

**Theo 279: Roman Catholicism
John Felice Rome Center**

Spring 2024

Tuesday section | 9:00 a.m.–12:00 p.m.

Wednesday section | 2:30 p.m.–5:30 p.m.

Instructor: Rebecca Pawloski, STL

Email: rpawloski@luc.edu

Office Hours: At JFRC every other Monday from 1:00 to 2:00 p.m., or by appointment at JFRC, or on Zoom

Course Description

This onsite core course provides an introduction to Roman Catholicism. Lessons will be held at key locations in Rome, each chosen for its historical importance for understanding the evolution of Roman Catholic practice and belief. Each lesson will have different components: A chronological approach will present the major developments within Roman Catholicism in a particular era—from the “Zero hour of the Church in Rome” to the “Roman Catholic Church down the road.” A systematic component will look at the progression of ideas connected with each era, resulting in a brief introduction to the different theological fields of study within Roman Catholicism, fields such as Biblical Studies, Eschatology, and Ecclesiology. Students will hear colorful stories of Catholic influencers who lived in or passed through Rome and whose biographies illustrate key historical and theological ideas of each period. History, theology, and biography will be brought into dialog with Roman Catholic identity in today’s world through the use of anecdotes. Each onsite visit will conclude with a time for location exploration and creatively committing the material to memory together with members of a small group.

Learning Outcomes

Students will be able to demonstrate understanding of the most important Roman Catholic beliefs, the historical evolution of Roman Catholicism, the key Roman Catholic concepts, terms, values, and religious practices, and the main lines of current Roman Catholic identity in today's world.

Required Text / Materials

- The Holy Bible (Any edition, also available online)
- Assigned readings for each lesson posted on Sakai

Reference Texts

(Useful for an overview but not required)

- Barron, Robert. *Catholicism: A Journey to the Heart of the Faith*. 2011.
- Hibbert, Christopher. *Rome: The Biography of a City*. London; New York: Penguin UK, 1987.
- Majanlahti, Anthony. *The Families Who Made Rome: A History and a Guide*. London: Pimlico, 2006.
- Mason, Georgina. *The Companion Guide to Rome*. Exeter: Short Run Press. 2009⁹.
- O’Collins, Gerald. *Catholicism: A Very Short Introduction*. 2nd edition. Oxford: Oxford University Press, 2017.
- *Catechism of the Catholic Church*. 2nd edition. Vatican City: Libreria Editrice Vaticana; Washington, D.C.: United States Catholic Conference of Bishops, 2019.

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student. Generally, one absence for health reasons is permitted with more absences resulting in a 1% lowering of the final course grade, for each absence. Please bear in mind however that the collective health of the JFRC is everyone’s responsibility and refer to the virtual presence for illness and injury policy if your absence exceeds one lesson period.

Virtual Presence for Illness and Injury

In order to ensure the fullest possibility for participation, we will use a working group system. Each member of the class will be in a working group of three to six students. In the event of an illness that prevents your attending class, you should contact your working group members as well as the instructor. The group will support the virtual presence and participation of their absent member at the onsite lesson, ideally using a video conferencing app such as Telegram, Signal, WhatsApp, Skype, Zoom or Facetime.

Assessment Components

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|-----------------------------|-----|
| • Biographical Presentation | 20% |
| • Biographical Essay | 20% |
| • Group Work Presentation | 20% |
| • Group Work Evaluation | 20% |
| • Final Exam | 20% |

Grading

94–100: A
 90–93: A-
 87–89: B+
 84–86: B
 80–83: B-
 77–79: C+
 74–76: C
 70–73: C-
 67–69: D+
 60–66: D
 59 or lower: F

The Grading Rubric for each assignment is posted under “Assignments” on Sakai.

Biographical Presentation 20%

- Students select a person and a day from a list of choices.
- The presentation receives points for being on time, within a time limit, giving basic biographical facts, connecting the person(s) with the Roman context, the evolution of Catholicism, and vocabulary from the glossary.

Biographical Essay (Midterm assignment) 20%

- This assignment is due at the time of Midterms.
- The essay uses Chicago Manual of Style Notes and Bibliography.
- The full rubric for the essay is available under assignments on Sakai.

Group work and class participation 20%

- This evaluation is ongoing throughout the semester. Assessment criteria is available on Sakai.
- Peer assessment (working group).
- Instructor assessment of student’s engagement with readings on Sakai and participation in class.

Group presentation 20%

- A description of the group project will be given on the first day of the course and is available on Sakai.
- This assessment is made the week before the final exam.

Final Exam 20%

- Consists of 20 multiple choice questions (and one written response for extra credit).

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Position on the Use of Assistive Technologies in Scholarly Production for this Course

Distinguishing between critical and non-critical sources is an important component of academic writing and scholarly production. The student is responsible for ascertaining, with the use of critical resources, any use they may make of non-critical materials in their academic work. Noncritical documentation, such as Wikipedia, and noncritical technology, such as google translator or large language model text generators (AI), may in certain instances help student understanding by offering an immediate and accessible explanation. However, these resources also risk undermining the educational process if they supplant critical engagement with primary sources and complex ideas, and bypass the work of questioning inherent biases. Thus, within this course, helpful uses of assistive educational technologies are permitted and uses harmful to the learning process are prohibited. To determine a tool's appropriateness, open and ongoing dialogue between the instructor and the student is essential.

AI Policy

Following the policies of Committee on Publication Ethics (COPE), students need to be transparent about disclosing all sources for their research, including AI (<https://publicationethics.org/cope-position-statements/ai-author>). Therefore, in evaluating coursework, any text or product which raises questions regarding its origin will result in a conversation with the student(s) before an evaluation of the assignment may take place. The AI Policy for this course will always defer to Loyola University of Chicago's general policy.

SAC-Authorized and Exceptional Needs Accommodations

Students with accommodations authorized by the Student Accessibility Center bear the responsibility of initiating communication with the course instructor to address their specific needs. During the first lesson, each student will receive a questionnaire designed to facilitate the creation of small groups. Included in this questionnaire is a section titled, "Anything you'd like to let me know so that you are welcomed, accommodated, safe, and free in this course." This provides an opportune moment for indicating the necessity of a conversation about accommodations from the Student Accessibility Center. Additionally, the question serves as a platform for disclosing other personal circumstances that may warrant consideration, such as food allergies, limitations of sight, hearing, mobility, preferred names or pronouns, or personal challenges (such as being in a state of bereavement). Upon reviewing the completed questionnaires, the instructor will initiate contact with any students whose disclosed circumstances necessitate modifications to conventional course participation.

Course Schedule

Please note that this schedule is tentative. A detailed overview (and a syllabus with dates and places specific to your section) will be provided on the first day of class and on Sakai.

Date	Meeting Place (See Sakai)	Topic	Description (Reading materials provided on Sakai)
Tues section: January 16 Wed section: January 17	JFRC	Introduction and Overview	This introduction and overview class is important. It will include: an orientation to the materials on Sakai, an explanation of the biographical presentation and essay assignment with instructions on the candidates for choice (see underlined names). There will be an opportunity to fill out a simple questionnaire asking which type of group you prefer (video, photo, poetry, epistolary, musical, artistic or narrative writing, or other), and while you test your knowledge using the glossary of Catholic concepts and terms with a partner, I will create the working groups. We will take a brief look at the places we will visit and finalize any decisions that may still need to be made.
Tues section: January 23 Wed section: January 24	Tiber Island and excavations under St. Cecilia's	The Zero Hour of the Church in Rome	This lesson takes us to Trastevere to visit the excavations of a first-century Roman domus. We'll meet a power couple of the Roman Church, <u>Priscilla and Aquila</u> , and talk about a central question surrounding the arrival of Christianity in the city. A study of the composition of first-century Rome will help us discuss possible solutions to an open theological question: how did Christianity arrive in Rome? We'll talk about how theological studies are organized and the various topics of dogmatic or Systematic Theology. A close reading of Romans Chapter 16 will yield a word giving rise to much theological debate today.
Tues section: January 30 Wed section: Friday February 2	Catacombs	The Witness of a Fisherman	We look again at the origins of the Church in Rome, continuing our focus on the Apostolic Age. We'll meet the martyr <u>Peter</u> and examine the choices which brought him to Rome. It will lead to a discussion of Eschatology and an acknowledgement of places where the Church still suffers persecution today. This lesson will include the tour of an ancient burial site.
Tues section: February 6 Wed section: February 7	St Paul Outside the Walls or Tre Fontane	The (S)words of a Pharisee	It is not possible to talk about the origins of Catholicism without speaking of <u>Paul</u> . Why is he holding a sword? After his martyrdom at Tre Fontane (<i>come vuole la tradizione</i>), he was buried in the place where we find the Basilica of St. Paul. The Pauline corpus of New Testament writings sets the stage to talk about Biblical Studies. It also gives us an opportunity to discuss the place of the Bible in Catholic practice today.
Tues section: February 13 Wed section: February 14	Lateran or Ara Coeli	The State Church of the Roman Empire: A Gift or Shift from the Way?–	Here we will not be far from the Roman forum, but the power has shifted from the buildings along the ancient via Sacra to a new Basilica, which we will visit. <u>Helena and her son Constantine</u> usher in a new era of Christian practice. It is the dawning of the age of great synods and councils discussing Catholic belief, especially matters pertaining to Christology and Trinitarian Theology. The first council, that of Nicaea (325), gives some basic definitions. Yet, what is the difference between a council and synod? The Church of today is discussing just such a question...



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<p>Tues section: February 20</p> <p>Wed section: February 21</p>	<p>Saint Mary Major</p> <p>and/or</p> <p>Santa Pudenziana</p> <p>and/or</p> <p>Santa Prassede</p>	<p>Christ from Mary: Feminine Foundations of the Roman Church</p>	<p>It wasn't long before the councils met on a feminine matter, the identity of Mary as <i>Theotokos</i>. The Council of Ephesus in 432 was held around the same time that St. Mary Major was built following a miraculous apparition, in the midst of other titular churches dedicated to women. In this age, a transition from preparing for the immediate coming of Jesus to realizing there may be some delay, led to the celebration of other memorials in the Church. Feast days were celebrated, especially for those saints mentioned in the Roman Canon. Mariology and Hagiography developed in this period, and the process of becoming a saint still is connected to it today. It is an era in which <u>Monica and her son Augustine</u> and <u>Jerome and his student Paula</u> spent time in Rome.</p>
<p>Tues section: February 27</p> <p>Wed section: February 28</p>	<p>San Gregorio al Celio</p> <p>and/or</p> <p>Santi Quattro Coronati</p>	<p>Roman Monasticism</p>	<p>Around the year 500, <u>Benedict</u> came to Rome for studies and lived in Trastevere. As one of the great founders of organized celibate Catholic community, he heavily influenced <u>Pope Gregory the Great</u> in his governance of the clergy of Rome.</p> <p>Here we are in the presence of the oldest monastic foundations in the city. Religious life made keeping patterns of time and tradition ever more possible, and safeguarded the practice of Catholic ritual, Liturgy and Sacraments, for the entire community. The monastic tradition remains alive in Rome today, and we will meet one of its heirs during our visit.</p>
<p>Tues section: March 12</p> <p>Wed section: March 13</p>	<p>Via Francigena</p>	<p>All Roads Lead to Rome: Pilgrimages and Crusades</p>	<p>From the beginning, Christianity was on the move and the roads of the Roman Empire were used to further the proclamation of the Gospel. Yet how did Rome become the ultimate pilgrimage destination? The answer is also related to the question of the crusades, which brings us to reflect on Moral Theology and questions of religious violence. <u>Francis of Assisi</u> gives a response to the crusades with consequences lasting until today. But would Francis have been able to go as far as he did without the backing of a powerful woman: "brother" <u>Lady Jacoba dei Settesoli</u>?</p>
<p>Tues section: March 19</p> <p>Wed section: March 20</p>	<p>Santa Maria Sopra Minerva</p> <p>to Piazza Farnese</p> <p>to Piazza Navona</p>	<p>The Leading Ladies of the Church of Medieval Rome</p>	<p>When the papal court took leave of Rome for Avignon in 1309, some of the Roman infrastructure fell apart. However, it was just the time in which several women exercised prophetic power and became religious points of reference for the city.</p> <p>Roman residents <u>Catherine of Siena</u>, <u>Bridget of Sweden</u>, and <u>Frances of Rome</u> exercised a prophetic power as women of contemplation in action. They show that Spirituality is not only business of the mind but also a passion of the heart. We will discuss the art and science of prayer at the core of the practice of Catholicism even today.</p>
<p>Tues section: March 26</p> <p>Wed section: March 27</p>	<p>From the Gesù to the Roman College</p> <p>and/or</p> <p>Galleria Pamphili</p>	<p>"Roman Catholics" – Pejorative or Prerogative?</p>	<p>Up to this point in the course, we have not used the appellation "Roman Catholic" and in this lesson we will find out why. Similarly, we will look at the term "Jesuit". We will examine the Roman Catholic Church on the rise through the Renaissance and the subsequent Baroque which remains the façade of the city center today. The biography of Ignatius of Loyola will introduce us to the great concerns of the Church unfolding in the 16th century, concerns such as reform and mission. Of course, the discourse would not be complete without a discussion of imperialism and anti-clericalism. The story of the "<u>Papessa</u>" Olympia Maidalchini Pamphili will help us with the discussion on power and reform. We will look at the tensions building between faith and science and how the field of Fundamental Theology provides grounding for a dialog between them.</p>



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<p>Tues section: April 2</p> <p>Wed section: April 3</p>	<p>San Lorenzo and/or Campo Verano</p>	<p>The Roman Question: What Is the State of the Apostolic Church?</p>	<p><u>Pius IX</u> has been the longest reigning Pope. He made massive contributions to repair and restore the city of Rome (in part with funds acquired from... tobacco sales?). He led the first Vatican Council which defined papal infallibility. Yet he was faced with a historical problem which is now called "<i>la Questione romana</i>" in Italian textbooks. As we visit his tomb near the fittingly emblematic 19th century cemetery Campo Verano, we will discuss the dilemma of the "Apostolic See" of Rome. But we will also discuss the meaning of the word "apostle" as it relates to the explosion of missionary communities in this same period. We will have a glimpse of this pattern in the story of foundress <u>Frances Xavier Cabrini</u>, patroness of immigrants, whose path briefly took her to Rome and then around the world. We will see how questions of the exercise of the papacy and the organization of the missional church remain at the heart of the study of Ecclesiology today.</p>
<p>Tues section: April 9</p> <p>Wed section: April 10</p>	<p>St. Peter's or Centro San Lorenzo</p>	<p>Rise of Roman Catholic Self- Awareness (and Other- Understanding)</p>	<p>How does one describe the Roman Catholic Church of the 20th century in a nutshell? Many new communities such as <u>Mother Teresa's Missionaries of Charity</u> respond to modern needs. However, we must mention the sad divisions of World War I, the political dance of World War II (the story of the master of disguise <u>Msgr. Hugh O' Flaherty</u> will illustrate this well!), the whirl of changes which came with the Second Vatican Council, and the mediatic pontificate of <u>Pope John Paul II</u>. We will discuss how topics of Theological Anthropology, such as human sexuality, dominate the discussions of this period.</p>
<p>Group Presentations</p> <p>Tues section: April 16</p> <p>Wed section: April 17</p>	<p>JFRC and possibly parish of San Fulgenzio</p>	<p>The Roman Catholic Church Down the Road</p>	<p>What is the Church of the Third Millennium? We could go to the parish church down the road and find out. The juridical parish of the John Felice Rome Center is Saint Fulgentius, and we will see if we have time for a visit. But most importantly, this is the day in which the small groups present their projects.</p> <p>The projects include an invitation to reflect on <u>Pope Francis's</u> encyclicals <i>Laudato Si</i> and <i>Fratelli Tutti</i> and the current topics of ecology, ecumenism, dignity of human life, systems of solidarity, safeguarding the vulnerable, and economic responsibility. Here we will see what you have to say!</p>
<p>Tues section: April 23</p> <p>Wed section: April 24</p>	<p>JFRC</p>	<p>FINAL EXAM</p>	