

## **The Politics of Pope Francis**

**POLS 2930-2/THEO 2930**

**Spring 2018**

Wm McCormick, SJ

MWF, 12-12:50

McGannon 122

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Pope Francis has brought renewed attention to the Catholic Church as a political actor. This course will consider how Francis' papacy illuminates the strengths and limitations of the Church as an agent for social and political change.

The course will proceed in two parts: (1) a consideration of the structures and functions that constitute the Vatican City State as a political entity, paying attention to the ways in which the Vatican is of course not only a political entity; and (2) a study of Pope Francis' political influence, both his words, like *Laudato si'* and his speech to the US Congress, and his actions, as with his public diplomacy in Latin America.

### **Readings**

Thomas Reese, SJ, *Inside the Vatican*

Austen Ivereigh, *The Great Reformer*

Lowney, *Pope Francis: Why He Leads the Way He Leads*

Several of our readings will be available electronically on Blackboard. Students should bring to class and be prepared to discuss the week's assigned readings.

Use this class to develop the habit of staying abreast of Vatican news. English-language sources include <http://www.vaticannews.va/en.html>, [cruxnow.com](http://cruxnow.com), [catholicnews.com](http://catholicnews.com), [ncronline.org](http://ncronline.org), [ncregister.com](http://ncregister.com), [catholicworldreport.com](http://catholicworldreport.com), [americamagazine.org](http://americamagazine.org), [catholicnewsagency.com](http://catholicnewsagency.com) and [catholicculture.org/news/](http://catholicculture.org/news/).

### **Assignments**

Attendance: 10%

Participation: 15%

Attendance at ATLAS Week and Social Justice conference: 10% (5% each)

In-class presentations: 20% of grade

Paper 1 (Reese): 10%

Paper 2 (Francis' background) : 15%

Paper 3 (Francis' papacy): 20%

Each student will lead class discussion on two readings during the semester, a part of which include writing a one-page summary of the day's readings with discussion questions. The student will post the summary and questions on Blackboard by 8PM the night before class. While the day's discussion leaders are not expected to carry the full weight of the discussion, they should know the readings well enough to keep class conversation fluid.

Students will write 3 papers in this class: a 2-page essay on an issue raised by Reese's book; a 2-page essay on the background to Francis' papacy; and a final paper of 6-8 pages, which can be on Francis' papacy, or a revised and expanded version of one of the first two papers. Papers are due at the beginning of class on the due date. Late papers will drop a letter grade per day. I will distribute a list of suggested paper topics, but feel free to propose your own topic to me.

### **Office Hours**

Office hours are for your benefit. Professors have set this time aside specifically to listen to your questions and concerns and respond to them. Take advantage of that. Make a habit of going to office hours early on in each course you take, particularly if you are interested in the material, think that you might have difficulties in the course, or if the professor might later write letters of recommendation for you. Do not be shy about asking to set up an appointment with a professor if the scheduled office hours conflict with your schedule.

### **Electronics**

Besides laptops, all electronic devices, including cell phones, tablets, Blackberries, PDAs and Tamagotchis, should be turned off and stowed before the beginning of class.

### **Writing Center**

The University offers writing help and other academic support that your tuition dollars are already paying for. Make use of it! You can visit them at Busch Student Center, Suite 331, or go to their website:

<http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>

Additionally, the English Language Center provides specialized writing support for Saint Louis University students whose native language is not English. To make an appointment, log on to <http://myslu.slu.edu>, click the "Tools" tab, and select the "SLU Appointment" icon.

Some excellent writing advice from two of my own former professors:

<http://jacobtlevy.com/wp-content/uploads/2016/08/guidelines-2016.pdf>

<http://liberalarts.utexas.edu/government/files/lpangleweb/AdviceOnPaperWriting.pdf>

Do not be shy about coming to office hours to discuss the writing process with me.

### **Grading Scale**

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

### **Learning objectives**

Students will be able to read carefully and evaluate and construct analytical arguments in clear and logical prose. Students will be able to identify and gather information from credible primary and secondary sources. Students will be able to assess the effects of

various social and political structures and determine which are more likely to promote equality, justice, freedom, or other values important to them. Students will be able to use their knowledge of political systems to engage effectively in political and social life. Most importantly, students will learn to think reflectively upon what they already think they know and believe about the Church and its political and social roles in the world.

### **Student Success Center**

The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite 331) and the School of Nursing (Suite 114).

### **Disability Services Academic Accommodations**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements at [disability\\_services@slu.edu](mailto:disability_services@slu.edu).

It is the responsibility of the student to initiate a conversation with the instructor concerning how those accommodations are to be implemented.

### **Academic Integrity**

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern. The governing University-level Academic Integrity Policy can be accessed here:

<https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. All SLU students are expected to know and abide by these policies.

### **Title IX (of the United States Education Amendments of 1972)**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314.977.3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314.977.TALK. View SLU's sexual misconduct policy:

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

**Tentative Schedule (subject to change)**

Readings marked (BB) are on the course Blackboard site.

<b>WEEK 1</b>	<b>INTRODUCTION: Religion as a Political Force</b>
17 Jan	Syllabus / <a href="#">Survey</a>
19 Jan	Philpott, ch. 1 (BB)
<b>WEEK 2</b>	<b>The Church as Public Person</b>
22 Jan	Pope Francis: "A Big Heart Open to God"
24 Jan	Mercy ( <a href="#">Misericordia et misera</a> ) (BB)
26 Jan	Philpott, chs. 2 & 8 (BB)
<b>WEEK 3</b>	<b>Vatican Organization - 1</b>
29 Jan	Reese, Intro - ch. 1
<i>Tues, 30 Jan: Attend Pope Francis lecture at Wash U (extra credit)</i>	
31 Jan	Reese, chs. 2-4
<b>WEEK 4</b>	<b>Vatican Organization - 2</b>
5 Feb	Reese, chs. 5-7
7 Feb	Stepan 2000 / Philpott 2007 (BB)
9 Feb	Warner, ch. 3 / Hehir (BB)
<i>Paper 1 due: 12 February 2018</i>	
<b>WEEK 5</b>	<b>Pope Francis: Background</b>
12 Feb	Ivereigh, <i>The Great Reformer</i> , ch. 1
14 Feb	Ivereigh, ch. 2
16 Feb	Ivereigh, ch. 3
<b>WEEK 6</b>	<b>Background: Vatican II</b>
19 Feb	Vatican II: <a href="#">Gaudium et Spes</a> , <a href="#">Dignitatis Humanae</a>
21 Feb	Philpott on democratization (BB)

<b>23 Feb</b>	<i>Attend SLU GLOBAL SOCIAL JUSTICE conference (extra credit for presenting)</i>
<b>WEEK 7</b>	<b>Background: Latin America Context</b>
<b>26 Feb</b>	<b>Ivereigh, chs. 4-5</b>
<b>28 Feb</b>	<b>Gill, ch. 3 (BB)</b>
<b>2 Mar</b>	<b>Rourke, ch. 3 (BB); <i>Evangelii Nuntiandi</i></b>
<b>WEEK 8</b>	<b>Background: Jesuit Context</b>
<b>5 March</b>	<b>Ivereigh, chs. 6-8</b>
<b>7 March</b>	<b>GC 32, Decree 4 (BB)</b>
<b>9 March</b>	<b>Lowney, chs. 1-2</b>
<b><i>Paper 2 due: 9 March 2018</i></b>	
<b>WEEK 9</b>	<b>Abdication &amp; Election</b>
<b>19 March</b>	<b>Allen, ch. 2-3 (BB)</b>
<b>21 March</b>	<b>Ivereigh, ch. 9</b>
<b>23 March</b>	<i>Evangelii Gaudium</i>
<b>WEEK 10</b>	<b>Francis' Theme</b>
<b>26 March</b>	<i>Evangelii Gaudium</i>
<b>28 March</b>	<b>Vallely, ch. 11 (BB); Lowney, chs. 3-6</b>
<b>WEEK 11</b>	<b><i>Laudato si'</i></b>
<b>4 April</b>	<i>Laudato si'</i>
<b>6 April</b>	<b>Dorr on Benedict XVI and John Paul II (BB)</b>
<b>WEEK 12</b>	<b>Institutional Reform - 1</b>
<b>9 April</b>	<b>Lowney, chs. 7-9; 2013 Christmas Speech to Curia; <a href="https://cruxnow.com/news-analysis/2017/12/14/whether-francism-pope-depends-ask/">https://cruxnow.com/news-analysis/2017/12/14/whether-francism-pope-depends-ask/</a> <a href="https://cruxnow.com/vatican/2017/12/19/pope-francis-2017-questions-marks-counts-reform/">https://cruxnow.com/vatican/2017/12/19/pope-francis-2017-questions-marks-counts-reform/</a></b>

<b>11 April</b>	<b>C9 &amp; Bank (Vallely, ch. 12-13) (BB)</b>
<b>13 April</b>	<i>Attend ATLAS Week (extra credit for presenting)</i>
<b>WEEK 13</b>	<b>Institutional Reform - 2</b>
<b>16 April</b>	<b>Synodality, Collegiality &amp; Sexual Ethics (Vallely, ch. 16) (BB)</b>
<b>18-20 April</b>	<i>Amoris Laetitia</i>
<b>WEEK 14</b>	<b>Public Diplomacy</b>
<b>23 April</b>	<b>US Trip (2015)</b>
<b>25 April</b>	<b>Europe</b>
<b>27 April</b>	<b>Immigration</b>
<b>WEEK 15</b>	<b>Public Diplomacy - 2</b>
<b>30 April</b>	<b>Troy on Francis' Human Rights Discourse (BB)</b>
<b>2 May</b>	<b>Myanmar ("Burma")</b>
<b>4 May</b>	<b>Colombia/CELAM (2017)</b>
<b>WEEK 16</b>	
<b>7 May</b>	<b>Semester wrap-up</b>
<b><i>Paper 3 due: 7 May 2018</i></b>	