction to the course</i> The Jewish inheritance; from the Garden of Eden to the New Jerusalem	First class: recitations are typically possible this day. Second class: typically a short assignment is due at start.
II	Sep 14 Sept 16	Virgil, <i>Aeneid</i> , Bk 1 Virgil, <i>Aeneid</i> , Bk 2	Introducing the Greco-Roman inheritance; Man as pilgrim; what is the vision of the good life portrayed or implied? <i>The Roman contribution to Christianity</i> <i>Aeneas as image of the Pilgrim</i> Escape from Troy; how is Aeneas an ideal man?; why bring the gods - or how is he 'pious'?	1 paragraph assignment: offer a description of what you hope to learn or looking forward to from this class or the BA program; then, prior to class, have a 10 minute discussion with one other student to ask what they are looking forward to.
III	Sep 21 Sept 23	<i>Aeneid</i> , Bks 3-5 <i>Aeneid</i> , Bks 6-8	Aeneas as pilgrim and friend; why does Aeneas not stop to rest (why might he be tempted to stop before Rome)? Aeneas and sacrifice in the land of the dead; why blood? Do the gods want war?	Assignment: Map of the Roman world: include Rome, Jerusalem, Athens, and Troy in key (NB you will be adding to this map in later weeks).
IV	Sep 28 Sept 30	<i>Aeneid</i> , Bks 9-12 <i>Epistle to Diognetus</i> (handout)	Does Virgil think Nisus and Euryalus praiseworthy? Is Aeneas a perfect hero? <i>The Christian as pilgrim in this world</i> how are believers both at home and not at home in this world?	Assignment: In 1 page , give your opinion: "Was Aeneas or Dido the better lover?"
V	Oct 5 Oct 7	Eusebius, <i>History</i> , Bk 1-2 <i>History</i> , Bks 3-4	Jesus and the Apostles in the Roman empire; what is new and surprising in Eusebius' account of the early Church? Missions, persecutions, and early bishops; describe the character of key bishops; why did the Romans find Christians offensive?	Assignment: Add to your Map: Paul's 4 journeys, Nicea, Alexandria and Constantinople Oct 8: 4-5 pg ESSAY 1 due (10%) "Compare and contrast similarities and differences between Aeneas' journey to Rome and the Christian's journey to the New Jerusalem."
VI	Oct 12		<i>How the Incarnation changes our view of everything</i>	Assignment: In a paragraph , describe some of the deeds of Constantine the Great which Eusebius thinks mark the emperor as a

	Oct 14		<p>What led up to Constantine's edict; what evidence is there to support that Constantine a genuinely Christian emperor?</p> <p>The divine dilemma: What is it? What are the competing metaphysical views about the nature of reality that Athanasius considers and rejects?</p>	Christian ruler; then discuss with a friend (not in this class) whether they think Constantine is Great.
VII	Oct 19 Oct 21	<p><i>Incar</i>n para 11-ca 30</p> <p><i>Incar</i>n para 30-57</p>	<p>How do we come to know about God? Why is Christ necessary for man's happiness and education?</p> <p>What is so important about the body? What evidence is convincing to the Jews? What evidence is convincing, according to Athanasius, to Gentiles? Would contemporary Gentiles regard this evidence as convincing?</p>	Assignment: Write out by hand: two noteworthy OT prophesies (directed to Jews) that Athanasius points to regarding the coming Christ, and one argument (directed to Greeks) regarding the Lordship of Christ.
VIII	Oct 26 Oct 28	<p>Augustine, <i>Conf</i>bk1</p> <p><i>Conf</i>bks2-3</p>	<p><i>The Christian pilgrim's story- Augustine as the new Aeneas</i></p> <p>The whole of man's journey in the opening paragraph. What is childhood? What is evil? What's wrong with pagan literature?</p>	Assignment: In 1 para , describe your favorite line from Bk 1, and why.
IX	Nov 2 Nov 4	<p><i>Conf</i>bks4-5</p> <p><i>Conf</i>bks6-7</p>	<p>What is wrong with Augustine's approach to love? Why does Carthage appear in this account?</p> <p>Why does Augustine include stories about monks? What is A's argument for how we know God with certainty?</p>	Assignment: Have a 10 minute discussion with a friend or family member (not a member of the class) on how they understand evil.
X	Nov 9-11	The Solemn festival of Reading Week	The Solemn festival of Reading Week	
XI	Nov 16 Nov 18	<p><i>Conf</i>bk8</p> <p><i>Conf</i>bk9 (read the rest this summer!)</p>	<p>What is the will? Why does Aug think it difficult to unite?</p> <p>Describe what roles the boy, the bishop, and the Bible play in Augustine's turn</p>	Nov 19: 5-6pg ESSAY 2 Due (20%) "What, according to Augustine, is the nature of evil?"
XII	Nov 23	Benedict Rule, first half	<p><i>The Church builds a new social order</i></p> <p>Why might Benedict's Rule seem harsh? Why have most centuries found it moderate?</p>	<i>NB. Last weeks for recitations</i>

	Nov 25	<i>Rule</i> , second half	Describe how the community life emanates from the recitation of the psalms (how culture flows from cult)	
XIII	Nov 30 Dec 2	Hugh of St. Victor, <i>Didiscalicon</i> 1-2 <i>Didiscalicon</i> 3-4	<i>Catholicism establishes universities</i> What is so important about reading? What are the liberal arts? What distinguishes a theoretical art from a practical one?	Assignment: In 1 parag , describe Hugh's view of the purpose of the liberal arts
XIV	Dec 7 Dec 9	<i>Didiscalicon</i> 5-6 (Feast of Immaculate Conception) Review class	How would a university based upon Hugh's book look differently in its curriculum from the UofA? Review exam sheet; students also bring questions	Dec 10: Florilegium due (10%) <i>NB. Discuss exam review sheet</i>
XV	As listed	Final Exam		Final Exam (10%)

General Academic Information

Course Attendance

No credit will be given for a course if the student has been absent, for any reason whatever, from one-third or more of the lectures and/or seminars scheduled for the term. Likewise, no credit will be given if term assignments or other assignments are or remain incomplete.

Leave of Absence and Policy for Incompletes

Extensions to an incomplete grade may be granted in extenuating circumstances, but may not exceed 16 weeks following the end of the course. Students who fail to complete course work by the agreed deadline will have a grade assigned which is based on work completed.

Academic Integrity

Acts of academic dishonesty (plagiarism, cheating, etc.) are subject to an appropriate penalty. The grade "F" may be assigned to a student guilty of such acts by the professor of the course in which the infraction occurred. A second offense against academic integrity renders the student liable to automatic dismissal from NTC. Further details are available in the Academic Calendar in the Academic Misconduct Policy.

Academic Grievances

Students may appeal grades received; the procedure is outlined in the Academic Calendar in the Grade Appeal Policy. For other grievances, students will refer to the Student Grievances Policy also outlined in the Academic Calendar.

NOTE: The GPA is computed on the basis of cumulative grade point (letter) values, not percentage values. All courses are included in this calculation except those exceeding degree requirements and/or received as transfer credits from other recognized institutions.

Grading System

Undergraduate Studies		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Adequate	C+	2.3
	C	2.0
	C-	1.7
Marginal	D+	1.3
	D	1.0
Fail	F	0.0

Graduate Studies		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Adequate	C+	2.3
	C	2.0
	C-	1.7
Fail	D+	1.3
	D	1.0
	F	0.0

Written Assignments - Style and Format

Newman Theological College requires that all written work be submitted in acceptable academic format and style. Please note the following regulations:

Regulations

Research papers, book reports, article summaries, reflection papers, and essays should be double-spaced, printed on one side only, and submitted on white, 8.5" x 11" paper.

A standard type style, such as Times New Roman, with a 12-point font size, must be used. The instructor will specify the most recent edition of the style manual to be used:

1. Kate Turabian, "A Manual for Writers of Term Papers, Theses, and Dissertations" (Chicago: University of Chicago Press).

2. Joseph Gibaldi & William Achters, eds., "MLA Handbook for Writers of Research Papers" (New York: Modern Language Association of America).
3. American Psychological Association "Publication Manual of the American Psychological Association" (Washington: APA Publications).

Copies of these standard references may be purchased in the NTC bookstore.

Ignorance of standard form is not considered an acceptable excuse for deviation from required standards of format and style.

Academic Regulations

The following Academic Regulations are located in the Academic Calendar for your reference:

- Changes in Registration: Add/Drop/Withdraw Notice
- Course Work
- Final Examination Schedule
- Incomplete Grade Policy
- Inclusive Language

Related Academic Matters

The following Related Academic Matters are located in the Academic Calendar for your reference:

- Grade Reports & Posting
- Glossary of Academic Terms

Other Related Policies

The following policies are located in the Academic Calendar for your reference:

- Academic Misconduct Policy
- Grade Appeal Policy

Recording of Lectures

Audio or video recording of lectures, seminars or any other teaching environment by students is allowed only with the prior consent of the instructor. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Student Accessibility Services:

A student with special needs that could affect their performance in class should contact their professor during the first week of the term so that appropriate arrangements can be made. They should also register with Student Services by contacting Sr. Zoe Bernatsky at 780-392-2450 ext. 2213; email zoe.bernatsky@newman.edu

Bibliography (May be distributed in class.)