

CORE 2101: Christianity and Culture in Dialogue**Fall 2017**

Day and Time: _____

Instructor: _____

Office Information: _____

Office Hours: _____

Course Description

This course is taken by second year students as part of the University Core Curriculum. This course considers the relationship between Christianity and culture through an approach based on principles of dialogue, development, and community. Texts from the Christian tradition are studied along with texts from non-Christian traditions to demonstrate direct connections across cultures that influence the development of the Catholic intellectual tradition. The course seeks to foster the development of a community of informed conversation and deliberation on a number of key questions of human life through close readings of historically significant texts that address these questions.

- Prerequisites: CORE 1101, ENGL 1201, ENGL 1202

Course Objectives

1. Students will demonstrate an understanding of the central questions at work in the encounter between Christianity and culture, faith and reason, religious belief and science, belief and unbelief, and Christianity and society through written assignments, quizzes and exams.
2. Students will demonstrate an understanding of the notion of historical development as it manifests itself in the Catholic intellectual tradition's engagement with the world, through in-class analysis of texts, and written assignments comparing primary texts in historical sequence.
3. Students will participate in a community of discourse by means of a careful reading of a common set of primary texts, and by learning to analyze and critique ideas through engagement with other students in class.

Course Requirements

1. Two (approx. 5 page) papers will be assigned during the course of the semester. The papers will require students to analyze and/or react to issues discussed in class. These written assignments count for **30%** of the course grade.
2. Approximately 5-7 quizzes will be given. Each quiz is designed to determine your ability to identify the essential points in the assigned readings. Quizzes constitute **30%** of the course grade.
3. There will be a final exam for the course. Part of this exam will be a common essay that all sections will answer. The common essay will require knowledge and intelligent application of the

various readings from the class. *Students should not make end of semester travel plans without consulting the exam schedule first.* The final exam is worth **20%** of the course grade.

PLEASE NOTE: THE FINAL EXAM IS TO BE TAKEN IN-CLASS, AT THE TIME/DATE DESIGNATED BY THE REGISTRAR'S OFFICE. NO EXCEPTIONS. PLEASE PLAN YOUR END OF THE SEMESTER TRAVEL PLANS ACCORDINGLY.

4. Class participation is important in this class, and each person's input is valuable. You should come to class prepared to discuss the readings, even if at times that means just asking relevant questions about material you did not understand. Everyone is expected to participate regularly. The participation grade depends on both the quality and the quantity of your participation. Obviously the most basic form of class participation is regular attendance. Class participation counts for **20%** of the final grade.

Grading Scale

95-100=A, 90-94=A-, 86-89=B +, 83-85=B, 80-82=B-, 76-79=C +, 73-75=C, 70-72=C-, 66-69=D +, 60-65=D, 0-59=F

Required Texts

1. All required readings for the semester are available in the Core 2101 reader/textbook, available for purchase at the Seton Hall University Bookstore. Please note that the course reader for Fall 2017 is a new edition, different from the ones used in past semesters. You must purchase the new edition at the Bookstore for your class.

2. Other materials are available on-line to be downloaded for class. Your professor will notify of you of any additional texts.

Course Calendar:

<u>Weeks</u>	<u>Readings</u> ALL READINGS APPEAR IN THE READER UNLESS NOTED OTHERWISE	<u>Discussion Emphases</u>
Weeks 1-3	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Introduction to the CORE 2101 Reader • Plato's <i>Crito</i> • Either <i>First Letter to the Corinthians</i> OR <i>I John</i> (choose one) • <i>Martyrdom of Perpetua and Felicitas</i> <p><u>Optional texts for Weeks 1-3:</u></p> <ul style="list-style-type: none"> • Augustine, <i>City of God</i>, Book XIX • Tertullian, "What has Athens to do with Jerusalem?" • Justin Martyr , <i>First Apology</i> 	<p><u><i>Ancient Greek and Early Christian Thought: Greek Civic Piety and Christian Love:</i></u></p> <ol style="list-style-type: none"> 1. <i>Relation of truth and power;</i> 2. <i>Relation of early Christianity to surrounding culture</i> 3. <i>The nature of community</i>
Weeks 4-5	<u>Required Reading:</u>	<u><i>Medieval Perspectives:</i></u>

	<ul style="list-style-type: none"> Thomas Aquinas, <i>Summa Contra Gentiles</i> and <i>Summa Theologica I-I.a.1-3</i> <p><u>Optional Texts for Weeks 4-5:</u></p> <ul style="list-style-type: none"> Ibn Rushd (Averroes), <i>The Decisive Treatise Concerning Theology and Philosophy</i> Moses Maimonides, <i>Guide for the Perplexed</i> Julian of Norwich, <i>Revelations of Divine Love</i> Hildegard of Bingen, <i>The Book of Divine Works</i> St. Anselm, <i>Proslogium</i> or <i>Discourse on the Existence of God</i> 	<p><i>Relation between knowledge through revelation and knowledge through reason alone.</i></p>
Weeks 6-8	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Genesis 1-3 (chapters 4-11 are optional) Galileo, "Letter to the Grand Duchess Cristina" Charles Darwin, <i>The Descent of Man</i>, Intro. And Chapter 4 Choose either: Pope Pius XII, <i>Humani Generis</i> or St. Pope John Paul II, "Truth Cannot Contradict the Truth" (these text are NOT in the Reader) 	<p><u><i>Science and the Turn to Modernity:</i></u></p> <ol style="list-style-type: none"> <i>Sources for truth</i> <i>The meaning of being human</i> <i>Different kinds of truth</i> <i>Belief and Ethics</i> <i>Unbelief and Ethics</i> <i>The possibility of faith in the modern age</i>
Weeks 9-12	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> John Locke, <i>Second Treatise on Government</i> Karl Marx, <i>The Communist Manifesto</i> Second Vatican Council, <i>Gaudium et Spes</i> ("The Church in the Modern World") <i>NOTE: Sections on human dignity and the common good are required, i.e., Chapters 1 and 2 are required; Chapter 3, Sections 1 and 2 strongly recommended.</i> Pope Francis, <i>Laudato Si</i>, Chapters 2 and 3 (does NOT appear in Reader; professor may select which sections of Chapters 2 and 3 to focus on/require for her/his class.) <p><u>Optional Texts for Weeks 9-12:</u></p>	<p><u><i>Politics and the Common Good</i></u></p> <ol style="list-style-type: none"> <i>Faith and the Just ordering of society</i> <i>Economic Justice</i> <i>Catholicism and Liberalism</i>

	<ul style="list-style-type: none"> • Pope Francis, <i>Evangelium Gaudi</i> (does NOT appear in Reader) • Jean Jacques Rousseau, <i>Discourse on the Origins of Inequality</i> • Adam Smith, <i>Wealth of Nations</i> (does NOT appear in Reader) • John Stuart Mill, <i>On Liberty</i> (does NOT appear in Reader) 	
Weeks 13-14	<p><u>Required Texts:</u></p> <p>Two authors may be chosen, but one author must be chosen from Column B:</p> <ul style="list-style-type: none"> • Column A: (ONLY texts marked with ** appear in the Reader) <ol style="list-style-type: none"> 1. **Tolstoy, <i>My Confession</i> 2. **Nietzsche, <i>On the Genealogy of Morals</i>, Intro. and Essay 1. 3. C.S. Lewis, <i>Mere Christianity</i>, Book 1. (does NOT appear in Reader) • Column B: (ONLY texts marked with ** appear in the Reader) <ol style="list-style-type: none"> 4. Beatrice Bruteau, <i>Radical Optimism</i> 5. Dorothy Day, <i>Selected Writings</i> 6. Ilia Delio <i>The Emergent Christ; Christ in Evolution</i> Ch. 9 "Christ in Evolution: Technology and Extraterrestrial Life" 7. Elizabeth Johnson, "Feminism and Sharing the Faith: A Catholic Dilemma" in <i>American Catholic Social Teaching</i>, ed. Massaro and Shannon, Liturgical Press. 8. Flannery O'Connor, stories and/or essays 9. **Marilyn Robinson, "Darwinism" from <i>The Death of Adam</i> 	<p><u>Contemporary Voices on faith and reason</u></p>

	<p>10. Lisa Sowle Cahill, "Globalization and the Common Good" in Globalization and Catholic Social Thought, ed. Coleman and Ryan, Orbis Books.</p> <p>11. Edith Stein "How to live a day;" "The Prayer of the Church"</p> <p>12. **Simone Weil, "The Use of School Studies with a View to the Love of God," Waiting for God</p>	
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Academic Integrity Policy:

All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University, are prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal. Work submitted in course must be the product of the efforts of the student presenting the work, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violations of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor's, and it may extend to a failing grade for the course.

CORE 2101: Christianity and Culture in Dialogue: The faculty of CORE 2101 considers plagiarism or cheating of any kind a breach of academic honesty. It is the policy of this faculty to fail a student for the entire course if caught plagiarizing. Letters will be sent to the Dean and to the student's academic adviser informing them of the offense.

DISABILITY STATEMENT: Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number (973) 313-6003. For further information, please go to <http://shu.edu/offices/disability-support-services-index.cfm>