

Foundations of Christian Culture

Catholic Studies

STUDY ABROAD - Italy

Dr. Ines A. Murzaku

Course Foundations of Christian Culture

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Course Description:

Italy has long held a pre-eminent place in the development of Western Civilization's religion, art, music, architecture and political thought. Closely linked with these accomplishments is Italy's role as a spiritual center for the Christian world. From the time of the Apostles Peter and Paul to the present day, the religious prominence of Italy continues to be felt. This course will examine Italy's spiritual contributions primarily through key figures women and men and the influence they have had upon the spiritual, artistic and cultural growth of world Christianity.

This 3-credit study abroad course will study historical, cultural, literary and religious foundations of the Christian Church. After considering the Christian view of history, this course will study the monuments of ancient Christianity as well as the early Jewish settlements and the signs and symbols of the first Christians in the city. We will visit the catacombs and consider the "scavi" under St. Peter's Basilica, the monuments of Peter and Paul, and the first "house-churches." We will study the New Testament record on Rome and the earliest Christian literature as well as the persecutions and first Christian martyrs. We will also study the first bishops of Rome and the new situation under Constantine with

the basilicas, mosaics and the emergence of Christian architecture in Sicily and Rome. Other Roman sites will also be visited, including the Basilica of St. Peter's and the Vatican Museums.

Course Content:

Assignments:

The central feature of this course is the study tour in Italy. For reasons more than merely academic, students are obligated to follow to the letter all instructions given to the travel group while in Italy.

The academic-requirements-units for the course are as follows:

Participation before the trip. *Four* pre-departure obligatory classes on **Mondays** (5:00-6:15 see below), at which course material will be read and discussed. Students are required to attend these meetings unless they have a valid reason for an absence, accepted well in advance by the instructors. The required reading must be *done* before the beginning of the trip.

Recommended Books:

Philip Hughes, *A HISTORY OF THE CHURCH, To the Eve of the Reformation – 3 Volumes*
<https://www.ewtn.com/catholicism/library/history-of-the-church-to-the-eve-of-the-reformation-10325>

Robert Louis Wilken, *The First Thousand Years: A Global History of Christianity*, Yale University Press, 2012.

John Coakley and Andrea Sterk, *Readings in World Christian History*, Volume 1, Earliest Christianity to 1453, Orbis, 2013.

Calendar and Classes

Monday January 27:

Introduction to the Course Syllabus

Jewish roots: the covenant.
Genesis 12-22; Exodus 1-7, 19-24

Jewish roots: Kings, Prophets, Temple
2 Samuel 9-20; 1 Kings 1-2; 1 Kings 16:29-22; Jeremiah 1-3 and 52

The Apostolic Age - Peter and Paul in Rome.

Read Peter 1 <http://www.usccb.org/bible/scripture.cfm?bk=1%20Peter&ch=>;

and 2 <http://www.usccb.org/bible/2peter/1>;

Paul Acts Chapters 27 <http://www.usccb.org/bible/acts/27> and 28
<http://www.usccb.org/bible/acts/28> ;

Letter to Romans – Chapters 1, 2, 3, 4, 5, 6, 11,12, 13, 14 and 15
<http://www.usccb.org/bible/scripture.cfm?bk=Romans&ch=>

Monday February 3:

Constantine and the recognition of Christianity. <http://www.sacred-texts.com/chr/nicene.htm> (Nicene Creed);

Monasticism - St. Benedict's Rule <http://www.gutenberg.org/files/50040/50040-h/50040-h.html> - Chapters 1, 2, 3, 6 and 7.

Monday February 10:

St. Augustine:

Confessions Book 2, Chapters 4-8
<http://www.ourladywarriors.org/saints/augcon2.htm#chap4>;

Book 10, chapters 8, 10, 11, 23; <http://www.ourladywarriors.org/saints/augcon9.htm>

Monday February 17:

Christian Architecture, Art, Music and Worship

Bring to class a digital religious image of your choice. Explain why you chose this image; what is the history behind the image; what is the message the author wants to convey through the image.

Dante:

La Vita Nuova – I and II <http://www.gutenberg.org/files/41085/41085-h/41085-h.htm>

<https://www.gutenberg.org/files/8800/8800-h/8800-h.htm>

Inferno, cantos 1-5, 18-19, 28, 33-34

Purgatorio, cantos 1,2, 27, 30

Paradiso, canto 33

Participation during the trip Italy. Students are expected to participate actively, cooperatively and attentively in all activities on the trip itinerary and keep a journal handy to record the particularities of each visit.

Assessment:

Research Paper. Each student must complete a 10-15 page research paper on any of the topics to be distributed. Papers are due by May 6, 2020. Papers may be handed in earlier than that date; they will not be accepted afterwards. Students may write on a topic of their own choosing provided it has the explicit, advance approval of the instructor.

Criteria for research paper:

1. Well-written, that is, clarity of expression;
2. Knowledge of the specific topic chosen;
3. Good use of primary, secondary and *in situ* sources;
4. Creative and purposeful ordering of the material;

In general, per Catholic Studies policy, participation grades may be lowered or raised based on the following criteria:

Criteria	Grade range
<ul style="list-style-type: none"> - participates actively and voluntarily every class by contributing to classroom discussion - demonstrates familiarity with readings - insightful - answers questions knowledgably - asks questions relevant to readings and displaying intellectual curiosity - always brings relevant texts to class - responds to others' comments with respect and interest - takes responsibility for the success of the class on a daily basis 	<p>A</p> <p>(if all of these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates voluntarily and actively most days and at least every week - shows some familiarity with readings - always brings relevant texts to class 	<p>B</p> <p>(if all these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates occasionally and/or usually only when called upon - shows some familiarity with readings, but little specific knowledge - does not always have relevant texts in class 	<p>C</p> <p>(if most of these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - in general, responds only when called upon - does not ask or answer questions - does not always seem prepared 	<p>D – F</p>

- does not always have relevant texts in class - takes no discernible active role in class - comes late to class - checks cell phone, does work for other classes -shows lack of respect to classmates or teacher	(the more of these criteria that are present, the lower the grade)
- has more than 6 absences	F

Academic Journal. All students are required to keep an academic journal throughout the trip. These journals are something akin to, but more than, a notebook in a regular course. They are meant to reflect the student’s attentiveness to the activities, sites and insights of each day. Journals will be graded on completeness and the quality of reflection. As such, they are not simply a recapitulating of the trip itinerary, nor are they personal diaries. The academic journals are due on April 4 after the return from the trip.

Final Paper Content and Style Grading Rubrics				
Final Paper / Points	30.0->24.0	23.9->16.0	15.9->8.0	7.9->0
Thesis	Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	Promising, but may be slightly unclear, or lacking in insight or originality.	May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.	Difficult to identify at all, may be bland restatement of obvious point.
Structure	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.	Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.
Use of evidence	Primary source information used to buttress every point with at least one example. Examples support	Examples used to support most points. Some evidence does not support point, or may	Examples used to support some points. Points often lack supporting	Very few or very weak examples. General failure to support statements, or

	mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.	appear where inappropriate. Quotes well integrated into sentences.	evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.	evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.
Analysis	Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.	Evidence often related to mini-thesis, though links perhaps not very clear.	Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.	Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.
Logic and argumentation	All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.	Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.	Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.	Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.
Mechanics	Sentence structure, grammar, and diction excellent; correct use of punctuation and	Sentence structure, grammar, and diction strong despite occasional	Problems in sentence structure, grammar, and diction (usually not	Big problems in sentence structure, grammar, and diction. Frequent

	citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.	lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.	major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.	major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.
Final Paper / Points	30.0->24.0	23.9->16.0	15.9->8.0	7.9->0

Course Recommendations (rules and regulations):

- Please turn off all cell phones during the lectures. No text-messaging is allowed. The use of computers or other electronic devices is not permitted in the classroom.
- Showing respect during class discussion: Some of the topics to be covered in the course might easily lead to debate. The expression of various points of view is critical to the learning process, so it is important to listen and show respect to each other during class discussion.
- As members of a university, academic integrity is of the utmost importance. As the Undergraduate Catalogue states, education and "the pursuit of knowledge" requires honesty and the love of truth. Cheating on a quiz or an exam or plagiarizing a written assignment is unacceptable and will be punished. See the Catholic Studies Academic Integrity Statement at: <https://www13.shu.edu/academics/artsci/catholic-studies-department/academic-integrity-policy.cfm>
- ***Please Note:** From the Seton Hall Office of Disability Support Services: If you have a documented disability, you may be eligible for accommodations, in academic classes, the residence halls, food services areas, etc., under the American with Disabilities Act and Section 504 of the Civil Rights Restoration Act. To receive special accommodations or assistance, please self-identify at the Office of Disability Support Services (DSS), Duffy Hall, Room 67 prior to the beginning of the semester. The staff at DSS will help you to develop a plan for accommodations. For more information, contact the Director of DSS, at 973-313-6003 or visit: - <http://www.shu.edu/offices/disability-support-services/faculty-syllabus-statement.cfm>

Determination of Grade:

Grading

Participation before the trip 20%

- If you have not submitted your work pre-trip work submit it to me as soon as possible.

Research Paper 30%

- March 20 – e-mail a paper topic of your choice – course related
- March 31 – annotated bibliography for your paper
- April – 10 thesis statement
- **May 12 – Final paper due**

Academic Journal 30%

- Visit virtually the places that are included in our itinerary. Describe what you are seeing daily, how different this would have been if you were there. What strikes you about the particular places?

Artwork analysis/interpretation 20%

- Choose an artwork - painting, sculpture – from the museums, churches etc. we were visiting in Italy and analyze it following some of the following guidelines. Include a visual (picture) of the art object you are analyzing:
- <https://www.studentartguide.com/articles/how-to-analyze-an-artwork>
- This assignment is due on this is due on **April 10. Either e-mail it to me as an attachment or bring a printed copy to my office**

The grading scale is as follows:

A=93-100
A-=90-92
B+=88-89
B=83-87
B-=80-82
C+=78-79
C=73-77
C-=70-72
D+=67-69
D=60-66
F=59 or below

Steps to writing a research paper:

March 20 – e-mail paper topic
 March 31 – annotated bibliography for your paper
 April – 10 Thesis Statement
 May 12 – Final paper due

