



# THE CATHOLIC CHURCH IN AMERICA

CH-625, Sec. 1 | Sacred Heart Seminary & School of Theology  
Spring 2019 | Mon./Thurs. 3:45–5:00pm | Room 3 | 3-Credit Seminar



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Office Hours: Thursdays 10:30–noon, *and by appointment*

## Required Texts

- Carey, Patrick W. *American Catholic Religious Thought: The Shaping of a Theological & Social Tradition*. 2nd ed. 2nd printing with corrections (2010). Milwaukee: Marquette University Press, 2004 (2010). ISBN: 9780874626964
  - Designated “ACRT” in schedule
- Carey, Patrick W. *Catholics in America: A History*. Updated edition. Lanham, Md.: Rowman and Littlefield, 2008 (2004). ISBN: 9780742562332
- O'Toole, James M. *The Faithful: A History of Catholics in America*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2008. ISBN: 9780674028180

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

## Recommended Text

- Schwaller, John Frederick. *The History of the Catholic Church in Latin America: From Conquest to Revolution and Beyond*. New York: New York University Press, 2011. ISBN: 9780814740033

## Course Purpose

Following the *Program of Priestly Formation* (5th ed., §210), this course examines "America" as a hemispheric reality and charts the development of the Church in the United States from its colonial roots to its most recent immigrant growth. Topics include trusteeism, immigration, slavery, ultramontanism, Americanism, **science and Modernism**, Catholic Action, religious liberty, Vatican II, and the sexual abuse crisis. The course further highlights the histories of local parishes and the Priests of the Sacred Heart in the United States.



The Basilica of Baltimore, America's First Catholic Cathedral

## Course Student Learning Outcomes

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

1. Identify major figures, events, ideas, and controversies that have molded American Catholicism in the past four centuries (e.g., the Catholic Enlightenment, Romanticism, immigration, the Civil War, slavery, Vatican I, ultramontanism, Americanism, **Modernism**, Catholic Action, and Vatican II).
  - Assessed by participation and reading responses.
2. Analyze U.S. Catholic figures and developments in light of their historical and cultural contexts.
  - Assessed by reading responses and final research project.
3. Examine the development of Catholic missions, institutions, spirituality, thought, and practice in the United States within the context of European and Latino culture throughout the Americas.
  - Assessed by participation and reading responses.
4. Assess how the particular nature and shape of Catholicism in the United States results from the convergence of its European colonial roots and the unique American experience.
  - Assessed by participation, reading responses, and final research project.
5. Conduct archival and interpersonal research on a local Catholic community.
  - Assessed by final research project.
6. Consult reliable sources and people for assessing and interpreting historical developments.
  - Assessed by final research project.
7. Connect past and present developments and challenges in U.S. Catholicism.
  - Assessed by participation, reading responses, and final research project.
8. Cultivate an historical consciousness that provides a discerning framework for engaging American culture and **contemporary pastoral issues**.
  - Assessed by participation, reading responses, and final research project.

## Grading Standards

### “A” Range

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

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

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

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 ideas, figures, or texts discussed in the class or other SHSST classes?
  - What is the *most important* event, person, development, or argument in the assigned reading? Why?
  - What lessons or insights does the reading offer for *pastoral ministry* in the United States today?

For each session, the professor will randomly call on a student to share an answer to one of these questions. The professor will then grade each oral response, worth 4% of the student's final grade according to this rubric:

- Full credit: an exceptional, unexpected answer analyzing abundant details from the text, showing critical reading
- ¾ credit: an insightful answer with some analysis and specific 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. Nevertheless, 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.

### *Final Research Project – 70% of Final Grade*

- Each student will research a local Catholic parish, religious order, or other organization through original archival research and personal interviews. Seminarians are encouraged to select either their assigned parish or apostolate. The student will make a selection in consultation with the professor, and the professor will oversee the student's research. The objective of the project is to analyze the significance of the selection for the Church today by situating it within national and local Catholic history. Students will consult archives (e.g., the Archdiocesan Archives), important leaders or members (e.g., long-time parishioners), and, highlighting the 175<sup>th</sup> anniversary of the Archdiocese of Milwaukee (1843-2018), Fr. Steven Avella's histories of the archdiocese (both on course reserves).

From this research, the student will produce:

- (1) two research reports (5% of the final grade),
- (2) thesis drafts and outlines (5% of the final grade),
- (3) a 2,000-to-3,000-word analytical history for the subject's records, archive, or website (30% of the final grade),
- (4) and an oral presentation of research (also 30% of the final grade). The oral presentation will be open to the seminary community.

The professor will provide detailed guidelines with additional deadlines. All assignments should be uploaded in Populi. Please note the deadline reminders in the course schedule (below).

## Course Schedule (subject to change with notification)

Date	Topic	Completed Reading	Assignment Due
1/14 (Mon)	Syllabus & Introduction	None	None
1/17 (Thurs)	St. John Paul II's <i>Ecclesia in America</i> & Pope Francis's Address to Congress	Texts distributed (& in Populi)	Oral Reading Responses
1/21 (Mon)	The Colonial Church & the Enlightenment: Spanish, French, and English Roots	Carey, <i>Catholics</i> , 1-15; <i>Jesuit Relations</i> & Jogues (distributed)	Oral Reading Responses
1/24 (Thurs)	<i>Professor at Wabash Workshop – No Class, BUT Selection and Research Plan Due in Populi by 5pm</i>		
1/28 (Mon)	John Carroll and the “Priestless” Church	Carey, <i>Catholics</i> , 17-25; O'Toole, <i>The Faithful</i> , 1-49	Oral Reading Responses
1/31 (Thurs)	The New Republic: John England, the Laity, and Trusteeism	O'Toole, <i>The Faithful</i> , 50-93; England, <i>ACRT</i> , 103-107, 129-132	Oral Reading Responses
2/4 (Mon)	The New Republic: Romantics, Immigrants, and Nativists	Carey, <i>Catholics</i> , 27-46; O.A. Brownson in <i>ACRT</i> , 147-159	Oral Reading Responses; <i>Research Report 1 Due in Populi</i>
2/7 (Thurs)	U.S. Catholicism, Slavery & the Civil War: Courageous or Complicit?	Selections in <i>ACRT</i> , 303-324	Oral Reading Responses
2/11 (Mon)	The Immigrant Laity: <i>Visit to St. Martin's</i>	O'Toole, <i>The Faithful</i> , 94-144	Oral Reading Responses
2/14 (Thurs)	Reconstruction, Vatican I, & Isaac Hecker	<i>Catholics</i> , 47-54; Hecker in <i>ACRT</i> , 179-204	Oral Reading Responses; <i>Thesis Draft 1 Due in Populi</i>
2/18 (Mon)	Americanism & John Ireland	Carey, <i>Catholics</i> , 55-66; “Church & the Age,” in <i>ACRT</i> , 239-57	Oral Reading Responses
2/21 (Thurs)	Americanism & Pope Leo XIII	<i>Testem Benevolentiae</i> (dist.)	Oral Reading Responses
2/25-3/1	<i>SHSST Spring Break: No Class</i>		
3/4 (Mon)	<i>Professor gone for “Science Pilgrimage” to Vatican Observatory: No Class</i>		
3/7 (Thurs)	Americanism and...Science? The Legacy of John A. Zahm, C.S.C.	Selections from Zahm, <i>Evolution and Dogma</i> (1896)	Oral Reading Responses
3/11 (Mon)	Modernism & the Progressive Era: “Phantom Heresy Historiography”?	Carey, <i>Catholics</i> , 67-77; selections from <i>Divided Friends</i>	Oral Reading Responses
3/14 (Thurs)	Al Smith, Dorothy Day, & World War II	Carey, <i>Catholics</i> , 79-92; <i>Catholic Worker</i> in <i>ACRT</i> , 399-420	Oral Reading Responses; <i>Research Report 2 Due (Populi)</i>
3/18 (Mon)	The Laity & Catholic Action	O'Toole, <i>The Faithful</i> , 145-198	Oral Reading Responses
3/21 (Thurs)	The Cold War, JFK, and Vatican II	Carey, <i>Catholics</i> , 93-114; 1960 Houston Speech (in Populi)	Oral Reading Responses; <i>Thesis Draft 2 Due in Populi</i>
3/25 (Mon)	John Courtney Murray & Religious Liberty	Murray in <i>ACRT</i> , 435-456	Oral Reading Responses
3/28 (Thurs)	The Laity & Vatican II	O'Toole, <i>The Faithful</i> , 199-265	Oral Reading Responses
4/1 (Mon)	Post-Vatican II U.S. Catholicism	Carey, <i>Catholics</i> , 115-140	Oral Reading Responses
4/4 (Thurs)	The Sexual Abuse Crisis	Carey, <i>Catholics</i> , 141-182	Oral Reading Responses; <i>Outlines Due in Populi</i>
4/8 (Mon)	The Sexual Abuse Crisis Revisited	O'Toole, <i>The Faithful</i> , 266-308	Oral Reading Responses
4/11 (Thurs)	American Catholicism & The Priests of the Sacred Heart: The Origins of SHSST	Selections from SCJ history in the U.S. (distributed)	Oral Reading Responses
4/15-4/22	<i>SHSST Easter Break: No Class</i>		
4/25 (Thurs)	Student Presentations on Research	None	None
4/29 (Mon)	Student Presentations on Research	None	None
5/2 (Thurs)	Student Presentations on Research	None	None
5/8 (Wed)	<b>Analytical histories due in Populi by noon</b>		

## 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).

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