

Italy in the Footsteps of the Saints
Catholic Studies - SPRING 2023 STUDY ABROAD
Dr. Ines A. Murzaku
CAST 3998

Course Italy in the Footsteps of the Saints

Instructors Ines Murzaku

Semester Spring 2023

Meetings Study Abroad Course

Contact Information:

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Course Description:

Italy has long held a pre-eminent place in the development of Western Civilization's 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.

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. *Five* pre-departure obligatory meetings of one hour and a half each, 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.

Books:

Roman Pilgrimage: The Station Churches, George Weigel and Elizabeth Lev, 2013.

Traveling with the Saints in Italy

Name of God Is Mercy

Bearing False Witness

Calendar and Classes

January:

Introduction to the Course Syllabus

The Cult of Saints and Sacred Images.

<https://www.ewtn.com/faith/teachings/maryc4.htm>

The Communion of Saints

<https://www.ewtn.com/library/THEOLOGY/SPIRCATH.HTM#07>

The Periphery in Pope Francis' Thought/Theology

<http://www.mdpi.com/2077-1444/6/1/42/pdf>

Significance of the Jubilee Year of Mercy; Mercy and Justice; Pilgrimage.

https://w2.vatican.va/content/francesco/en/apost_letters/documents/papa-francesco_bolla_20150411_misericordiae-vultus.html;

<http://www.usccb.org/beliefs-and-teachings/how-we-teach/new-evangelization/jubilee-of-mercy/index.cfm>;

February :

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=>

February 8:

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.

February :

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>

February :

Padre Pio

<http://www.mostholymfamilymonastery.com/PadrePio.pdf>

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 2, 2023. 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 Department of 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 | |

| | |
|---|---|
| <ul style="list-style-type: none"> - does not always seem prepared - 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 | D – F (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 March TBD 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 | Examples used to support most points. Some | Examples used to support some | Very few or very weak examples. |

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|-------------------------|---|---|--|--|
| | point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. | evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. | points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. | General failure to support statements, or 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. |

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|----------------------|--|---|--|---|
| Mechanics | Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. | Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. | Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices. | Big problems in sentence structure, grammar, and diction. Frequent 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 Department of 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%

Participation during the trip in Italy 20%

Research Paper 30%

Academic Journal 30%

The grading scale is as follows:

100-95= A

83-85 = B

73-75 = C

60-64 = D

90-94 = A-

80-82 = B-

70-72 = C-

59 and below = F

86-89 = B+

76-79 = C+

65-69 = D+

General Bibliography on Saints in Italy to be used for the research paper:

(* indicates primary text)

Saint Francis, Saint Clare and Franciscan Spirituality

*Armstrong, Regis J., ed. *Clare of Assisi: Early Documents*. New York: Paulist Press. 1988. (seminary library)

*Armstrong, Regis J., et al., edd. *Francis of Assisi: Early Documents*. New York: New City Press. 1999. (seminary library)

Chesterton, Gilbert K. *St. Francis of Assisi*. Garden City, NY: Image Books. 1924.

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deRis Allen, Joan. *Francis of Assisi's Cantic of the Creatures: A Modern Spiritual Path*. New York: Continuum. 1996. (seminary library)

de Robeck, Nesta. *St. Clare of Assisi*. Milwaukee: Bruce. 1951.

Englebert, Omer. *Saint Francis of Assisi; a Biography*. Ann Arbor: Servant Books. 1979.

*Fortini, Arnaldo. *Francis of Assisi: a translation of 'Nova Vita di San Francisco' by Helen Moak*. New York: Seabury Press. 1981.

Galli, Mark. *Francis of Assisi and his World*. Downer's Grove, Illinois: InterVarsity. 2002. (seminary library)

Green, Julien. *God's Fool: The Life and Times of Francis of Assisi*. San Francisco: Harper. 1985. (seminary library).

*Habig, Marion Alphonse. *St. Francis of Assisi: Writings and early Biographies. An English Omnibus of the Sources for the Life of Saint Francis*. Chicago: Franciscan Herald Press. 1973. (seminary library).

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House, Adrian. *Francis of Assisi*. New York: Hidden Spring. 2001.

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Moorman, John R.H. *Spirituality of Saint Francis: Richest Poor Men*. Huntington, Ind.: Our Sunday Visitor. 1977.

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Petry, Ray C. *Francois of Assisi: Apostle of Poverty*. Durham, NC: Duke University Press. 1941. (seminary library).

Polidoro, Gianmaria. *Francis of Assisi: Innovator for a New Society*. Waterford, Wisconsin: General Secretariat of the Franciscan Missions. 1994. (seminary library)

Ramon, Br. SSF. *Franciscan Spirituality: Following St. Francis Today*. London: SPCK. 1994.

Sabatier, Paul. *Life of St. Francis*. New York: Scribner's. 1938. (seminary library)

Sorrel, Roger D. *St. Francis of Assisi and Nature: Tradition and Innovation in Western Attitudes toward the Environment*. New York: Oxford University Press. 1988.

*Thomas of Celano. *St. Francis of Assisi: First and Second Life of St. Francis with selections from the Treatise on the Miracles of Blessed Francis. Translated from the Latin.* Chicago: Franciscan Herald Press. 1963. (seminary library).

Saint Catherine of Siena

Follmar, Mary Ann. *Steps of Love in 'The Dialogue' of St. Catherine of Siena.* Petersham, Mass.: St. Bede's Publications. 1987. (seminary library)

Mary Jeremiah, Sr. *Secret of the Heart: A Theological Study of Catherine of Siena's Teaching on the Heart of Jesus.* Front Royal, Va.: Christendom Press. 1995. (Valente collection).

*Noffke, Suzanne, trans. *Letters of Catherine of Siena.* Tempe, Ariz.: Arizona Center for Medieval and Renaissance Studies. 2000. (Valente collection)

O' Driscoll, Sr. Mary, O.P. *Catherine of Siena: her Life and Spirituality.* Notre Dame, Ind.: Ave Maria Press. [sound recording] 1981.

*Raymond of Capua. *Life of Catherine of Siena.* Wilmington, Del.: Glazier. 1980.

*Thorold, Algar, trans. *Dialogue of the Seraphic Virgin Catherine of Siena.* Rockford, Ill.: Tan Books. 1974 (seminary library).

Undset, Sigrid. *Catherine of Siena.* New York: Sheed & Ward. 1954.

Vinje, Patricia Mary. *Praying with Catherine of Siena.* Winona, Minn.: Saint Mary's Press. 1990. (seminary library)

Saint Ignatius of Loyola and Ignatian Spirituality

Endean, Philip. *Karl Rahner and Ignatian Spirituality.* New York: Oxford University Press. 2001. (seminary library)

*Ganss, George E, et al, edd. *Selected Works of St. Ignatius of Loyola.* New York: Paulist Press. 1991.

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*_____. *Spiritual Exercises*. London: Mawbray. 1950.

Meissner, William W. *Ignatius of Loyola: the Psychology of a Saint*. New Haven: Yale University Press. 1992.

Penning de Vries, Piet. *Discernment of Spirits according to the Life and Teachings of St. Ignatius of Loyola*. New York: Exposition Press. 1973. (seminary library)

Ravier, Andre. *Ignatius of Loyola and the Founding of the Society of Jesus*. San Francisco: Ignatius Press. 1987. (seminary library)

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Young, William J. *Finding God in All Things: Essays in Ignatian Spirituality*. Chicago: H. Regnery Co. 1958. (seminary library)

Michelangelo, Raphael and Bernini

*Baldinucci, Filippo. *Life of Bernini*. University Park, PA: Pennsylvania State University Press. 1966.

Bauer, George C., ed. *Bernini in Perspective*. Englewood Cliffs, NJ: Prentice Hall. 1976. (seminary library)

Beck, James H. *Raphael*. New York: H.N. Abrams. 1994. (Valente collection)

Creighton, Gilbert. *Michelangelo: On and Off the Sistine Ceiling*. New York: George Braziller. 1994. (Valente collection)

de Tolnay, Charles. *The Sistine Ceiling*. Princeton: Princeton University Press, 1990.

de Vecchi, Pierluigi. *Michelangelo: the Vatican Frescoes*. New York: Abbeville Press. 1997.

Guillard, Jacqueline. *Raphael: Grace of an Angel, Force of a Genius – Frescoes from the Vatican*. New York: Potter. 1989. (Valente collection)

Hibbard, Howard. *Bernini*. Baltimore: Penguin. 1966.

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King, Ross. *Michelangelo and the Pope's Ceiling*. New York: Walker. 2003. (seminary library)

Lavin, Irving. *Bernini and the Crossing of Saint Peter's*. New York: New York University Press. 1968.

Lewine, Carol F. *The Sistine Chapel Walls and the Roman Liturgy*. University Park, PA: Pennsylvania State University. 1993.

Magnuson, Torgil. *Rome in the Age of Bernini*, 2 vol. Atlantic Highlands, NJ: Humanities Press. 1982. (Valente collection)

Mancinelli, Fabrizio, et al. *Michelangelo, the Sistine Chapel: the Restoration of the Ceiling Frescoes*. Treviso, Italy: Canova. 2001. (Valente collection)

Partridge, Loren, et al. *Michelangelo – The Last Judgment: A Glorious Restoration*. New York: H.N. Abrams. 1997.

Petersson, Robert T. *Art of Ecstasy; Teresa, Bernini and Crashaw*. New York: Atheneum. 1970.

Pietrangeli, Carlo, et al. *The Sistine Chapel: A Glorious Restoration*. New York: H.N. Abrams. 1994. (Valente collection)

Portoghesi, Paolo. *Roma Barocca: The History of an Architectonic Culture*. Cambridge, Mass.: MIT Press. 1970.

Santi, Bruno. *Raphael*. New York: Scala. 1991.

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Wittkower, Rudolf. *Gian Lorenzo Bernini: the Sculptor of the Roman Baroque*. London: Phaedon. 1997. (Valente collection)

Zuffi, Stefano. *Michelangelo: The Sistine Chapel*. New York: Rizzoli. 1999.

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Barraclough, Geoffrey. *The Medieval Papacy*. New York: Harcourt, Brace and Ward, 1968.

Brown, Raymond, et al. *Peter in the New Testament: a Collaborative Assessment by Protestant and Roman Catholic Scholars*. Minneapolis: Augsburg Publishing House, 1973.

Duffy, Eamon. *Saints and Sinners: A History of the Popes*. New Haven: Yale, 1997.

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Winter, Michael. *Saint Peter and the Popes*. Baltimore: Helicon Press, 1960.