

POLS/THEO 2930: The Politics of Pope Francis

Instructor: Wm McCormick, SJ

Office: McGannon 127

Office Hours: Mon, 12-2 & by appt

E-mail: william.mccormick@slu.edu

Semester: Spring 2019

Class Location: McGannon 121

Class Time: MW 2:10-3:25 P.M.

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 condition the Vatican City State as a political entity, paying attention to the ways in which the Vatican is not only a political entity; and (2) a study of Pope Francis' political influence, in both his words and his actions.

Our guide will be the four principles for applying Catholic Social Doctrine the Pope notes in *Evangelii Gaudium*: "Time is greater than space"; "unity prevails over conflict"; "realities are more important than ideas"; and "the whole is greater than the part."

I aim for this course to be interdisciplinary, synthesizing the methods, approaches, questions and aspirations of political science and theology. The course will be better for each of us self-reflectively bringing to bear the disciplinary standards we know best in conversation with others in the class.

Required for Purchase:

Thomas Reese, SJ, *Inside the Vatican*

Austen Ivereigh, *The Great Reformer*

Pope Francis, *The Joy of the Gospel (Evangelii Gaudium)*

Recommended but not required:

John Allen, *Conclave*

J. Brian Benestad, *Church, State, and Society: An Introduction to Catholic Social Doctrine*

Massimo Borghesi, *The Mind of Pope Francis*

Massimo Faggioli, *Citizenship and Catholicism*

Several of our readings will be available on Blackboard. Students should bring to class and be prepared to discuss the week's assigned readings. This will be a good class to learn how to read for college courses. Some texts need to be read closely, some can be skimmed, and all require you to discern the best approach. If you find yourself overwhelmed or confused by the readings, please come see me.

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, catholicnews.com, ncronline.org, ncregister.com, catholicworldreport.com, americamagazine.org, catholicnewsagency.com and catholicculture.org/news/. If you know (or want to learn!) Italian, then your options expand considerably.

Assignments

Participation: 20% of grade

In-class presentations: 20%

Paper 1 (Reese or Rel & Pols): 15%

Paper 2 (*EG*, ecology, economics): 20%

Paper 3 (Francis' papacy): 25%

Attendance is critical to your success in this class, and will be checked regularly. Poor attendance will result in a reduced participation grade. Active participation is highly valued, and will be graded based upon quantity and quality. Please do not confuse participation with attendance: if you come to class and say nothing, you will earn no participation credit. I realize that some people struggle to speak in class, but a course like ours is a wonderful opportunity to confront that struggle. Please talk with me if you find this difficult.

Each student will lead class discussion for two classes during the semester, a responsibility which includes: (1) a 10-15-minute presentation; (2) a 3-paragraph write-up of the day's readings; and (3) leading class discussion. The point of the write-up and presentation is to highlight the major or distinctive points of the readings, moving us toward challenging conversations about what we should learn from and question about those readings.

The write-up should look something like this: paragraph 1 should highlight major points of the readings; paragraph 2 should connect the readings together, perhaps also to other readings so as to build upon other discussions we've had; and paragraph 3 should include comments and questions about as well as appreciations and criticisms of the readings. The student will post the 3-paragraph essay on Blackboard by midnight 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.

The presentation should not be a simple reading of the write-up, although it may track it. The use of PowerPoint, handouts and other presentation aids is encouraged.

Students will write 3 papers in this class: a 2-page essay on an issue raised by Reese's book or our readings on religion as a public force; a 2-page essay on *Evangelii Gaudium*, ecology or economics in Pope Francis; and a final paper of 6-8 pages, as either an expansion of one of the first two papers or a new topic on Francis' papacy. Papers are due at the beginning of class on the due date. Late papers drop a letter grade per day. I will distribute a list of suggested topics, but feel free to propose your own topic to me. (E-mail is fine.)

The Political Science Department sponsors a student research symposium on 16 April, which by the way is organized by me. Students participating in this symposium will receive extra credit in this course. There are three ways to do this. First, students may present their second paper for this course in a panel I will organize on Pope Francis, probably on the environment or economics. Second, students can organize an additional panel on another

theme on the Vatican, Pope Francis or religion and politics. Third, students may present posters of their work.

Honors Students

Honors students will work with me to devise a special project suiting their interests and abilities. Honor students should contact me no later than 1 Feb about this.

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

I permit the use of laptops and tablets in this class for the purpose of reading online texts, and only for that purpose. All other electronic devices should be turned off and stowed before the beginning of class.

Writing Center

The University offers writing help and academic support that you are already paying for. 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>

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.

While I am very happy to work with students with academic accommodations, it is the student's responsibility to contact instructors to discuss how academic accommodations can best be implemented in each class. If a student does not do so, I will assume that the student does not want to use his or her accommodations in my class.

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; 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.

WEEK 1		Pope Francis: Lights and Shadows
14 Jan	Course Introduction: The “Four Principles” of EG & Borghesi Intro (BB) Open Discussion: Why do <i>you</i> want to study Pope Francis?	
16 Jan	Lights: “ A Big Heart Open to God ” (BB) Shadows: Burton and Allen (BB)	
WEEK 2		Religion as a Political Force I
21 Jan	<i>No class: Martin Luther King, Jr Day</i>	
23 Jan	Philpott, chs. 1, 2 & 8 (BB); Wuthnow , (BB); Gill 2001 (BB)	
WEEK 3		Religion as a Political Force II
28 Jan	Stark & Finke, Intro - Ch. 3	
30 Jan	Himes Intro (BB); Benestad (BB); USCCB “ Seven Themes ”, “ Foundational Documents ”	
WEEK 4		Vatican Organization I
4 Feb	Reese, Intro, chs. 1 and 7	
6 Feb	Reese, chs. 2 & 9 http://www.ncregister.com/daily-news/the-popes-appointments-a-three-year-assessment	
WEEK 5		Vatican Organization II
11 Feb	Reese, ch. 4; Allen, <i>Conclave</i> (BB)	
13 Feb	Reese, chs. 5-6	
<i>Paper 1 due: 18 February 2019</i>		
WEEK 6		Background: Argentina and the Society of Jesus
18 Feb	Ivereigh, chs. 1-2; chs. 3-4	
20 Feb	Ivereigh, chs. 5-6; chs. 7-8	
WEEK 7		Background: Vatican II & Theology of the People
25 Feb	Huntington, Philpott, Stepan	

27 Feb	Faggioli, chs. 5-6, and conclusion (BB); Borghesi “pueblo fiel” (BB)
WEEK 8	Francis’ Theme
4 March	<i>Evangelii Gaudium</i> (Intro - Ch. 2)
6 March	<i>Evangelii Gaudium</i> (Chs. 3-5) ; Vallely, ch. 11 (BB)
WEEK 9	Economics
18 March	“The Economy that Kills”
20 March	Benestad, Ch. 9 (BB), Shadle , Gregg (BB)
WEEK 10	Creation and the Common Good
25 March	<i>Laudato si’</i>
27 March	Dorr, White and Benestad (BB)
Paper 2 due: 1 April 2019	
WEEK 11	Synodality
1 April	Reese, ch. 3
3 April	<p>Pope Francis on Synodality: http://w2.vatican.va/content/francesco/en/speeches/2015/october/documents/papa-francesco_20151017_50-anniversario-sinodo.html ITC DOC: http://www.vatican.va/roman_curia/congregations/cfaith/cti_documents/rc_cti_20180302_sinodalita_en.html AND NEW CONSTITUTION: http://press.vatican.va/content/salastampa/it/bollettino/pubblico/2018/09/18/0653/01389.html Faggioli: https://www.commonwealmagazine.org/collegiality-synodality McCormick: https://www.americamagazine.org/faith/2018/10/26/greater-inclusion-synod-could-complicate-collegiality-among-bishops</p>
WEEK 12	The Curia
8 April	Reese, ch. 10; Faggioli, <i>Civiltà</i> ch. 16; 2014 Christmas Speech to Curia; https://cruxnow.com/news-analysis/2017/12/14/whether-francis-reform-pope-depends-ask/

	https://cruxnow.com/vatican/2017/12/19/pope-francis-2017-questio-n-marks-counts-reform/
10 April	Reese, ch. 8; Valley, ch. 12-13 (BB)
WEEK 13	Clerical Sex Abuse I
15 April	Clerical Sex Abuse (Valley, ch. 14) (BB); Reese & Ivereigh on Barros (BB); 2018 Christmas Speech to Curia
16 April: SLU Political Science Research Symposium	
17 April	USA in 2018 (McCarrick et al.), Harris , Grand Jury Report
WEEK 14	Clerical Sex Abuse II
22 April	<i>No Class: Easter Monday</i>
24 April	USCCB/Papacy, Zollner pieces (BB)
WEEK 15	Pope Francis and Catholic Social Doctrine
29 April	Populorum Progressio (BB); Himes on <i>PP</i> (BB); Hittinger , "The Pope and the Liberal State"
1 May	Nationalism (TBD)
WEEK 16	
6 May	Semester wrap-up
Paper 3 due: 6 May 2019	