



FND 110G Introduction to Catholic Studies

Fall Semester, 2022

Course Outline

Class Start Date & End Date

8 Sept, 2022 - 8 Dec, 2022

Class Meeting Time, Location, and Room

Tues/Thurs 10:00am – 11:20, St. Marguerite Bourgeoys Room

Instructors Name: Dr. Ryan N.S. Topping
Office: 2-02
Office Hours: By Appointment through Ms. Maxwell at:
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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 – 18%: Short assignments based upon readings will typically be due on the second class of each week (worth 3%; normally graded 1-2-3; 1=inadequate; 2=barely adequate; 3=adequate; or they may be graded 0=not complete, 3=complete). These are intended to help you keep up with the readings and help you to engage with what you have read with delight. Descriptions are below in the weekly schedule. 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 first 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). See the Appendix for the passages written in full.

Florilegium – 10%: This is a record of key quotations and brief reflections that students will keep based upon their reading in this course, 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. You are to keep your passages in a note-book of exceptional beauty, written with a pleasing script.

Two short essays – 40%: Rubrics and topics will be given in class. Please note: Students are encouraged (though not required) to bring their essays or outlines to discuss with the professor prior to submission.

Final Exam – 22%: 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 (if text used, 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)

Topping, *The Gift of the Church: How the Church Transformed the History and Soul of the West*, vol 1 (Tan Books, 2018)

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 6 Sept 8	<i>Orientation</i> Genesis 1-3; Psalm 1; Revelation 21-22	<i>Introduction to the course</i> The Jewish inheritance; from the Garden of Eden to the New Jerusalem	<i>First class: recitations are possible this day.</i> <i>Second class: a short assignment is often due at start of class.</i>
II	Sep 13 Sept 15	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'?	Assignment 1: 1-2 paragraph reflection: offer a description of what you hope to learn or looking forward to from this class or the BA program; then, prior to class today, have a 10 minute discussion with one other student to ask what they are looking forward to.
III	Sep 20 Sept 22	<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 2: Map of the Roman world: include Rome, Jerusalem, Athens, and Troy in key (NB you will be adding to this map in later weeks. <i>Please make this map look beautiful and as a work of art to which you can refer later.</i>).
IV	Sep 27 Sept 29	<i>Aeneid</i> , Bks 9-12 <i>Epistle to Diognetus</i> (handout/catch up	Does Virgil think Nisus and Euryalus praiseworthy? Is Aeneas a perfect hero? <i>The Christian as pilgrim in this world</i>	

		day – reading may be suppressed)	how are believers both at home and not at home in this world?	
V	Oct 4 Oct 6	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 3: Add to your Map: Paul’s 4 journeys, and also mark the cities of Nicaea, Alexandria and Constantinople Oct 6 (in class): 4-5 pg ESSAY 1 due (15%) Option 1: “From the point of view of Virgil, describe how Aeneas offers a model of human virtue?” Option 2: “Compare and contrast similarities and differences between Aeneas’ journey to Rome and the Christian’s journey to the New Jerusalem.”
VI	Oct 11 Oct 13	Athanasius, <i>On the Incarnation</i> para 1-ca 5 <i>On the Incarnation</i> para ca 5-10	<i>How the Incarnation changes our view of everything</i> What led up to Constantine’s edict; what evidence is there to support that Constantine a genuinely Christian emperor? The divine dilemma: What is it? What are the competing metaphysical views about the nature of reality that Athanasius considers and rejects?	
VII	Oct 18 Oct 20	<i>Incar</i> n para 11-ca 30 <i>Incar</i> n para 30-57	How do we come to know about God? Why is Christ necessary for man’s happiness and education? 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?	Assignment 4: Write out by hand: two noteworthy OT prophesies (directed to Jews) that Athanasius points to regarding the coming Christ, <i>and</i> one argument (directed to Greeks) aiming to prove the Lordship of Christ.
VIII	Oct 25 Oct 27	Augustine, <i>Confb</i> k1 <i>Confb</i> ks2-3	<i>The Christian pilgrim’s story- Augustine as the new Aeneas</i> The whole of man’s journey in the opening paragraph. What is childhood? What is evil? What’s wrong with pagan literature?	
IX	Nov 1 (All Souls) Nov 3	<i>Confb</i> ks4-5 <i>Confb</i> ks6-7	What is wrong with Augustine’s approach to love? Why does Carthage appear in this account? Why does Augustine include stories about monks? What is	Assignment 5: Have a 10 minute discussion with a friend or family member (not a

			A's argument for how we know God with certainty?	member of the class) on how they understand evil.
X	Nov 7-11	The Solemn festival of Reading Week	The Solemn festival of Reading Week	
XI	Nov 15 Nov 17	<i>Confbk8</i> <i>Confbk9</i> (read the rest this summer!)	What is the will? Why does Aug think it difficult to unite? Describe what roles the boy, the bishop, and the Bible play in Augustine's turn	Nov 18: 5-6pg ESSAY 2 Due (25%) "What, according to Augustine, is the nature of evil?"
XII	Nov 22 Nov 24	<i>Benedict Rule</i> , first half <i>Rule</i> , second half	<i>The Church builds a new social order</i> Why might Benedict's Rule seem harsh? Why have most centuries found it moderate? Describe how the community life emanates from the recitation of the psalms (how culture flows from cult)	<i>NB. Last weeks for recitations</i>
XIII	Nov 29 Dec 1	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 6: In 1 page, describe Hugh's view of the purpose, or aims, of the liberal arts.
XIV	Dec 6 Dec 8	<i>Didiscalicon</i> 5-6 Review class (Feast of Immaculate Conception)	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 6: Florilegium due (10%) <i>NB. Discuss exam review sheet in class.</i>
XV		Final Exam—as Posted		Final Exam (22%)

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 Ahters, 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 Lorraine Spenrath at 780-392-2450 ; email Lorraine.spenrath@newman.edu

Bibliography (May be distributed in class.)

Appendix – Lines for memorization

1. Psalm 1: RSV, Douai-Rheims, or Latin

2. End of Athanasius' *On the Incarnation*, para 54: "For the Son of God became man so that we might become God (trans CCC, 460); and he manifested himself through a body that we might receive an idea of the invisible Father; and he endured the insults of human beings, that we might inherit incorruptibility."

3. Opening of Augustine's *Confessions*, 1:1: "You are great, Lord, and highly to be praised: great is your power and your wisdom is immeasurable. Man, a little piece of your creation, desires to praise you, a human being bearing his mortality with him, carrying with him the witness that you resist the proud. Nevertheless, to praise you is the desire of man, a little piece of your creation. You stir man to take pleasure in praising you, because you have made us for yourself, and our heart is restless until it rests in you."

4. Hugh of St. Victor on the value of the liberal arts, *Didascalicon*, 3.3: "For these, one might say, constitute the best instruments, the best rudiments, by which the way is prepared for the mind's complete knowledge of philosophic truth. Therefore they are called by the name trivium and quadrivium, because by them, as by certain ways, a quick mind enters into the secret places of wisdom."

5. One other passage of notable beauty chosen by the student.