1. CATALOGUE DESCRIPTION

Introduction to the history of the Catholic Church in the United States from its formation to Vatican Council II, concentrating on the creation and development of ecclesial structures within a democratic political environment and the ongoing assimilation into the American Church of largely immigrant populations. Inquiry into how the church was shaped by its response to the moral, social, and political issues associated with slavery, social justice, racism, urbanization, Americanization, Modernism, ecumenism, pacifism/patriotism, gender equality, ethnicity, and the phenomenal growth of lay participation in the work of the Church.

2. TOPICAL OUTLINE

2.1 INTRODUCTION: course objectives, format, requirements.

The general objective is to involve students in understanding the specific historical nature of the Christian tradition and of the Roman Catholic Church in the United States. To develop in them a sense of the continuous and continuing historical development of the Catholic community and an awareness that “the past conditions the present and that present problems cannot be understood without the knowledge of the past." [NCCB, PPF.)
The specific objectives are:

1). to provide the student with a working knowledge of the American Catholic Church from its formative years to the late Twentieth Century;
2). to provide in the lectures the historical context of the major events, councils, and movements over several centuries;
3). to clarify through class discussion the issues raised in the readings;
4). to assist the student to select and write a term paper (required of MA, STB, MAPS, and M.Div. students)

2.2 TOPICAL OUTLINE

2.3 OVERVIEW: U.S. CATHOLICISM’S CHANGING IMAGE

2.4 THE MISSIONARY EXPERIENCE

In North American: determining factors for success or failure
Colonial America: Hispanic, English, and French roots.

2.5 THE COLONIAL PERIOD

The Maryland Colony
Catholics and the challenge of the American Revolution
The unique democratic environment of the Church’s formative years
Early structure of the Church: Bp. John Carroll's years
Critical issues: trusteeism, education, staffing parishes, "leakage," ethnic competition, elitism

2.6 THE NINETEENTH CENTURY UP TO 1870.

Nativist literature, violence, and political action
The American Catholic’s cultural and social profile
Early structures: the unique conciliar experience of the American Church
Slavery and American Catholics: Lay attitudes, Episcopal opinion, and pro-slavery/anti-slavery advocates.
The Civil War, death, destruction, and chaos; 660,000 dead—more than in all U.S. wars combined. African-American Catholics in a predominantly Irish Catholic Church
II Plenary Council of Baltimore: impact on Catholics: conformity & race

2.7 **The Catholic Church and Social Change, 1870-1900.**

Ethnic identities, politics & social movements: ethnic assimilation, social reform, worker's unionization, ecumenism, urban poverty, and prohibition
Catholic intellectual life: schools, III Plenary Council of Baltimore, the Modernist fiasco, intellectual isolation, academic freedom
Americanization and "Americanisme"
Conflicting visions of Catholic life; hierarchical disagreements;
Ecclesiastical control of the laity in Catholic and secular society

2.8 **The Twentieth Century**

An Overview of lay participation in the Church since the 18th century
The impact of the aftermath of the Spanish American War on Catholic political thinking, activism, and self-confidence
Modernist controversy, academic freedom, research affected, academic casualties
World War I and ethnic divisiveness
The contribution of women to the American Church
Moral reform: Catholic thought and action on prohibition, public culture, women's suffrage, racial, social, & economic justice
The hierarchy’s reaction to modern entertainment mediums/The Legion of Decency
Roots and manifestations of the sexual revolution
The maturing of the laity through higher education and political participation
Ethnic and linguistic identity: a mosaic? melting pot? tossed salad?
Vatican II's enduring and controversial impact

3. **REQUIRED TEXTBOOKS.**

To be read in this order:
   Pb. ISBN: 0-393-32608-X
2) **Davis, Cyprian.** *A History of Black Catholics in the U.S.* pb. ISBN: 0-8245-1495-5

[Mid-Term Exam on October 16 will cover both books and lectures to 1870.]

3) **On Catholic nuns read one of these titles:**

Additional materials to be distributed in class or via email attachments.

**Suggested Readings:**


8) Dolan & Hinojosa, eds. *Mexican Americans and the Catholic Church, 1900-1965.*

4. **FORMAT OF PRESENTATION.**
   Lecture and discussion

5. **REQUIRED WORKLOAD for M.Div., M.A.T., and S.T.B.:**

   1). Read in this order: McGreevey, Davis, McGuinness or Butler.

   2). In order to insure a reading of the course texts, their contents will be included in class discussion, mid-term and final exams.

   a. Class discussions especially on McGreevey’s text. Scheduled on Feb. 17.


   c. A written in class **mid-term exam on March 16** on all course material to 1870. I will be here for the exam. No make-ups without a serious documented reason’

   d. A written final exam based on all post-1870 course material, books and lectures

   e. A class discussion on the Nuns in the Catholic community before Vatican II.

   f. An occasional quick written response in class to a question regarding recent course work may be requested. Not.

3). A 20 page term paper. **Due on Monday, April 25. Consult me on the topic which we should agree on by March 9.**

**Term Paper Discussion Last week of class**

The MAT degree demands additional requirements. All M.A.T. students must utilize at least three primary sources for their paper. It is expected as well that M.A.T. students master the secondary sources on the topic before reading the primary sources. The goal will be to discover whether you can identify new questions to ask of those primary sources and perhaps gain new insights from them. Success in this requirement usually merits an “A.”
6. **GRADING**

Based on a score of 100+, the following percentages will be given for the completion of course requirements.

- 15% class participation—pre-planned discussion (McGreevey)
  
  Silence does not imply consent!

- 10% general class participation—silence is not golden!

- 20% mid-term exam

- 20% class discussion on Catholic nuns

- 40% for the term paper and oral report to class with one page summary distributed to each class member. (There are 19 of us incl. me)

No make-ups on exams except for serious documented reasons.

1) The grade given on the paper will take into account clarity, organization, and a clear writing style. Computer generated material, as well as all published materials must be identified as such and footnoted. Plagiarism, the appropriation of the work of others made to seem to have been written by you, is grounds for an "F" grade. Do not copy sections of books, articles, etc. without putting quotation marks around them to indicate that it is another writer’s work.

2) I cannot accept lateness in the submission of your work without a good reason. See me personally before it is a crisis. “I did not have time for this class” is not a good reason!

3) My policy on Incompletes. By order of the Dean no incompletes will be offered this semester because I am retiring by May 31, 2016.

4) Grades are available on-line by a date set by the Registrar.

7. **ACADEMIC STANDARDS**

   **A. Academic Integrity**

   All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else’s words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and reported to the University’s
Academic Misconduct Committee. The term paper and book summary will be tested for plagiarism.

The Academic Misconduct Code can be found on line at the UST web-site.

Plagiarism is using the work or another person and claiming it as your own. The most common types of plagiarism include:

- Using a paper or portion of a paper prepared by someone else;
- Quoting someone else's language or words without proper quotation or citation;
- Paraphrasing someone else's ideas, framework, or insights without indicating that they belong to another author.

**Academic misconduct in any form is unacceptable and suspected violations will be pursued aggressively.**

B. Attendance Policy

As a major part of the course is to be done in class, it is understood that regular class attendance is an essential course requirement. Please sign in before each class. More than four unexcused absences [two weeks] will be reflected in a diminished final grade.

In addition there are specific rules based in the honor system regarding what it means to be “present in class”:

1) Your use of computers to take notes is a privilege which can be reversed if you use your internet connections to do any activity which is outside the context of the course. Do not make travel reservations, play games, write e-mails, read e-mails, etc. during class. This is unprofessional behavior which I cannot tolerate. It is insulting to me. It distracts me from my lecture. The honor system demands that anyone who sees this forbidden activity happening in class is required to report it. If you are caught, you will be asked to leave the class, and your behavior will be reported to the dean.

2) Snoozing during class is also a no-no. Bring coffee to class.
8. SUBMISSION OF WORK

A. FORMATTING REQUIREMENTS

1) Please number your pages and put your name on top of p.1. Please staple together all pages of the term paper. 

   *Do not use a cover page or booklet cover for your term paper.*

Printing on both side of the page is advised: it saves paper and cuts down on weight.

2) **Turn in all required written work to me in two forms:**
   - A hard copy and
   - An attachment to an e-mail sent to me at: panchok@stthom.edu
   - All emails must be sent FROM your stthom.edu address

3) **PLEASE LABEL all your work with the same label** in three places:
   - in the **topic** of the e-mail,
   - in the name given to the attachment
   - in the top left hand corner of the first page

4) Labeling Format for term papers:
   7302. Doe, J. [your name]. Americanism.
   [select a one word term for you paper topic label]

   *Please use only this pattern to identify your work.*

9. OFFICE HOURS

   Mondays 4:00-6:00 pm
   Tuesdays 3:00-5:00 pm
   Wednesdays 4:00-5:00 pm
If you want to discuss anything in the course please see me during regular office hours, or after class to arrange a mutually convenient time. **Texting me is an ideal and preferred method of general communication. I regularly check it. My Cell: 281-684-2739.**

MAIL ALL completed work to my UST e-mail address: panchok@stthom.edu

**FALL 2016 CALENDAR AND DUE DATES—NOT YET CUT IN STONE**

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<th>Mondays</th>
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<tr>
<td>January</td>
<td>20</td>
<td>27</td>
<td>US Catholic History: Overview Historiography. Evangelization</td>
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<td>February</td>
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<td>Colonial/Revolutionary Era Leadership: John Carroll, et.al.</td>
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<td>10—Ash Wednesday</td>
<td>History of the Baltimore councils Crisis of Trusteeism/Nativism</td>
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<td>17—<strong>Discuss</strong> McGreevey</td>
<td>Public v. Parochial Schools: money, Control &amp; Protestant values</td>
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<td>Slavery, the Civil War &amp; II Plenary Council of Baltimore</td>
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<td>Characteristics of this new Modern World, 1870-1900</td>
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<td>March</td>
<td>2— review of Davis’s book</td>
<td>Gilded Age: Social Reform vs. Devout Passivity.</td>
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<td>9—<strong>Paper Topic due</strong></td>
<td>The immigrant in urban America: Issues: liquor, labor, laity, progress</td>
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<td>14</td>
<td>16—Mid-term exam</td>
<td>Crisis of Americanism American Catholicism Matures In the era of the Sp.Am. War Catholic Influence in Numbers</td>
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<td>Crisis of Culture &amp; Catholic Values: Hollywood</td>
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<td>The Laity-Class Discussion on Nuns</td>
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<td>Ecumenism before Vatican II</td>
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<td>Liturgical &amp; Biblical Renewal</td>
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<td>Era of Episcopal Pastorals</td>
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<td>27—LAST CLASS</td>
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<td>29—STUDY DAY</td>
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**REVIEW of Due Dates:**

- McGreevey[Freedom]—oral discussion on **Wednesday, Feb 17**
- **Davis book review due**—**Wednesday, March 2**
- TP Topic Due—**Wednesday, March 9**
- Mid-Term Exam on **Wednesday, March 16**
- **Catholic nuns Discussion**—**Monday, April 18**
- Term Papers due—**Monday, April 25**
- Final exam—**May 2-5. See posted schedule.**
11. A Minimal Bibliography on American Catholicism: Including volumes of bibliographies

For greater detail see bibliographies in the required texts.

Contains an excellent bibliography on the subject.

A short, interpretative, popularly written, illustrated history (pb.)


Castaneda, Carlos F. Our Catholic Heritage in Texas. 7 vols.
A work of detailed scholarship recently republished.

Catholic Historical Review. Published by the American Catholic Historical Association.
Contains U.S. as well as non-U.S. topics.

Concilium Series, vols. 7,17,27,37,47,57, and others. New York: Paulist Press.


A reprinting of many volumes of primary sources.

Ellis was the elder 'statesman' among American Catholic Church historians.


A scholarly detailed treatment of the whole field.


Contains sixty short articles written by experts on various areas of American Catholic History.

The U.S. Catholic Historian, a journal of American Catholic history. All numbers since 1981 are valuable for this course
A fine source for research. Topically arranged.


12. Some Ideas for term paper topics:

Anti-Catholicism in Colonial America

Origins of American religious liberty

Trusteeism

Trustee Case in New York: St. Peter’s

Trustee Cases/Nativism in Philadelphia

The process of the selection and election of the first bishop

The ethnic identity of late 18th century Catholicism
Simon Felix Gallagher

The founding of Georgetown College and the first Seminary, St. Mary’s, in Baltimore

Catholic Participation in the American Revolution

Ethnic tensions between clergy and laity

Native Born Catholic elitism/Foreign Born Catholics with democratic aspirations

Synods, Provincial and Plenary Councils


Episcopal writings and attitudes on slavery and abolition through the Civil War

The Provincial Councils of Baltimore 1829-1849

The formation of the American Catholic minority, 1820-1860. See McAvoy, A History of the Catholic Church in the U.S., ch. 6)

The Irish dominance in the U.S. Hierarchy

Anti-Catholicism, 1815-1855.

Bishop John England’s influence on the American Catholic Church

The Dred Scot Decision—a Catholic/elitist decision?

Bishop John Hughes and the Catholic School controversy

Early Catholic colleges

Why were Catholics blamed for Lincoln’s death?

The origins of the Josephites in America

Why there are so few African-American Catholics?
Pew Rents and other anachronisms

Mixed Marriage legislation in the Provincial Councils of Baltimore

Second Plenary Council of Baltimore 1866

Third Plenary Council of Baltimore 1883-1884

Catholic attitudes toward temperance and prohibition

The Knights of Labor

Why did the Spanish American War and its aftermath have such an impact on Catholic thinking on democracy?

Orestes Brownson, Scholar Convert

Isaac Hecker, Founder of the Society of St. Paul

Mother Catherine Drexel, Founder of Xavier University of Louisiana

Peter Paul Cahensly

Rev. Dr. Richard Lalor Burtsell and his famous diary (1860s to 1912) [available on microfilm in the Card. Beran Library]

Rev. Edward McGlynn and his conflict with Abp. Corrigan

Archbishop John Ireland, a leader in the American Church

Americans at Vatican Council I: unprepared and out of step with Europe?

Americanism, the Paulists, Abp. John Ireland, and European politics

Modernism

Naturalism—prelude to a secular America

The American Protective Association
The Ancient Order of Hibernians

The Knights of Columbus

American Federation of Catholic Societies

German Catholics in the U.S.

Czech Catholics in the U.S.

Polish Catholics in the U.S.

Slovak Catholics in the U.S.

Italian Catholics in the U.S.

Irish Catholics in U.S.

Ruthenian (Ukrainian) Catholics in the U.S.

Mexican Catholics in the U.S.

Hispanic Catholics in the U.S.

French Canadian Catholics in the U.S.

The Beginnings of Catholic Parish Schools and their impact on the immigrants

Bishop John Lancaster Spalding

American Liturgical Pioneers

Women in the Convent, (see Kennelly, American Catholic Women)

Catholic women in search of equality in Church and society

World War I, Catholic ethnic tensions and neutrality

The Legion of Decency
Catholic Journalism: *The Catholic World, the Pilot, America* magazine, and *Commonweal*

John A. Ryan and Social Justice

Rev. John J. Burke, C.S.P. and Catholic leadership

Rev. Virgil Michel and liturgical innovation

Senator Joseph McCarthy of Wisconsin

Thomas Wyatt Turner and Black Catholics

Rev. John LaFarge and interracial justice

The exclusion of African Americans from the Catholic University of America

Origins of the National Catholic War/Welfare Council

National Conference of Catholic Women

Why did most American Catholic Bishops oppose the vote for women?

The Bishop’s Pastoral Letter of 1919

The Catholic Temperance Union

Why Catholics Tended to be Democrats until 1980

Catholics and the New Deal of the 1930s

Why John Tracy Ellis felt the American Catholic Church lacked an intellectual tradition

The Pastoral Letter on the American Economy

The Pastoral Letter on War and Peace

The Pastoral Letter on Women in the Church
The Church and Racism

Vocation Crisis or Talent Crisis?

Factors in the decline of Catholic Schools

Father Charles Coughlin

The meaning of the election of JFK

The Laity before Vatican Council II

Catholics and the Civil Rights Movement

How Ethnicity affected the parish among the Germans and Irish

Catholics on the Supreme Court