

## RLGN 224 – THE MANY FACES OF CONTEMPORARY U.S. CATHOLICISM

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SPRING SEMESTER 2016  
Class Schedule: Tue/Thu 10:00 – 11:15 AM (Tomlinson 243)  
Office Hours: Tue/Thu 9:00 – 10:00 AM / by appointment

### ONLINE COURSE WEBSITE

<http://www.jonathantan.org/RLGN224/>

Please bookmark and visit the online course website regularly for announcements, links to online readings, etc.



This mural is painted by the late Rev. Engelbert Mveng, a Jesuit priest, theologian, and artist from Cameroon, whose life was cut short by murder in 1995 in Yaoundé, Cameroon, and commissioned by [Holy Angels Church](http://www.holyangels.com), an African American Catholic parish in Chicago. Holy Angels Church began as a largely Irish-American congregation and has a long and proud history full of civil rights struggle and triumph. Today, it continues to serve as a center of worship, education, and community for African American Catholics in Chicago. For a larger version of the mural together with an explanation of the illustrations and symbolism, see: <http://www.holyangels.com/node/5>

## I. COURSE DESCRIPTION & OBJECTIVES

The year 1965 marks two pivotal moments in history – the conclusion of the Second Vatican Council in Rome and the passage of the Immigration and Nationality Act (Hart-Celler Act) in the U.S., which abolished the national origins quotas in previous legislation, i.e., McCarran-Walter Act of 1952 and Johnson-Reed Act of 1924 that severely restricted non-European immigration. In the decades after 1965, the U.S. has witnessed an influx of immigrants from around the world, transforming the U.S. society in general, and the U.S. Catholic Church in particular.

This course introduces students to the changing demographics of U.S. Catholicism, from a pre-1965 European Catholic immigrant church to a post-1965 U.S. Catholicism that is diverse and pluralistic. It explores the implications of immigration and changing demographics on the contemporary U.S. Catholic Church, focusing on the various diverse racial and ethnic communities that increasingly define the face of U.S. Catholicism, including Africans and African Americans, Latin@s, Caribbean Americans, and Asian Americans. Attention will be given to the intersections of faith, ethnicity, race, and identity constructions in contemporary U.S. Catholicism, as well as issues of racism and racial justice in the U.S. Catholic Church and other social, cultural, and political dynamics that are shaping and transforming contemporary U.S. Catholic identities.

## II. COURSE PROCEDURES & REQUIREMENTS

### 1. Organizational Structure and Procedures of Class Discussion

(i) Unless otherwise indicated in the Weekly Schedule/Readings, all class sessions will be held in the seminar/discussion format according to the following procedures:

- Each session will begin with a 5-10 minute presentation by a student presenter summarizing the salient facts, principal ideas, key players, and/or important events that are discussed in the required reading(s) assigned for the day.
- For this purpose, student presenters are required to prepare a **one-page handout** summarizing the key points of the presentation (bullet points are acceptable) to be distributed to all students and the instructor. Each class presentation (oral presentation & presentation handout) will be evaluated on the following criteria:
  - evidence of engagement with assigned reading(s);
  - potential for stimulating discussion;
  - accuracy; and
  - depth of analysis.

(ii) For the remainder of the class, the instructor will moderate a discussion and analysis of the materials and relevant issues among the students.

### 2. Active Class Participation

This course is structured around active student participation and in-depth engagement in critical discussions of assigned readings in a seminar setting. To prepare for each class, all students (except for the student presenter) are asked to prepare beforehand and bring to class a **typed and printed one-page summary (NB: No handwritten summaries, please!)** with the following:

- 2 or 3 insights that they have gleaned from the assigned reading(s) [bullet points are acceptable];
- 2 or 3 questions arising from the reading(s) for class discussion.

These insights and questions, as well as actively listening, asking questions, making relevant critical responses, and engaging in discussions will comprise active class participation for grading purposes. The instructor will collect these sheets from the students after each class. Students are reminded to include their name and student ID in their submissions. Because these insights and questions serve as a stimulus for class discussion, **they cannot be made up later (i.e., after the class session has been concluded)**. Students who attend class without bringing their insights and questions will only receive **50%** of the allocation for class participation for that day.

### 3. Completion of Requirements for Each Class Session

As the primary format of this course is seminar discussion, it is imperative that students complete all reading assignments before class, as well as attend and participate at all class sessions. Students are

expected to do all the required readings assigned for every class before coming to class on that day, and encouraged to explore the "Recommended Resources," which complement the required readings and provide additional discussion for those who are interested to explore further.

#### 4. **Class Attendance**

**Class attendance is required of every student enrolled in this course.** A **1% point** will be deducted for each class you miss without excuse. Excuses will be accepted only for grave emergency situations (e.g., major illness with proper written documentation, death in family) or university-approved activities off-campus, to be reported to the instructor through a Dean and only at the instructor's discretion. Every two late arrivals will count as an unexcused absence and a 1% point will be deducted accordingly. Please note that **any student with three or more unexcused absences will receive a grade of F for this course.**

#### 5. **Research Papers**

5.1 You have been assigned by the Editor of the *Encyclopedia of American Catholicism* to write three essays, s.v. African American, Latin@ and Asian American Catholics. Each essay should be about 2,000 words and should:

- (i) introduce readers to each ethnic/demographic group;
- (ii) give a snapshot of their place within U.S. Catholicism (e.g., statistics, demographic trends, etc.);
- (iii) discuss their historical emergence, growth, challenges, and opportunities;
- (iv) key ethnic and cultural characteristics and how they impact on religious/spiritual/faith practices (e.g., popular devotions, ritual practices, etc.);
- (v) challenges/controversies (e.g., slavery, im/migration, racism, etc.); and
- (vi) its significance within, and implications for shaping and transforming U.S. Catholicism.

#### 5.2 **Research**

Students are expected to carry out further research beyond the assigned textbooks/readings that are discussed in class.

5.3 **Deadlines:**       **African American Catholics:** by 5:00 PM on **Friday, February 26, 2016**  
                                  **Latin@ Catholics:** by 5:00 PM on **Friday, April 1, 2016**  
                                  **Asian American Catholics:** by 5:00 PM on **Friday, April 22, 2016**

Please email your paper (PDF preferred) to [jonathan.tan@case.edu](mailto:jonathan.tan@case.edu)

#### 5.4 **Formatting**

All papers should be typed in 12-point font, double-spaced, printed with a 1-inch margin on all 4 sides, paginated in the footer and your name and student ID in the header on every page. Please check the spelling and grammar before submission.

#### 5.5 **Citation**

Please cite all your sources that you consulted or quoted in your papers. The citation style is open (MLA, APA, Chicago, etc), so long as you are consistent. Please include a bibliography at the end of your paper. Please visit the Writing Resource Center (<http://www.case.edu/writing/writingcenter.html>) if you need any assistance in writing.

#### 5.6 **Late Submission**

All submissions that are 1-5 days late will automatically receive a full letter grade reduction. Please be warned that the instructor **will not accept any submission that is more than five (5) days late**, and will accordingly **assign a zero for non-submission of that paper/book report.**

#### 6. **Safe Space**

While we recognize that students come from diverse backgrounds with different life experiences, this course seeks to provide a safe space to engage in fruitful conversations and dialogue among students on issues of race, race relations, religion and race, etc., as they pertain to the subject matter of this course. Hence, all class participation should be *respectful*. Racist, sexist, homophobic, misogynistic, and other discriminatory remarks are unacceptable and would not be tolerated because of the sensitive subject

matter on religion, race, ethnicity, culture, and identity constructions that we will discuss in this course. Students who violate this provision will be asked to leave and be counted as absent for that class.

### 7. **Fairness Provisions**

Every student must complete all the requirements of this course in order to receive a passing grade. The final grade for each student will be carefully determined according to the requirements specified in this syllabus. The final grade is absolutely final and will not be changed. If you are struggling in this course or not performing to expectations, please arrange to meet with the instructor as soon as possible to discuss strategies for improving one's grades. In fairness to all students, no extra credit or additional assignments will be assigned, over and above the requirements stated in this syllabus, to improve one's grades.

### 8. **Academic Integrity**

CWRU's Academic Integrity Policy: <http://students.case.edu/groups/aiboard/policy.html>

The instructor will strictly enforce the university's rules and regulations on proper academic conduct, including the university policy on academic integrity. Please be warned that there is a zero tolerance policy on academic dishonesty in this course. The instructor expects all work that appears under the student's name to be that student's own, and will follow up on evidence that a student has contravened the university's regulations on academic integrity. If an incident of academic dishonesty is established, the student will be subjected to the sanctions specified in CWRU's Academic Integrity Policy.

## III. GRADE COMPUTATION

1. Class Presentations (oral presentations & presentation handouts)	20%
2. Active Class Participation (insights, questions, active listening & discussion)	20%
3. Paper #1: African American Catholics	20%
4. Paper #2: Latin@ Catholics	20%
5. Paper #3: Asian American Catholics	20%
<b>TOTAL</b>	<b><u>100%</u></b>

## IV. READINGS

The following books are required for this course. As they are **not available** at the campus bookstore, please order them through the Amazon links on the course website ([www.jonathantan.org/RLGN224](http://www.jonathantan.org/RLGN224)) or embedded in this syllabus, or other sources. They are also available on reserve at Kelvin Smith Library:

- Phan, Peter C. and Diana L. Hayes, eds., [Many Faces, One Church: Cultural Diversity and the American Catholic Experience](#). Lanham, MD: Rowman & Littlefield, 2005.
- Mosely, LaReine-Marie, Albert J. Raboteau, and M. Shawn Copeland, [Uncommon Faithfulness: The Black Catholic Experience](#). Maryknoll, NY: Orbis Books, 2009.
- Nanko-Fernandez, Carmen. [Theologizing en Espanish: Context, Community, and Ministry](#). Maryknoll, NY: Orbis Books, 2010
- Tan, Jonathan Y. [Introducing Asian American Theologies](#). Maryknoll, NY: Orbis Books, 2008

Additional required readings will be made available online or emailed to the students ahead of class.

## V. COURSE SCHEDULE

### **PART I: OVERVIEW – ETHNIC & CULTURAL DIVERSITY IN THE U.S. CATHOLIC CHURCH**

#### **Jan 12: Introduction to the Course**

Required Reading: Jeremy Zipple, "Global Catholicism: The Church is Changing, But Not How We Might Think" (*The Jesuit Post*)

URL: <https://thejesuitpost.org/2014/02/global-catholicism-the-church-is-changing-but-not-how-we-might-think/>

**No Student Presentation for today**



**Jan 14: Cultural Diversity in the U.S. Catholic Church**

Reading: Center for Applied Research in the Apostolate (CARA), Cultural Diversity in the Catholic Church in the United States (June 2014)

URL: <http://www.usccb.org/issues-and-action/cultural-diversity/upload/cultural-diversity-cara-report-phase-1.pdf>

Student Presenter: \_\_\_\_\_

**Jan 19: “The New Faces of the American Catholic Church.” “Thinking about the Church: The Gift of Cultural Diversity.”**

Reading: Phan & Hayes, Introduction and Chapter 2

Student Presenter: \_\_\_\_\_

**PART II: BLACK (AFRICAN AMERICAN) CATHOLICS**

**Jan 21: Introducing Black Catholics**

Readings:

(1) Cyprian Davis, “What Black Catholics Have Offered the Church”

(2) Beverly Carroll & James Cavendish, “The Black Catholic Population Today”

URL: <http://www.jesuit.org/jesuits/wp-content/uploads/iat-black-catholic-ministry-winter-04.pdf>

Student Presenter: \_\_\_\_\_

**Jan 26: Black Catholics in the United States: A Subversive Memory**

Reading: Phan & Hayes, Chapter 3

Student Presenter: \_\_\_\_\_

**Jan 28: “Introduction” & “Relating Race and Religion”**

Reading: Mosely, Raboteau & Copeland, Introduction & Chapter 1

Student Presenter: \_\_\_\_\_

**Feb 2: Black Catholic Religious Sisters: “The Difficulty of Our Situation” & “Henriette Delille”**

Reading: Mosely, Raboteau & Copeland, Chapters 2 & 3

Student Presenter: \_\_\_\_\_

**Feb 4: Dealing with Desegregation**

Reading: Mosely, Raboteau & Copeland, Chapter 4

Student Presenter: \_\_\_\_\_

**Feb 9: Black Catholic Clergy and the Struggle for Civil Rights**

Reading: Mosely, Raboteau & Copeland, Chapter 5

Student Presenter: \_\_\_\_\_

**Feb 11: Faith of Our Mothers**

Reading: Mosely, Raboteau & Copeland, Chapter 9

Student Presenter: \_\_\_\_\_

**Feb 16: HIV/AIDS and the Bodies of Black Peoples**

Reading: Mosely, Raboteau & Copeland, Chapter 10

Student Presenter: \_\_\_\_\_

**Feb 18: Uncommon Faithfulness: The Witness of African American Catholics**

Reading: Mosely, Raboteau & Copeland, Chapter 11

Student Presenter: \_\_\_\_\_

**Feb 23: African American Sacred Music in Catholic Worship**

Reading: Mosely, Raboteau & Copeland, Chapter 12 + YouTube clips on course website

Student Presenter: \_\_\_\_\_

**PART III: LATIN@ CATHOLICS**



**Feb 25: Introducing Latin@ Catholics**

Readings:

(1) Terminology: Why “Latin@s”? Nanko-Fernández, Introduction

(2) “Spanglish Lessons: Diversity and Theology” (US Catholic, March 2011, vol 76 no. 3, pp. 18-21)

URL: <http://www.uscatholic.org/church/2011/02/spanglish-lessons-diversity-and-theology>

(3) Backgrounder: Hispanic Catholics in the United States (USCCB)

URL: <http://www.usccb.org/issues-and-action/cultural-diversity/hispanic-latino/upload/hispanic-catholics.pdf>

(4) Hoffsman Ospino, *Hispanic Ministry in Catholic Parishes: A Summary Report of Findings from the National Study of Catholic Parishes with Hispanic Ministry (2014)*

URL: <http://www.bc.edu/content/dam/files/schools/stm/pdf/2014/BC-NatlStudyParishesHM-Rep1-201405.pdf>

Student Presenter: \_\_\_\_\_

**REMINDER: Paper #1 – African American Catholics due by 5:00 PM on FRIDAY, FEBRUARY 26.**

**Mar 1: Reflecting on America as a Single Entity: Catholicism and U.S. Latinos**

Reading: Phan & Hayes, Chapter 4

Student Presenter: \_\_\_\_\_

**Mar 3: We are Not Your Diversity, We Are Your Church!**

Reading: Nanko-Fernández, Chapter 1

Student Presenter: \_\_\_\_\_

**Mar 8-10 NO CLASS – SPRING BREAK**

**Mar 15: Decolonizing Practical and Pastoral Theologies**

Reading: Nanko-Fernández, Chapter 2

Student Presenter: \_\_\_\_\_

**Mar 17: Orthoproxy and Ortho-praxis**

Reading: Nanko-Fernández, Chapter 3

Student Presenter: \_\_\_\_\_

**Mar 22: ¡Cuidado! The Church Who Cares and Pastoral Hostility**

Reading: Nanko-Fernández, Chapter 6

Student Presenter: \_\_\_\_\_

**Mar 24: Justice Crosses the Border**

Reading: Nanko-Fernández, Chapter 9

Student Presenter: \_\_\_\_\_

**Mar 29: Popular Devotions to Our Lady of Guadalupe**

Readings:

(1) Phan & Hayes, Chapter 5

(2) Griselda Alvarez Sesma, “A short history of Tonantzin, Our Lady of Guadalupe” (News from Indian Country, May 18, 2009)

URL: <http://indiancountrynews.net/index.php/news/19-educational-news-and-programs/6538-a-short-history-of-tonantzin-our-lady-of-guadalupe>

(3) See Course Website for YouTube clips

Student Presenter: \_\_\_\_\_

**PART IV: ASIAN AMERICAN CATHOLICS**

**Mar 31: Introduction to Asian American Catholics**

Readings:

(1) “Introducing Asian America” – Tan, chapter 1

(2) Park, et al, *Asian Pacific Islander Catholics in the United States: A Preliminary Report*

URL: <http://www.usccb.org/issues-and-action/cultural-diversity/asian-pacific-islander/resources/upload/Asian-Pacific-Islander-Catholics-in-the-United-States-A-Preliminary-Report.pdf>

Student Presenter: \_\_\_\_\_

For Further Reading (for Paper #3):

United States Conference of Catholic Bishops, *Asia and Pacific Presence: Harmony in Faith*

<http://www.usccb.org/issues-and-action/cultural-diversity/asian-pacific-islander/resources/upload/AP-Pastoral-Statement-English.pdf>

**REMINDER: Paper #2 – Latin@ Catholics due by 5:00 PM on FRIDAY, APRIL 1.**

**Apr 5: Asian Immigration to the United States**

Reading: Tan, chapter 2

Student Presenter: \_\_\_\_\_

**Apr 7: The Asian Presence in Present Day United States; Race and Race Relations**

Reading: Tan, Chapter 3

Student Presenter: \_\_\_\_\_

**Apr 12: Race and Race Relations in Asian American Theologies**

Reading: Tan, Chapter 8

Student Presenter: \_\_\_\_\_

**Apr 14: Asians and Pacific People in the American Catholic Church**

Reading: Phan & Hayes, Chapter 6

Student Presenter: \_\_\_\_\_

**Apr 19: Understanding Asian American Christianity, Asian American Catholics**

Readings:

(1) Tan, Chapter 4

(2) Tan, "Catholics" in *Asian American Religious Cultures* (ABC-CLIO, 2015) **[Handout]**

Student Presenter: \_\_\_\_\_

**Apr 21: Conclusion. Wrapping Things Up**

No Student Presentation Today.

**REMINDER: Paper #3 – Asian American Catholics due by 5:00 PM on FRIDAY, APRIL 22.**