

MODERN CHURCH HISTORY (30:530)

Fall 2021 * Tuesdays and Fridays, 10:00–11:15 a.m.

COURSE DESCRIPTION

The subject of this course is the history of Christianity from the late Middle Ages to the present. This fascinating era has been both a time of unprecedented strife between Christians and a time of remarkable vitality, as new modes of living and expressing the Christian message have emerged to meet the demands of the modern day. It has given rise to the fracturing of the Western Christian tradition into an array of rival confessions, the erosion of Christianity's hold on the hearts and minds of Europeans, and serious challenges posed by rival ideologies, such as scientism, socialism, nationalism, and fascism. In these same centuries, countless Christians have risen to meet the challenges of their times, offering compelling witness to the timeless message of the Gospel.

While concerned with all the major confessions, this course places special emphasis on the modern history of the Catholic Church. Its geographical focus is on Europe, but the history of Christianity in Africa and Asia are also taken into account (the Americas are treated in 40:511). While some mention will be made of modern developments in theology, our primary interests lay elsewhere, including the political, social, and cultural dimensions of the faith. This is primarily a lecture course, but our meetings will be augmented with group discussions of selected texts.

COURSE OBJECTIVES

This course will challenge students to achieve the following objectives:

- A deeper understanding of the Church's history since the fourteenth century, including the interplay between Christian faith and practice and wider processes of political, economic, social, and cultural change that have defined the modern era
- The ability to appraise various dimensions of the Church's historical experience and to relate them to the challenges of living the faith and ministering in the contemporary world
- The capacity for sophisticated historical thinking, evaluating relevant data to construct a persuasive historical argument

PROGRAM OUTCOMES

This course will help students achieve the following outcomes associated with the MDiv degree:

- To understand and communicate the biblical, historical, and doctrinal dimensions of Catholic belief and practice
- To effectively communicate church teaching, moral teaching, and church history and tradition
- To communicate faithfully the social teaching of the Church for justice, peace, and the integrity of human life

COURSE REQUIREMENTS

There are two ways to complete the requirements of this course: (1) the standard option, and (2) the research paper option.

The standard option includes the following components: five quizzes (worth 20 percent of your final grade), a midterm exam (25 percent), a final exam (25 percent), and an integrative essay (30 percent). Based on past experience, most students will choose this option.

The research paper option is designed for those students who wish to pursue in-depth research on a topic related to the modern history of the Church. It includes the following components: five quizzes (worth 20 percent of your final grade), a midterm exam (10 percent), a final exam (10 percent), and a research paper (60 percent).

Quizzes

Students are required to read selected parts of five books related to the history of the Church in the modern era (see schedule below). On the course BBEM page, students can find sets of questions to guide their reading and the group discussion of the texts.

The quality of our discussions will depend in large measure on the care students take in reading and ruminating over the books in question. In order to reinforce the natural inclination of students to complete the readings, the professor will administer quizzes before each discussion. The quizzes will require students to answer four multiple-choice questions. Each quiz is worth four percent (four points in a 100-point scale) of one's final grade. The answers to the questions should be obvious to students who have carefully completed and understood the readings.

Midterm exam

The midterm exam will require you to demonstrate your understanding of the material covered in lectures 1–9 and the first two books we will be discussing this semester. The exam will include the following elements: identifications (matching names of people with descriptions of them); chronology questions, in which you must match events with the dates when these events occurred; multiple-choice questions; and several short essays.

Final exam

The final exam will require you to demonstrate your understanding of the material covered in lectures 10–19 and the last three books we will be discussing this semester. The exam will include the following elements: identifications (matching names of people with descriptions of them); chronology questions, in which you must match events with the dates when these events occurred; multiple-choice questions; and several short essays.

Integrative Essay

This assignment is designed to challenge you to engage critically and creatively in the practice of church history. You are expected to write an essay (1,250–1,750 words) in which you advance a coherent argument based on the comparison of at least two of the five books we will discuss during the term. You should avoid merely summarizing the books you have chosen or offering a random series of reflections on their content. You should endeavor to bring the books into conversation with one another (and perhaps with other content covered in the course) in order to illuminate some aspect of modern church history or the Christian experience in general.

The integrative essay is worth 30 percent (30 points) of your final grade. Essays that demonstrate a solid command of the books in question and are well written, factually correct, cogently argued, and extraordinarily insightful and creative will receive 30 points. Essays that fall short of extraordinary will receive fewer points. The essay is due on December 10 and should be submitted via email.

Research paper

This assignment is designed to provide you an opportunity to pursue an in-depth analysis of a specific issue related to modern church history and to challenge you to hone your research, analytical, and writing skills.

You are encouraged to choose a research topic that interests you and to focus on a narrow set of issues (it is very difficult to adequately treat a large topic in a relatively short term paper). You should start searching for a topic as early as possible. Once you have a general idea of the issue you want to research, you next need to develop a methodology for realizing your research project. Imagine what your final paper would look like, including the questions you would need to answer in order to make your case. Think about the kinds of sources you would need to consult in order to answer those questions. A key step is the development of a bibliography of books, articles, and other matter that are relevant to the topic. An ideal bibliography would include both “secondary literature” (scholarship related to your topic) and “primary sources” (the words and contributions of people directly involved in the issue you seek to better understand).

You are encouraged to talk to me as you develop your ideas. Before launching into your research, you are required to submit a written proposal in which you (a) identify the central issue or question you plan to address, (b) spell out in general terms your methodology, and (c) provide a bibliography of works you plan to utilize. The written proposal need not be any longer than a page or two. You must submit it to me *no later than October 1*. If you do not have a clear research agenda by that date, you may not be allowed to proceed with the project. If your research proposal is weak, you will be expected to revise it. Your final product should be 3,500–4,000 words long (typed, double-spaced). It is due on December 4 and should be submitted via email.

In assessing a research paper, I look for a number of qualities. The paper should be well written and largely free of grammatical and spelling errors. It should have a sense of purpose that is clearly expressed in the introduction, and the body of the text should fulfill that purpose in coherent fashion. It should demonstrate the author’s mastery of the subject and familiarity with a substantial array of source materials appropriate to the subject. The paper is worth 60 percent (60 points) of your final grade.

Note: a successful research paper would enable you to satisfy one of the prerequisites for enrollment in the STB degree program.

GRADING SCALE

Your final grade for the course will be based on the following scale:

- A (95–100 points): Work that shows mastery of the material and method as well as the ability to apply the material and use the method with creativity and insight.
- A- (91–94 points): Work that shows an almost complete mastery of the material and method as well as a good ability to apply the material and use the method in generating new connections.

B+ (87–90 points): Work that shows a generally good grasp of the material and method as well as an ability to apply the material and use the method.

B (83–86 points): Work that shows a basic understanding of the material and method and some ability to apply the material and use the method.

B- (79–82 points): Work that does not show a satisfactory understanding of the material and method.

You will receive a grade lower than B- in the unlikely event that your performance in the course is less than satisfactory for graduate-level work.

ELECTRONIC RESOURCES AND DEVICES

Recorded lectures and the PowerPoint slideshows that accompany them will be posted on the course Moodle page in a timely manner. Grades on quizzes, essays, research papers, and exams also will be posted on the Moodle course page.

You may not use an electronic device of any kind in the classroom. A growing body of evidence suggests that students who take notes by hand retain more information and perform significantly better on tests than students who take notes on electronic devices. The mere presence of an internet-capable device in your workspace is a powerful source of distraction, and the use of such a device distracts those around you. During our time together, please endeavor to be fully engaged in the class. It will enhance your learning and is good training for ministry. If a legitimate medical condition prevents you from taking notes the old-fashioned way, please talk with the professor.

ACADEMIC INTEGRITY

All the work you complete for this course is expected to be your own. Evidence of plagiarism in essays and research papers or cheating on quizzes and exams will result in an “F” for the assignment in question and will be reported to the academic dean. If you are unsure of what constitutes plagiarism, you are encouraged to discuss the matter with me.

REQUIRED TEXTS

Butticci, Annalisa. *African Pentecostals in Catholic Europe: The Politics of Presence in the Twenty-First Century*. Harvard University Press, 2016. Assigned reading: pp. 1–129.

Goldmann, Gereon, OFM. *The Shadow of His Wings: The True Story of Fr. Gereon Goldmann*. OFM. Ignatius Press, 2000. Assigned reading: pp. 9–176.

Howard, Thomas Albert. *The Pope and the Professor: Pius IX, Ignaz von Dollinger, and the Quandary of the Modern Age*. Oxford University Press, 2017. Assigned reading: pp. 1–15, 57–164, 214–228.

Kaplan, Benjamin J. *Cunegonde’s Kidnapping: A Story of Religious Conflict in the Age of Enlightenment*. Yale University Press, 2014. Assigned reading: pp. 1–145, 219–248 (Introduction, chps. 1–5, chp. 9, Conclusion).

O'Malley, John W., SJ. *The Jesuits: A History from Ignatius to the Present*. Rowman & Littlefield, 2014. Assigned reading: pp.1–81.

SCHEDULE

8/31: Lecture 1. “Church, State, and Authority in the Late Middle Ages”

9/3: Lecture 2. “The Late Medieval Quest for Religious Reform”

9/7: Lecture 3. “Martin Luther’s Revolution”

9/10: Discussion 1. *The Jesuits* (pp.1–81)

9/14: Lecture 4. “Protestantism’s Spread and Diversification”

9/17: Lecture 5. “The Catholic Reformation”

9/21: Lecture 6. “Baroque Catholicism”

9/24: Long weekend—no classes

9/28: Lecture 7. “The Wars of Religion and the Enlightenment”

10/1: Discussion 2. *Cunegonde’s Kidnapping* (pp. 1–145, 219–248)

10/5: Lecture 8. “The French Revolution and Its Legacy”

10/8: Lecture 9. “The New Political Order and the Church’s Response”

10/12: MIDTERM EXAM

10/15: Long weekend—no classes

10/19: Lecture 10. “Socioeconomic Change and the Life of Faith”

10/22: Lecture 11. “The Challenge of Modern Science”

10/26: Discussion 3. *The Pope and the Professor* (pp. 1–15, 57–164, 214–228)

10/29: Lecture 12. “The Fate of Eastern Orthodoxy”

11/2: Lecture 13. “Christian Responses to the World Wars”

11/5: Lecture 14. “The Churches under Socialism in Eastern Europe”

11/9: Lecture 15: “Dechristianization and Renewal in the Postwar West”

11/12: Discussion 4. *The Shadow of His Wings* (pp. 9–176)

11/16: Lecture 16. “Christianity in Early Modern Africa”

11/19: Lecture 17. "Christianity in Modern Africa"

11/30: Lecture 18. "Christianity in India, Japan, and China"

12/3: Lecture 19. "Christianity in the Philippines, Korea, and Vietnam"

12/7: Discussion 5. *African Pentecostals in Catholic Europe* (pp. 1–129)

12/10: FINAL EXAM