



History of Church Universal II

CH-515, Sec. 1 | Sacred Heart Seminary & School of Theology
Spring 2019 | Mon./Thurs. 10:30–11:45am | Room 11 | 3 Credits



Professor: Paul G. Monson, Ph.D.

Office: 185 (under the chapel)

E-Mail: pmonson@shsst.edu

Tel: (414) 858-4617

Office Hours: Thursdays 1:00-2:30, and by appointment

Required Texts

- Duffy, Eamon. *Saints and Sinners: A History of the Popes*. 4th ed. New Haven, Conn.: Yale University Press, 2014. ISBN: 9780300206128
- Endō, Shūsaku. *Silence*. Translated by William Johnston. Foreword by Martin Scorsese. New York: Picador Modern Classics, 2017. ISBN: 9781250082275
- Hitchcock, James. *History of the Catholic Church: From the Apostolic Age to the Third Millennium*. San Francisco: Ignatius Press, 2012. ISBN: 9781586176648
- Vidmar, John. *The Catholic Church Through the Ages: A History*. 2nd edition. New York: Paulist Press, 2014. ISBN: 9780809149049

Please acquire the exact ISBN listed above. All other course texts will be distributed in class and/or available on Populi.



Course Purpose

This course realizes the *Program of Priestly Formation's* vision that graduate seminaries should include “courses on the history of the Church universal” that further emphasize her “multicultural origins,” her “ecumenical context,” and the “lives of [her] saints” (5th ed., §210). Adopting this framework, this course (1) examines the complex, intercultural development of the Church after 1500, (2) charts tension and dialogue between Catholics and Protestants,



and (3) explores the biographies of her modern saints. It further highlights the development of the papacy, the role of modern religious communities, and, per a “Science for Seminaries” Grant, the relationship between faith and modern science.

Course Student Learning Outcomes

Students who successfully meet the expectations of the course will be able to:

1. Identify major figures, places, events, documents, and developments in the last five centuries of the Church’s history, including its engagement of science.
 - Assessed by participation, reading responses, presentation, and oral exam.
2. Appreciate the diversity and complexity of the Church’s tradition and its development, particularly with respect to reform, science, and mission.
 - Assessed by reading responses, panel presentation, and oral exam.
3. Consider the tension between sin and sanctity in the Church’s history, especially in the papacy.
 - Assessed by participation, reading responses, and oral exam.
4. Address the theological and social dynamics underlying the Protestant and Catholic Reformations.
 - Assessed by participation, reading responses, and oral exam.
5. Describe the rise of modern religious communities, especially those with a devotion to the Sacred Heart, as responses to the changing social and historical contexts of the Church.
 - Assessed by reading responses, saints project, and oral exam.
6. Conduct basic research on the Church’s history and hagiography.
 - Assessed by panel presentation and saints project.
7. Draw comparisons between past and present situations facing the Church, particularly with respect to reform, science, and mission.
 - Assessed by participation, reading responses, saints project, and oral exam.

Grading Standards

“A” Range

The student has exceeded expectations and mastered the subject.

- **Participation & Oral Communication:** The student consistently makes important and creative contributions to the learning environment of the seminar. Questions and comments demonstrate that a student has thoroughly prepared the assigned material and is familiar with the issues involved. Questions push the discussion deeper and move the discussion forward. The student volunteers insightful comments in each discussion, engaging other students as well as the instructor. Presentations are polished, articulate, and engaging.
- **Writing:** The student has achieved mastery of the topic of the assignment. Work is original in thought and well organized in structure. It also demonstrates a clear grasp of the concepts involved and a superior ability to articulate ideas and reflections. Research is thorough and well documented. Writing shows a very readable style and a mastery of standard written English. Language is varied in pattern, sophisticated in vocabulary, and complex in structure and thought. There are no spelling or punctuation errors.

“B” Range

The student has met all expectations and accomplished above average work.

- **Participation and Oral Communication:** The student volunteers occasional comments in class discussions but is primarily a passive listener. The student’s contributions are good but not profound. Presentations show some organization and critical thinking but leave the listener only somewhat impressed.
- **Writing:** The student demonstrates a general comprehension of the topic. The student has satisfactorily fulfilled the requirements of the assignment. Work shows evidence of some initial research. Writing displays minor but significant errors in grammar, spelling, or punctuation. Writing also needs better organization of ideas, more nuanced thought and expression, a more thorough use of research sources, a more complex sentence structure, and/or a more sophisticated literary style.

“C” Range

The student has met few expectations and has not shown a thorough understanding of the subject.

- **Participation and Oral Communication:** The student shows only minimal evidence of having read and studied the required material. The student makes few active contributions to discussions. Presentations are poor.
- **Writing:** The writing shows a poor organization of ideas. Work illustrates only minimal evidence of having read and studied the required material. There are abundant and confusing errors in grammar, punctuation, and spelling.

“D” Range

The student has failed to produce graduate-level work and needs to redo the assignment and/or retake the course.

“F” Range

Student has not only failed to do graduate-level work; he or she has also exhibited an unethical behavior, such as plagiarism, that warrants an immediate report to the Chief Academic Office and Rector, with possible dismissal from the school.

Course Grading Scheme

- (A): Exceptional, 100-93%
- (AB): Excellent, 92-88%
- (B): Good, 87-83%
- (BC): Good but lacking, 82-78%
- (C): Fair, 77-73%
- (CD): Deficient, 72-68%
- (D): Minimum Passing, 67-60%
- (F): Failure, 59-00%
- Please be advised that final grades are *not* rounded up.

Late Work Policy

Late assignments receive a full 10% reduction for every 24 hours past the deadline. Missed exams or presentations receive no credit. Warranted exceptions are at the full discretion of the professor. Incompletes are granted only with sufficient notice and are also at the complete discretion of the professor.

Course Assignments & Assessment

Participation – 10% of Final Grade

- The professor will assess *active* in-class participation during lectures and discussion (i.e., vocal *and* insightful contributions). For most class sessions, the quality and insightfulness of three prepared questions on the reading (see below) will significantly determine how the professor assesses participation each day. This grade is at the discretion of the professor, and only those who consistently contribute to class discussion will receive full credit.

Reading Responses – 20% of Final Grade

- For each class session, each student should prepare an oral response to three questions:
 - How does this assigned reading *compare* to other texts, images, or ideas in this course or another at SHSST?
 - What is the *most important* event, person, or theological development in the assigned reading? Why?
 - Why should anyone in ministry (or theology) care about this particular era or topic? What is at stake *pastorally*?

For each session, the professor will randomly call on a student to share an answer to one of the three questions. These oral responses will serve as a catalyst for class discussion. The professor will then grade each oral response as worth 4% of the student's final grade according to this rubric:

- Full credit: an exceptional, unexpected answer analyzing precise details from the text, demonstrating deep critical reading and creative thinking
- ¾ credit: an insightful answer with some analysis and clear examples from the text, showing good reading
- ½ credit: a mostly descriptive answer with vague examples from the text, showing basic reading
- ¼ credit: a confusing answer with inarticulate examples from the text, suggesting minimal reading
- No credit: no answer given or no discernible reading of the text



Over the course of the semester, the professor will apply the top five responses to each student's final grade, discarding the rest. The number of graded responses for each student may vary, and more than one student may be asked the same question for any given class session. Come prepared to class.

Presentation on Assigned Illustrations of Church History – 20% of Final Grade

- Students will be randomly grouped with other peers for a class presentation on one of four panels in the causeway between the main building and the library. Each panel depicts a particular century of the Church's history. Students must work together to decipher the figures, events, and symbolism of each panel. Students may only use the assigned course texts and *The Catholic Encyclopedia* in the library's reference section (old or new edition, but *only* the printed version). On the assigned date in the schedule, the group will have 10 minutes to explain its panel to the class. Each group must have a handout with specific page numbers to support each explanation (drawn from all sources, course texts or the encyclopedia, and properly cited according to the SHSST Style Handbook). *If any use of the internet or an unauthorized source is detected, the students may fail the assignment.* Students will be graded on collaboration, research, organization, oral communication, and creativity. The purpose of this assignment is to make the assigned panel *unforgettable* for the audience. Partners will receive the same grade unless questions of work ethic come to the attention of the professor.

Saint Scientist Project – Essay Worth 30% of Final Grade

- Each student will select a Catholic scientist (researcher or practitioner) who (1) has been canonized or on the way to canonization (i.e., Servant of God, etc.) and (2) who lived *most of his or her life* between the years 1450 and 2000. The professor will provide a list of possibilities. The student will then research the saint's life, works, and significance through at least two reputable sources (preferably encyclopediae or books and articles through the SHSST library or interlibrary loan). The professor must approve every source. MA and MDiv/MA students must have three approved sources (if possible). Students will then situate this saint in his or her historical context through integration with the course texts. From this research and integration, each student will compose an 800- to-950-word “persuasive essay” (or “editorial”) that makes a strong, compelling case for the saint's relevance in today's world. The essay should be tailored for a secular press (e.g., *Milwaukee Journal Sentinel*) and address, either directly or indirectly, common caricatures of the relationship between the Catholic Church and modern science (and/or modernity in general). On Jan. 21, students will draw numbers and declare, in order, which saint scientist they have selected, *but no one may choose a figure that has already been selected.* Students should thus come prepared with many options. In crafting the essay, the student must also: (1) submit an annotated research bibliography by Feb. 4; (2) craft a polished draft of the essay by March 16 (the quality of which will determine part of the overall grade), (3) meet with the professor to go over the draft and peer feedback, and (4) share a draft of this essay with a *non-Catholic* acquaintance (external to SHSST and SFdSS, and preferably an acquaintance with some competency in the sciences). Feedback from these steps should inform the final draft, due April 22. Grading will assess the quality of (1) research and insight, (2) argumentation and persuasiveness, (3) prose and organization, (4) external feedback and its incorporation, and (5) creativity and sensitivity to one's audience. The professor will distribute guidelines with further details and deadlines.



Final Oral Exam – 20% of Final Grade

- Finally, each student will have a 20-minute oral examination during the final weeks of the semester. The professor will provide two lists: one of various pastoral settings, and another of various topics (people, places, events, and/or documents) that have been discussed in class. The professor will ask each student to outline how one would explain a given topic in a particular pastoral setting. For instance, how might one explain the infamous “Galileo Affair” to young professionals at a cocktail party? MA and MDiv/MA students will be asked about one additional topic in a 30-minute oral exam. The professor will distribute guidelines.



Course Schedule *(subject to change with notification)*

Date	Topic	Completed Reading	Assignment Due
1/14 (Mon)	Syllabus and Introduction	None	Casting of lots
1/17 (Thurs)	Catholic Doctrine & Modern Church History: <i>Why care about science?</i>	Stanley Jaki, <i>Universe and Creed</i> (distributed)	Oral Reading Responses
1/21 (Mon)	Review of Avignon, the Western Schism, & the 15th Century	Review Hitchcock, 212-247; Read Vidmar, <i>Catholic</i> , 158-184	Oral Reading Responses; <i>Saint Scientist Selections</i>
1/24 (Thurs)	<i>Professor at Wabash Workshop: No Class</i>		
1/28 (Mon)	The Renaissance Papacy	Duffy, 177-196	Oral Reading Responses
1/31 (Thurs)	Overview of the "Age of Reform"	Hitchcock, <i>History</i> , 248-299	Oral Reading Responses
2/4 (Mon)	Overview of the Continental Reformation	Vidmar, 184-212	Oral Reading Responses; <i>Annotated Bibliography Due</i>
2/7 (Thurs)	Luther: 95 Theses & the Marburg Colloquy	<i>Texts distributed</i>	Oral Reading Responses
2/11 (Mon)	Overview of the English Reformation	Vidmar 212 to 241, 261-262	Oral Reading Responses
2/14 (Thurs)	The Catholic Reformation: Jesuits & Trent	Vidmar 241-49; <i>Texts distributed</i>	Oral Reading Responses
2/18 (Mon)	Trent and the Reform of the Papacy	Duffy, 196-230	Oral Reading Responses
2/21 (Thurs)	Overview of the 17th and 18th Centuries: De Sales, the Sacred Heart, & New Sciences	Hitchcock, 300-341	Panel Presentations 17 (1600s) & 18 (1700s); Oral Responses
2/25-3/1	<i>SHSST Spring Break – No Classes</i>		
3/4 (Mon)	<i>"Science Pilgrimage" to Vatican Observatory – No Class</i>		
3/7 (Thurs)	The Baroque Papacy, Jesuits and Jansenists, & the Age of Reason	Duffy, 230-260	Oral Reading Responses
3/11 (Mon)	Discussion on the Church, Reason, & Science: The "Galileo Affair"	Galileo, <i>Letter to The Grand Duchess Christina</i> (distributed)	Oral Reading Responses
3/14 (Thurs)	Discussion on the Church, Reason, & Science: The "Galileo Affair"	Consolmagno, Mueller, "What Really Happened to Galileo?"	Oral Reading Responses
3/16 (Sat)	<i>Draft of Saint Scientist Essay due in Populi by 11:59pm</i>		
3/18 (Mon)	An Overview of the 19 th and 20 th Centuries: Revolutions, Wars, Councils, Missions	Hitchcock, 342-388	Panel Presentations 19 (1800s) and 20(1900s); Oral Responses
3/21 (Thurs)	The Modern Papacy: Ultramontanism and the Legacy of Pio Nono (Bl. Pius IX)	Duffy, 260-305; <i>The Syllabus of Errors</i> (distributed)	Oral Reading Responses
3/25 (Mon)	The Modern Papacy: A Tale of Two Leos (Leo XIII & Fr. Leo John Dehon)	Duffy, 305-332, <i>distributed Dehonian texts</i>	Oral Reading Responses
3/28 (Thurs)	The Modern Papacy: Pius X & Modernism	<i>Pascendi</i> , the "Anti-Modernist Oath," and other selections	Oral Reading Responses
4/1 (Mon)	The Modern Papacy: Wars & Vatican II	Duffy 332-369	Oral Reading Responses
4/4 (Thurs)	St. John XXIII & Vatican II	Hitchcock, 474-508	Oral Reading Responses
4/8 (Mon)	History Revisited: A Church of Missionaries	Hitchcock, 389-425	Oral Reading Responses
4/11 (Thurs)	Evangelization in Fiction & Film	Endō, <i>Silence</i> , Foreword to 69	Oral Reading Responses
4/15-4/22	<i>SHSST Easter Break – No Classes</i>		
4/22 (Mon)	<i>Final Draft of Saint Scientist Essay Due in Populi by 11:59pm</i>		
4/25 (Thurs)	Evangelization in Fiction & Film	Endō, <i>Silence</i> , 69-148	Oral Reading Responses
4/29 (Mon)	Evangelization in Fiction & Film	Endō, <i>Silence</i> , 148-212	Oral Reading Responses
5/2 (Thurs)	Quo Vadimus? St. John Paul II & the Future	Duffy, 369-386	Responses, <i>Meet at the Basilica</i>
4/29-5/7	Individual Final Oral Exams: Time & Location TBD		

Seminary, School, & Course Policies

The course observes the guidelines set forth in the *School Handbook* and other seminary and school documents.

Additional policies include:

■ Attendance & Punctuality

Students are expected to attend all classes and follow the “Student Absence Procedure” (posted in Populi). The professor will reduce a student’s final grade by 3% for each unexcused absence. At the complete discretion of the professor, certain absences (e.g., grave illness or formation duties) may be excused, but only with sufficient notice and in accordance with the “Procedure.” Assignment deadlines remain intact unless special permission is granted.

The class begins on time. The professor reserves the right to impose a final letter grade reduction of 1.5% for each case of tardiness, whether frequent (more than once) or excessive (more than 5 minutes).

Consistent violations of attendance and punctuality policies will be reported to the Human Formation Advisor.

■ Personal Electronics Policy

Please *turn off* (and not just silence) all phones during class, particularly out of respect for the professor and peers. Recorders are permitted only with the professor’s written permission (via email) and cannot be shared or distributed. Students must obtain hardcopies of the correct version for all course texts (no exceptions). The use of a tablet or computer is *strongly discouraged*, yet students may use such a device if:

- it is used exclusively for note taking purposes (and not for texts or sources),
- the internet is completely disabled,
- and the device poses no distraction to the student or his or her peers.

Regrettably, past experience demands these restrictions. The professor reserves the right to ban a device for any reason he sees fit.

■ Class Materials

The professor reserves the right to reduce a student’s

participation grade if the student consistently (i.e., more than once) fails to bring the assigned reading materials to class for discussion.

■ Disputing a Grade

If a student wishes to dispute an assigned grade for any assignment or the final grade for the course, the student must do two things: (1) compose a 2-page, single-spaced paper explaining in detail why a higher grade is warranted, and (2) acknowledge formally the professor’s right to raise *or lower* the grade upon review of the assignment. All grading is at the discretion of the professor.

■ Learning Accommodations

Students for whom English is a second language (ESL) may obtain accommodations as specified in the *School Handbook* (Ch. VI, Sec. H.I). It is the responsibility of the student to request such accommodations. Any other accommodations (ADA, etc.) must be in consultation with the professor and the Chief Academic Officer.

■ Academic Honesty & Integrity

Using another person’s words or unique ideas without citing the source in a submitted assignment for a course is plagiarism. As intellectual theft and academic dishonesty, it signifies a lack of the moral integrity required of theology students and seminarians. The *School Handbook* (Chapter VI, Section I) details the academic and institutional consequences for plagiarism, which can include dismissal from the school. In all cases of plagiarism by a seminarian, the incident will be reported to the sponsoring diocese or religious institute.

■ Tentative Nature of the Syllabus

If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced or distributed in class or posted in Populi.

■ Communication and Contacting the Professor

Students are responsible for all class-related announcements via SHSST email and/or Populi. Email is the best way to contact the professor, and he is happy to meet with students outside of office hours. All emails must follow professional norms (with a greeting, message, and closing).

ADVENIAT REGNUM TUUM

Saint-Scientist Project Guidelines

One Essay, 30% of Final Grade

Overview

- Each student will select a Catholic scientist (researcher or practitioner) who (1) has been canonized or on the way to canonization (i.e., Servant of God, etc.) and (2) who lived *most of his or her life* between the years 1450 and 2000. A list of possibilities is in Populi. The student will then research the saint's life, works, and significance through at least two reputable sources (preferably encyclopediae or books and articles through the SHSST library or interlibrary loan). The professor must approve every source. MA and MDiv/MA students must have three approved sources (if possible). Students will then situate this saint in his or her historical context through integration with the course texts. From this research and integration, each student will compose an 800-to-950-word "persuasive essay" (or "editorial") that makes a strong, compelling case for the saint's relevance in today's world. The essay should be tailored for a secular press (e.g., *Milwaukee Journal Sentinel*) and address, either directly or indirectly, common caricatures of the relationship between the Catholic Church and modern science (and/or modernity in general). Grading will assess the quality of (1) research and insight, (2) argumentation and persuasiveness, (3) prose and organization, (4) external feedback and its incorporation, and (5) creativity and sensitivity to one's audience. The overall purpose of the assignment is to learn the art of persuasive writing for ministry and evangelization.

Important Dates

- *Note: All assignments (bibliography, draft, final version) must be uploaded in Populi.*
- Jan. 21: In-class selection of a saint-scientist (consult list in Populi). If you wish to select a figure that is not on the list, please consult the professor first.
- Feb. 4: Annotated research bibliography due in Populi.
 - *One letter grade penalty for entire project for tardiness; two letter grade penalty for omission*
- March 16: Draft of essay with a strong thesis, clear structure, complete sentences, and diligent citations due in Populi by 11:59pm. The quality of this draft will determine 1/6 of the project's overall grade (and thus 5% of the student's final grade).
- March 16 to April 4: Meet with the professor to go over draft
 - *Email the professor right away with several possible dates and times to meet*
 - *At this meeting, provide photocopies of your sources and the contact information for your reviewer*
 - *One letter grade penalty for entire project for tardiness; two letter grade penalty for omission*
- April 5: Feedback from your non-Catholic external reviewer should be collected by this point
- April 22: Final draft of the essay *and* your summary of feedback (i.e., two documents) due by 11:59pm in Populi

Step 1: Research Your Saint & Create a Bibliography

- After drawing your saint-scientist's name on Jan. 21, research the saint's life (biography), works (major literary, institutional, or spiritual accomplishments), and significance (influence or legacy in the Church). For this step, all students must locate and use at least two reputable sources (three sources for MA/M.Div. students, if possible).
- Starting points for research include:
 1. Butler's *Lives of the Saints* (including the Liturgical Press edition of course reserves, by month)
 2. *The New Catholic Encyclopedia* (2nd edition) or the original 1908 *Catholic Encyclopedia*
 3. Books or book chapters in the Dehon Library or SWITCH consortium collections (beginning with an advanced search) or academic articles through a library database (listed toward the bottom of the library search page), including [ATLA](#), [JSTOR](#), and [Academic Search Premier](#). The publication should be scholarly (and not devotional). If you have skills in foreign languages, you are welcome to use them!

4. Books or articles in [Worldcat](#), with an interlibrary loan request emailed to Kathy Harty in the library (kharty@shsst.edu). Again, the publication should be scholarly (and not devotional).
 - Also search Google books for possibilities
5. As a last resort, an online biography that includes references (preferably as footnotes) and/or contains extensive and substantial information

■ Then, by 11:59pm on Feb. 4, upload in Populi a one-page annotated bibliography of the sources that you wish to use.

This bibliography must:

1. Follow the *SHSST Style Handbook*
2. Be in Word Doc format
3. Contain a two-to-four sentence explanation (i.e., “annotation”), under each source, for (1) how you found the source, (2) why you think it is “reputable”, and (3) why it is essential for your essay.

The professor will examine the bibliography and email you a confirmation about which sources you may use. Any source employed without the professor’s approval will affect the student’s research grade. Again, MA students are required to find one additional article or chapter.

Step 2: Draft Your Essay

■ Using your research, craft a 950-word maximum (800-word minimum) essay (*note changes from last semester*) on the saint for a major secular press like the *Milwaukee Journal Sentinel*, *The New York Times*, NPR online, etc. This essay should be addressed to a well-educated audience steeped in skepticism, apathy, and/or hostility, with only a basic literacy in Christianity and Catholicism. Again, the point of this essay is to explain the relevance of your saint in the twenty-first century, with an eye to the relationship between the Church and science and/or modernity. Again, situate the saint in his or her historical context. As you craft the essay, add at least two contextual points (*note change*) gleaned from any combination of the course texts (Hitchcock, Duffy, and/or Vidmar, with citations). Also note that this essay requires creativity and tact. Presume an audience of men and women from a variety of cultural, social, and religious backgrounds. The essay should be analytical, persuasive, and thought provoking. Avoid clichés and other banalities.

■ For the essay, cite your sources in the text using parentheses, following the standards of the *SHSST Style Handbook*. Citations should follow all quoted *and* paraphrased material. However, bear in mind that a string of quotations makes for dull reading. Use quotations sparingly, if at all. *Be persuasive through analysis, and use your own words!*

- For the contextual points, identify broad movements, crises, or developments in Church History that help the reader understand the world in which the saint lived. Be creative, but also be intelligent and clear. Rarely will the course texts explicitly refer to your saint. You are looking for historical context, not biographical details. Again, there should be at least two such contextual points (with proper citations). You may use any combination of the course texts, *but only Vidmar, Hitchcock, and/or Duffy*. You do not need to use all three.

■ Drafts should include:

- A clear argument *using the saint’s life as an example*, not a descriptive biography of the saint
- A clear structure with logical flow between paragraphs
- Complete sentences and proper grammar
- 1 inch margins, 12pt. Times New Roman font, double spaced
- A bibliography of sources
- And an exact word count (*citations can be omitted from this count*)

- After you have completed your essay, upload it in Populi. This must be done by 11:59pm on March 16. The draft should be uploaded as a Word Doc. The quality of this draft will determine 1/6 of the project's overall grade (and thus 5% of the student's final grade).

Step 3: Meet with the Professor

- Immediately after submitting your draft, contact the professor (pmonson@shsst.edu) with dates and times that work for a one-on-one meeting about your draft. This meeting must take place before April 4. For this meeting, you must provide:
 - Photocopies of all sources that you used in your research for the professor to keep and use in his assessment.
 - The name and contact information for your reviewer. Failure to find and confirm a reviewer by this date will result in a 10% penalty toward the student's grade for the project (i.e., a letter grade).

Again, this meeting must take place before April 4, and preferably sooner.

Step 4: Share Your Essay for Feedback!

- Now share your draft (preferably revised) with someone outside of SHSST (and SFdSS). This reviewer must be a non-Catholic friend or acquaintance (and preferably someone who has a professional background or competency in the natural sciences). Select someone whom you can trust to be honest and critical. If you do not know someone, ask a friend or family member for a reference. The point of this step is to assess the traction of your argument in the real world.
- Ask the reviewer to assess the quality of your argument. *The reviewer's task is not to correct prose or grammar!* Remember, you are representing SHSST in your contact with this reviewer. Be respectful of the reviewer's time, and be professional in all of your correspondence.
- This step should be completed by April 5th so that you have time to revise your essay for its final draft.
- After you have collected your written or oral feedback, summarize how this non-Catholic perspective affected the revision of your draft. This summary should be at least 500 words (and can be longer) in a separate document. Include this summary with your final draft.
- Please note that *the quality of external feedback* will affect the project's overall grade. Consequently, *select your external reviewer wisely!* The more critical the feedback, the better. You do not need to incorporate all points from your reviewer, but the feedback should force you to reconsider the essay's ability to speak to its secular audience.

Step 5: Finish and Submit Your Final Draft

- Finally, incorporate feedback from the professor and your external reviewer to refine your essay into a final draft worthy of publication. By 11:59pm on April 22, upload in Populi as a Word Docs:
 - Your final draft, and
 - Your 500-word summary of the feedback and use of your external review.

The uploads should be separate. The professor will assess the quality of (1) research and insight, (2) argumentation and persuasiveness, (3) prose and organization, (4) external feedback and its incorporation, and (5) creativity and pastoral sensitivity to one's audience.

Saint Scientists List for Research

Name	Birth Year	Death Year	Religious Status	Canonization Stage	Discipline(s)
Alvira, Tomás	1906	1992	Lay	Servant of God	Edaphology
Barcia Goyanes, Juan José	1901	2003	Lay	Servant of God	Medicine
Batthyány-Strattmann, László	1870	1931	Lay	Blessed	Medicine
Faà di Bruno, Francesco	1825	1888	Religious	Blessed	Mathematics
Fuidio Rodríguez, Fidel	1880	1936	Religious	Blessed	Archaeology, Paleontology, Mathematics,
Guangqi, Xu	1562	1633	Lay	Servant of God	Astronomy
Hahn, Heinrich	1800	1882	Lay	Servant of God	Medicine
Hernández, José Gregorio	1864	1919	Lay	Venerable	Medicine
Kino, Eusebio	1645	1711	Religious	Servant of God	Cartography, Astronomy
Labor, Marcello	1890	1954	Religious	Venerable	Medicine
Lejeune, Jérôme	1926	1994	Lay	Servant of God	Genetics, Pediatrics
Medi, Enrico	1911	1974	Lay	Servant of God	Physics, Geophysics
Míguez González, Manuel	1831	1925	Religious	Saint	Medicine
Molla, Gianna Beretta	1922	1962	Lay	Saint	Medicine
Moscato, Giuseppe	1880	1927	Lay	Saint	Biochemistry
Nagai, Takashi	1908	1951	Lay	Servant of God	Radiology
Nam-Quynh, Anthony		1838	Religious	Saint	Medicine
Necchi, Vico	1876	1930	Religious	Servant of God	Biology, Medicine
Ortiz de Landázuri, Guadalupe	1916	1975	Lay	Venerable	Chemistry
Ortiz de Landázuri, Eduardo	1910	1985	Lay	Servant of God	Medicine
Pampuri, Richard	1897	1930	Religious	Saint	Medicine
Rastelli, Giancarlo	1933	1970	Lay	Servant of God	Medicine
Ricci, Matteo	1552	1610	Religious	Servant of God	Mathematics, Cartography
Rodríguez Risueño, Emiliano	1866	1938	Lay	Servant of God	Natural History
Steno, Nicolas	1638	1686	Religious	Blessed	Anatomy, Geology
Tarres, Pere	1905	1950	Religious	Blessed	Medicine
Trancanelli, Vittorio	1944	1998	Lay	Venerable	Medicine
Viñes Masip, Gonzalo	1883	1936	Religious	Blessed	Archaeology