

**Seton Hall University**  
**CAST 3994/CORE 3748**  
**Foundations of Christian Culture: Lithuania**  
**Summer 2022 Intersession A – 5/24-6/13**  
**TENTATIVE STUDY ABROAD DATES -- 5/27-6/5 2022**

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Destination Cities and Countries: Lithuania – Vilnius, Klaipeda, Kaunas

State Department Watch List Status = subject to COVID variability

This course was approved as CORE III by the SCCC -- Fall 2019.

**Course Summary:**

Core III classes at Seton Hall University develop themes from Signature Courses I and II and examine how they can inform us as we Engage the World. Study Abroad courses offer ideal opportunities for engaging the world because they invite us to travel beyond our traditional classrooms to meet and join others in their home culture. This course studies the intersection between Communication and Religion in Lithuania. Slavic countries have a rich Catholic heritage with an important liturgical history highlighting key issues in Christian communication. In the Middle Ages Saints Cyril and Methodius developed a new alphabet and extensive translations to teach the faith to eastern Europeans. In the process, and against significant opposition, they helped the Church defeat the “tri-lingual heresy” and establish that the Word of God can and should be extended to all peoples by celebrating sacraments in all tongues. The universality of the Word is a unifying principle underpinning all missionary work and by extension all Christian communication. Cyril and Methodius proved that orthodox teaching, successful communication and genuine understanding are all possible with faith that the same divine truth can be translated for all people across all cultures. This course adopts select Biblical passages and papal documents and visits major cities in Lithuania (Klaipeda, Vilnius, Kaunas) to study how Christian and Slavic language and culture have engaged one another and grown together.

**Course Texts:**

Genesis 11:1-9 -- “Babel.”

Romans 10 – “Called.”

Leo XIII – “Grande Munus.” Encyclical on Saints Cyril and Methodius.

[http://w2.vatican.va/content/leo-xiii/en/encyclicals/documents/hf\\_l-xiii\\_enc\\_30091880\\_grande-munus.html](http://w2.vatican.va/content/leo-xiii/en/encyclicals/documents/hf_l-xiii_enc_30091880_grande-munus.html)

John Paul II – “Slavorum Apostoli.” Encyclical on the Apostles of the Slavs.

[http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf\\_jp-ii\\_enc\\_19850602\\_slavorum-apostoli.html](http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_19850602_slavorum-apostoli.html)

Benedict XVI – “Saints Cyril and Methodius.” General Audience, 6/17/09.

[http://w2.vatican.va/content/benedict-xvi/en/audiences/2009/documents/hf\\_ben-xvi\\_aud\\_20090617.html](http://w2.vatican.va/content/benedict-xvi/en/audiences/2009/documents/hf_ben-xvi_aud_20090617.html)

Francis – “Lambs Among Wolves.” Morning Meditation, 2/14/17.

[http://w2.vatican.va/content/francesco/en/cotidie/2017/documents/papa-francesco-cotidie\\_20170214\\_lambs-among-wolves.html](http://w2.vatican.va/content/francesco/en/cotidie/2017/documents/papa-francesco-cotidie_20170214_lambs-among-wolves.html)

### Learning Objectives:

Upon completion of the course an A student will be able to . . .

1. Articulate why the Bible, the heart of the Catholic Intellectual Tradition, is translated into all languages
2. Explain how communicative modes (invitation, response, meeting, translation, enculturation, etc.) enact ethical choices
3. Reflect on how spiritual unity and cultural diversity can be balanced

### Assignments:

<b>Assignment</b>	<b>Points Earned</b>	<b>Points Possible</b>
<b>Pre-departure Paper</b>		<b>50</b>
<b>Pre-Departure Presentation</b>		<b>50</b>
<b>Pre-departure Exam</b>		<b>100</b>
<b>Daily Journal Entries</b>		<b>100</b>
<b>Reflection Paper</b>		<b>200</b>
<b>Participation</b>		<b>500</b>
<b>Total</b>		<b>1000</b>

After a general introduction to Lithuania (geographical, historical, linguistic, religious, political) the course begins with Biblical accounts of linguistic unity and diversity. Genesis 11:1-9

describes the transition from Adamic speech to many distinct languages, and in his letter to the Romans St. Paul explains how vocation inspires Christian communication and outreach. Next modern papal discourses (from Leo XII, John Paul II, Benedict XVI, Francis) on Saints Cyril and Methodius explain the universal character of the Word and how Christianity engaged Slavic culture. Students select one Biblical quotation and one Papal quotation and write a two page pre-departure paper explaining why, out of many possibilities, these two quotes were worth choosing. Next students present their quotations to the class in a three minute speech and a pre-departure exam tests how well we've listened to one another. Once we arrive in Lithuania we will participate in tours and cultural activities including visits to LCC International University and Vilnius Cathedral. Students are responsible for one reflective journal entry per day, and upon return to SHU they will compose a three page paper reflecting back on their Biblical/Papal quotations in light of their experiences in Lithuania.

The following table spells out the criteria for **class participation** and the corresponding grade level:

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

<ul style="list-style-type: none"> <li>- in general, responds only when called upon</li> <li>- does not ask or answer questions</li> <li>- does not always seem prepared</li> <li>- does not always have relevant texts in class</li> <li>- takes no discernible active role in class</li> <li>- comes late to class</li> <li>- brings food to class, checks cell phone, does work for other classes</li> <li>-shows lack of respect to classmates or teacher</li> </ul>	<p>D – F</p> <p>(the more of these criteria that are present, the lower the grade)</p>
<ul style="list-style-type: none"> <li>- has more than the equivalent of 4 absences</li> </ul>	<p>F</p>

Volunteering to read in class is helpful and welcome, but it is no substitute for active class discussion.

**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

**Disabilities:**

"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 the Disability Support Services website."

**Academic Integrity:**

**CHEATING** means the giving, receiving, taking, or purchasing of any information or written work not your own during exams or on any written assignments.

**PLAGIARISM** means copying the ideas and/or language of any source without acknowledging that source, without proper quotation of any language (even single words or short phrases) taken directly from that source, and without citation of all paraphrased as well as quoted ideas from that source. Plagiarism occurs when anyone attempts to present the published or unpublished work (ideas and/or language) of any person as his or her own.

**PENALTIES:** It is up to the judgment of the instructor to determine the degree of guilt in cases of cheating and plagiarism. Those found to be guilty of cheating or plagiarism the first time will receive a 0 (zero) for the assignment; the second time, automatic failure for the course; the third time, recommendation to the dean for expulsion.

**TIPS** for students who wish to avoid unintentional plagiarism:

**ACKNOWLEDGE:** Any ideas, facts, or language taken from a source must be acknowledged. We acknowledge the work of others by providing a "Works Cited List" (bibliography) and by citing (providing author's name and relevant page numbers) all paraphrased ideas and quoted language. The English Department requires usage of the MLA methodology of parenthetical citation on all written work. If you are unfamiliar with this, see the MLA Handbook for Writers of Research Papers in the bookstore or library, consult your grammar handbook; or ask your professor.

**QUOTE:** Any language taken from your original source, even key words or short phrases, must be within quotation marks and quoted accurately. Reorganizing a sentence, substituting a synonym, or altering a word or two does not make it your own work!

**PARAPHRASE:** Paraphrasing means summarizing the source in your own words. Remember: paraphrased ideas must still be acknowledged! Good paraphrasing requires: 1) reading carefully enough to thoroughly digest ideas; 2) being careful not to paraphrase during the note-taking stage (i.e. take notes in direct quotes and paraphrase in the draft stage); 3) not writing with the source in front of you; 4) proofreading carefully to be sure no language from the source has slipped in unintentionally.