Independent Study Course Syllabus

1. Format; 2. Description; 3. Objectives; 4. Assessment; 5. Diversity; 6. Texts; 7. Protocols; 8. Plagiarism; 9. Rubrics; 10. Outline & Readings; 11. Program Learning Objectives

COURSE: THE CHURCH *in* THE MODERN WORLD,
From The Council of Trent to the Present (CH 537)
SEMESTER: Summer-Fall, 2025
INSTRUCTOR: Rev. Luke Dysinger, OSB, MD, DPhil. Email: ldysinger@stjohnsem.edu
Course websites: : http://ldysinger.stjohnsem.edu [alt: http://ldysinger.com]
YEAR: Theology 3
CREDITS: 3
TIMES: Weekly Zoom Meetings to be Aranged

1. COURSE FORMAT:

This course will combine lecture, readings and online Zoom discussions. In order to maximize the effectiveness of lectures in our culturally diverse student population, representing a wide range of different linguistic experience and ability, all audio-visual materials presented in lectures will also be available through the course website or in the seminary library.

2. COURSE DESCRIPTION

This course will introduce the history, theology, and spirituality of the Christian Church from 1500 to the present. The rich theological, spiritual, and moral heritage of Catholic thought during this period will be highlighted through study of primary sources. In order to profit from the cultural and ethnic diversity of the student body, students are encouraged to bring to classroom discussion sources that illustrate the development of their own cultural traditions: including, for example, the unique contributions of Hispanic and Asian Catholicism; as well as the theological, liturgical, and spiritual emphases that distinguish Western Catholicism from Eastern traditions such as the Maronite, Chaldean, Melchite, Malabar, and Ruthenian churches.

3. COURSE LEARNING OBJECTIVES *and* BENCHMARK

3.1. During each class selected primary and secondary texts will be studied and discussed. A large proportion of the primary texts will be taken from the Office of Readings. In this way students' ongoing prayerful study of these texts in the liturgy will provide a deepening re-acquaintance with late patristic and medieval sources of Christian spirituality and doctrine.

3.2. In written essays and oral presentations students will cite, explain, and pastorally apply biblical and Catholic magisterial texts and other relevent primary sources that illustrate the development of Catholic doctrine and practice in the following areas:

(1) the relationship between Catholicism and the Protestant churches; (2) the interrelationship between Church and state; (3) papal primacy, episcopal authority and collegiality; (4) Catholic evangelization and missiology; (5) Catholic missions and hierarchy in California and the USA; (6) ultramontanism from the nineteenth to the twenty-first centuries; (7) Catholic intellectual life and romanticism; (8) the application of the principles of the Second Vatican Council.

3.3. Benchmark for course learning objective: At least 80% of students will receive a grade of "B" or higher in written essays demonstrating their ability to provide appropriate, comprehensible responses to essay questions concerning the subjects listed in §3.2.

4. ASSESSMENT (Course Learning Objective Measures)

4.1. Each week questions will proposed illustrating the themes in §3.2, which will be answered in brief essay format by email. Online Zoom meetings with the course instructor will take place weekly to assess comprehension and progress.

4.2. Research will be undertaken using primary sources studied in class or cited in the bibliography below. Possible topics for a paper or Powerpoint/Webpage-based presentation include: (1) any historical, spiritual or theological subject raised during the period from the the Council of Trent to the present, or (2) a comparison of any theme in two or more Christian writers of this period. The goal of the research is to demonstrate familiarity with Christian primary sources. The paper or presentation will be due on or before Tuesday, December 3, 2025.

4.2.1. The student will write a research paper at least eight pages in length (excluding bibliography and notes) double-spaced and including appropriate references.

4.2.2. Students who prefer the medium of verbal presentation may submit the results of their research as a 20-30 minute PowerPoint or web-page presentation. In order for these presentations to have pedagogical value they may not simply duplicate material presented in class or taken from the course website. Citations must be accompanied by appropriate references. Students must submit a recorded embedded or attached narrative intended to accompany the presentation: both presentation and narrative are due on or before Monday, October 6, 2025.

4.3. Active participation in weekl Zoom meetings is essential, and will figure into the final evaluation.

4.4. In research and on exams students must clearly distinguish between their own words and sources they cite. Failure to credit sources that are cited constitutes plagiarism and may result in a grade of "F". Se also "Plagiarism Policy," §8 below.

4.5. Submission of weekly written reponses to proposed questions together with the research project are required for successful completion of the course. The final course grade will be computed as follows (for details see "Rubrics for Assessment," §9 below):

Zoom discussion participation	20%
Research Project	40%
Responses to Weekly Questions	40%

5. DIVERSITY *and* INTERCULTURAL COMPETENCY

5.1. (*General*) The rich ethnic and cultural diversity of Christian thought during this period will be highlighted through study of primary sources from the Jewish, Roman, Greek, Celtic, Anglo-European, Slavic, Middle-Eastern (Syriac), and Egyptian (Coptic) traditions. In order to profit from the cultural and ethnic diversity of the student body, students are encouraged to bring to classroom discussion the early and medieval origins of their cultural traditions: including, for example, the theological, liturgical, and spiritual emphases that distinguish Western Catholicism from Eastern traditions such as the Maronite, Chaldean, Melchite, Malabar, and Ruthenian churches.

5.2. (*Pedagogy*) The seminary student body represents a diverse spectrum of multicultural traditions, with a concomitantly wide range of preference for either verbal or written presentations. In recognition of this, students will be offered the opportunity of choosing either an oral presentation or a research paper (see §4.2.2. above).

6. TEXTS

6.a. REQUIRED TEXTS [*All required readings may be accessed through Canvas*]

1. Duffy, Eamon. *Saints & Sinners, A History of The Popes; Fourth Edition*, (Yale Univ. Press, 2015). ISBN: 0300206127
2. Eberhardt, Newman, C.C.M. *A Summary of Catholic History,* Volume II *Modern History,* (Herder, 1961). OCLC: 769033106
3. González, Ondina E. and Justo L., *Christianity in Latin America: A History* (Cambridge Univ.Press, 2007) ISBN: 9780521863292
4. González, Justo L., *A History of Christian Thought Volume 3: From the Protestant Reformation to the 20th Century*: (Abingdon, 1987) ISBN 0-68717184-9.
5. Hales, E.E.Y. *The Catholic Church in the Modern World A Survey from the French Revolution to the Present* (Doubleday, 1959), OCLC: 386088
6. Hennesey, SJ, James, *American Catholics: A History of the Roman Catholic Community in the United States*, (Oxford University Press, 1981), ISBN 0-19-502946-1.
7. Hitchcock, James. *History of The Catholic Church From the Apostolic Age to the Third Millennium,* (Ignatius, 2012). ISBN: 1586176641
8. Orfalea, Gregory. *Journey to the Sun: Junipero Serra's Dream and the Founding of California* , (Scribner, 2014), ISBN: 978-1451642728).
9. Vidler, Alec, R. *The Church in an Age of Revolution: 1789 to the Present Day, The Penguin History of the Church,* v.5. (Penguin, N.Y.,1962). ISBN: 0140137629.
10. Weber, Msgr. Frank, *Century of Fulfillment: The Roman Catholic Church in Southern California 1840-1947* (The Archival Center, Mission Hills, CA,1990). ISBN: 978-0874619355
11. Texts of Ecumenical Councils 19 – 21, (Trent; Vatican I; Vatican II).

6.b. RECOMMENDED TEXTS and RESOURCES (*Some Available through Canvas*):

Aubert, Roger. *The Church in a Secularised Society, The Christian Centuries,* vol. 5: (Paulist Press, 1978). ISBN: 0809102447

Chadwick, Owen, *A History of the Popes, 1830-1914, Oxford History of the Christian Church* (Oxford, 1998) ISBN: 0199262861

— *The Popes and European Revolution, Oxford History of the Christian Church* (Oxford, 1981) ISBN: 0-19-826919-6

— The Reformation, *The Pelican History of the Church,* (Penguin, N.Y., 1964)

Dickens, A.G., *The Counter Reformation* (Thames and Hudson, London, 1968) ISBN: 0393950867.

Dupre, Louis, *Christian Spirituality: Post Reformation and Modern. Christian Spirituality*, vol. 3, *World Spirituality*, bk. 3 (Crossroads, 1991) ISBN: 0824511441.

Hughes, Philip *The Church in Crisis: A History of the General Councils, 325 – 1870.* (Hanover House, New York, 1961). OCLC: 1284043.

Jedin, Hubert, ed. *Ecumenical Councils of the Catholic Church: An Historical Survey*. (Paulist Press, New York, 1961).

— *History of the Church /Handbook of Church History* (Crossroad, New York : 1981)

— v. 5. *Reformation and Counter-Reformation* / by Erwin Iserloh, Joseph Glazik, Hubert Jedin

— v. 6. *The church in the age of absolutism and enlightenment* / by Wolfgang Müller [and others]

— v. 7. *The church between revolution and restoration* / by Roger Aubert [and others]

— v. 8. *The church in the age of liberalism* / by Roger Aubert [and others]

— v. 9. *The church in the industrial age* / by Roger Aubert [and others]

— v. 10. *The church in the modern age* / by Gabriel Adriányi [and others]

— *History of the Council of Trent, vol. 1: The Struggle for the council* (ACLS Humanities, 2008). ISBN:1597403741

— *History of the Council of Trent, vol. 2: The First Sessions at Trent, 1545-1547.* (ACLS Humanities, 2008). ISBN:1597403741

MacCaffrey, James. *History of the Catholic Church;* Volume II, *from the Renaissance to the French Revolution,* (Herder, 1912/ repr. (CreateSpace Independent Publishing Platform, 2012). ISBN: 147910549X.

MacCulloch, Diarmaid, *Christianity, The First Three Thousand Years,* (Viking Penguin, 2009). ISBN: 0143118692

— *Reformation, Europe's House Divided* (Penguin, 2004). ISBN: 978-0-14-192660-5

Neill, Stephen. A History of Christian Missions, *The Pelican History of the Church,* (Penguin, N.Y., 1964) ISBN 0140137637

Palou Francisco, *Francisco Palou's Life and Apostolic Labors of The Venerable Father Junípero Serra, Founder of The Franciscan Missions of California* tr.C.S. Williams, (orig.Spanish, publ 1787; Engl. tr.G.W. James, Pasadena, Ca., 1914)

Reséndez, Andrés, *The Other Slavery The Uncovered Story of Indian Enslavement in America* (Houghton Mifflin Harcourt, 2016). ISBN 9780547640983.

Sandos, James A., *Converting California: Indians and Franciscans in the Missions,* (Yale University Press, 2004) ISBN: 0-300-10100-7.

Serra, Junipero, *Writings of Junipero Serra,* ed. Antonine Tibesar, O.F.M., tr. Maximin Piette, O.F.M,(Publications of the Academy of American Franciscan History, Documentary Series, J. H. Furst Company, Baltimore, Maryland 1955),

Starr, Kevin, *California, A History,* (Modern Library, 2007), ISBN: 081297753X,

Walker, Williston, *A History of the Christian Church.* (Charles Scribner's Sons, New York 1918). ISBN: (4th ed, 1985) 0684184176.

7. Special Protocols

7.1 The weekly essays and research project must be submitted by email: ldysinger@stjohnsem.edu

7.2. Late work will be accepted for a grade only if the professor grants an extension of the deadline: requests for extensions must be submitted in writing with a clear explanation of the reason for the request. Out of fairness to those who submit their work on time, late work for which an extension has been granted will normally be graded down by one-half letter grade for each day it is late.

8. Plagiarism Policy

In research and on exams students must clearly distinguish between their own words and sources they cite. Failure to credit sources that are cited constitutes plagiarism and may result in a grade of "F". For details consult the "St. John's Seminary Academic and Doctrinal Integrity Policy."

9. RUBRICS for ASSESSMENT (Evaluation)

RUBRIC FOR OVERALL LEARNING OBJECTIVES AND BENCHMARKS FOR STUDENT PERFORMANCE

	Not Acceptable Student Performance	Acceptable Student Performance	Hoped -for Learning Outcomes
Application of relevant primary and secondary sources from the historical period	Does not cite or is unaware of relevant primary and secondary sources from the period	Misses some relevant primary and secondary sources from the period	Cites and is able to appropriately apply relevant primary and secondary sources from the period
Theology and History of Church teaching	Does not take note of the historical development of Church teaching	Has a general sense of history and theology	Demonstrates a thorough knowledge of history and theology of Catholic teaching
Application of *Catechism* and relevant biblical and Magisterial Texts	Does not cite or is unaware of catechetical, biblical, or magisterial norms.	Misses some magisterial, biblical, and/or catechetical applications.	Is able to apply magisterial, biblical, and catechetical teaching appropriately
Cultural Awareness	Ignores or is unaware of cultural differences in approaches	Does not take note of issues of cultural significance	Responds appropriately to culturally-conditioned

RUBRIC FOR THE MIDTERM AND FINAL EXAMINATIONS

A. Historical Context	Students describe the historical and ecclesiastical contexts but do not distinguish between the most important issues and/or pay unnecessary attention to less-relevant details.	Students describe the historical and ecclesiastical contexts and distinguish between significant issues, but miss important aspects.	Students clearly and accurately describe the historical and ecclesiastical contexts and demonstrate a deep understanding of the underlying issues.
	1 2 3	4 5 6 7	8 9 10
B. Use of Primary Sources	Students cite primary sources but do not distinguish between the most important issues, and/or pay unnecessary attention to less-relevant details.	Students cite primary sources and distinguish between significant issues, but miss important aspects.	Students cites appropriate primary sources and demonstrate a deep understanding of the underlying issues.
	1 2 3	4 5 6 7	8 9 10
C. Relevant Scripture and Magisterial Teaching	Students do not cite relevant scripture passages, or magisterial texts in their discussion.	Students demonstrate only limited use of scripture and relevant magisterial teaching.	Students cite and appropriately discuss relevant biblical texts and magisterial texts.
	1 2 3	4 5 6 7	8 9 10
D. Pastoral Response	Students do not express themselves in language comprehensible to those they will be serving.	Students express themselves comprehensibly, but neglect significant issues.	Students cover significant issues in language comprehensible to those they will be serving.
	1 2 3	4 5 6 7	8 9 10

10. COURSE OUTLINE *and* READINGS

Numbers in brackets refer to the selections from the course textbook which should be read prior to the relevant lecture [Suggested readings from MacCulloch, *Christianity* ("*Mac.*") and Hitchcock ("*Hitch.*"), in brackets, are optional]. *Note that page numbers given below for assigned readings apply **only** to the PDF version of texts: page numbers in MS-Word documents are inconsistent and depend on default margins, paper size, and printer.*

Part 1: THE CHURCH *in the* HUMANIST WORLD

REVIEW: THE CATHOLIC CHURCH on the EVE of THE COUNCIL of TRENT (2 hr.)

0a. THE RENAISSANCE (¼ hr.)

READINGS: Duffy, §4.I (p.83-92); Eberhardt, §1-11 (p.3-36).

0b. CONCILIARISM (¾ hr.)

READINGS: Duffy, §3.IV (p.72-83).

0c. PROTESTANTISM (¾ hr.)

READINGS: Duffy, §4.II (p.92-98); Eberhardt, §19-31 (p.62-103).

1. TRIDENTINE REFORM (1 hr.)

READINGS: Duffy, §4.III (p.98-107); Eberhardt, §32-37 (p.104-123).

2. FOREIGN MISSION (2 hrs.)

READINGS: Vidler §22 (p.246-257); Hitchcock, §12 (p.389-425); Eberhardt, §12-18 (p.37-61).

3. NATIONALISM AND RELIGIOUS WARS (1 hr.)

READINGS: Duffy, §4.IV (p.107-115); Eberhardt, §38-43 (p.124-140).

4. THE "ENLIGHTENMENT" (1 hr.)

READINGS: Hales, §1 (p.3-12); Duffy, §5.I (p.115-121); Eberhardt, §44-47 (p.141-152).

5. JANSENISM (1 hr.)

READINGS: Duffy, §4.IV (p.107-115); Eberhardt, §48-53 (p.152-168).

6. RATIONALISM (1 hr.)

READINGS: Eberhardt, §54-63 (p.169-197)

7. LIBERALISM (Democracy, Religious Toleration, Separation of Church and State) (1 hr.)

READINGS: Hales §6 (p.42-48); Eberhardt, §64 (p.198-201)

8. REVOLUTIONS (1870-1918) (1 hr.)

READINGS: Vidler §1 (p.11-22); Duffy, §5.I (p.115-121); Eberhardt, §65-77; 80-88; (p.201-247; 258-294).

9. THE CATHOLIC CHURCH in CALIFORNIA (3 hrs.)

READINGS: Henessey, pp. 9-35; Orfalea, ch. 21, Weber, *Century,*selections; Reséndez, pp. 222 ff. Starr, *California*, selections.

Part 2: THE CHURCH *in an* AGNOSTIC WORLD

10. ROMANTIC RENEWAL and CATHOLIC INTELLECTUALS (1 hr.)

READINGS: Vidler §4 (p.45-56); Duffy, §5.II (p.121-133); Eberhardt, §78 (p.247-252).

11. INTELLECTUAL RENEWAL I (1 hr.)

READINGS: Vidler §6 & §13 (p.68-79, 146-156); Duffy, §5.III-IV (p.133-149); Eberhardt, §82-88 (p.266-294).

12. ULTRAMONTANISM and VATICAN I (1 hr.)

READINGS: Vidler §6 & §13 (p.68-79, 146-156); Duffy, §5.III-IV (p.133-149); Eberhardt, §82-88 (p.266-294).

13. MODERNISM (1 hr.)

    READINGS: Vidler §16 (p.179-190); Hales §15 (p.87-95); Hitchcock §11 (p.342-388); Duffy, §6.I-2 (p.149-156); Eberhardt, §89-99 (p.294-339).

14. MODERN ANTICLERICALISM (Germany, France, Italy, Mexico, Spain) (1 hr.)

    READINGS: Hales §18-20 (p.105-132); Eberhardt, §107-113 (p.363-394).

15. SOCIAL JUSTICE and "AMERICANISM" (2 hr.)

    READINGS: Vidler §21 (p.235-246); Hales §14, 16-17 (p.83-87, 95-105); Hitchcock 13 (p.426-474).

16. WORLD WARS (*and Eastern Orthodoxy*) (2 hr.)

    READINGS: Vidler §20 (p.223-235); Duffy, §6.III (p.156-167); Eberhardt, §100-106 (p.339-363).

17. VATICAN II and Pope PAUL VI (3 hr.)

    READINGS: Vidler §23-24 (p.257-281); Hitchcock §14 (p. 474-520); Duffy, §6.IV (p.167-174); Eberhardt, §114-116 (p.394-403).

18. Pope St. JOHN PAUL II (3 hr.)

    READINGS: Duffy, §6.V (p.174-182).

19. Pope BENEDICT XVI (3 hr.)

    READINGS: Hitchcock, §14 (p.520-527); Duffy, §6.VI-VII (p.182-196).

20. Pope FRANCIS and Pope Leo XIV (2 hr.)

    READINGS: Duffy, §6.VIII (p.196-205).

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11. PROGRAM LEARNING OBJECTIVES

The Course Learning Objective §3.2, above, ("In written essays and oral presentations students will cite, explain, and pastorally apply biblical and Catholic magisterial texts and other relevent primary sources that illustrate the development of Catholic doctrine and practice . . .") corresponds to the following Program Objectives for the Master of Divinity Degree (SJS 2020-22 Catalog, p. 50):

1. [formation in the Roman Catholic tradition]
   - [1.1.] The student interprets Scripture from within the living tradition of the Church.
   - [1.3.] The student demonstrates a complete, unified vision of the truths contained in the doctrinal, moral, and liturgical tradition of the Roman Catholic Church.
2. [effective communicator, teacher, … of the Word of God]
   - [2.4.] The student teaches clearly and faithfully the message of Jesus Christ and his Church.
4. [pastoral skills]
   - [4.1.] The student demonstrates competent theological inquiry, reflection, and application in pastoral ministry.
   - [4.2.] The student provides competent spiritual and pastoral guidance.