

THFS 104-01

The Way of Francis and Clare

HONORS

Fall, 2022

MWF 11:30AM-12:20PM

Contact Information

Instructor: Dr. Jim Fodor
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Office Hours: Open and by appointment. Please contact me via email to arrange a mutually agreed upon time to meet. Every reasonable effort will be made to accommodate students' requests.

Course Description

This course is intended to introduce students to the Franciscan roots that underlie the mission and orientation of St. Bonaventure University. After familiarizing themselves with the social and cultural context that shaped the lives of Francis and Clare of Assisi, students will examine their own lives, norms and spirituality/personal philosophy, and then study how the movement initiated by Francis and Clare achieved systematic theological expression in the thought of St. Bonaventure. Students will then connect and apply key Franciscan insights to contemporary concerns.

Prerequisites: This course has no academic prerequisites, presupposes no prior religious education, nor does it assume any particular religious affiliation or commitment on the part of students. Students will be required, however, to reflect on the relationship between the Franciscan heritage and their own beliefs, convictions and practices.

Learning Objectives:

1. Students will understand and critically analyze the origins and development of the distinctive Franciscan 'charism' (gifts) within the Catholic faith tradition and its theological expression.
2. Students will examine and articulate how this Franciscan tradition might address contemporary social issues in a way that includes people of diverse backgrounds.
3. Students will reflect on their personal beliefs and convictions about ultimate reality and their relationships in the local context and to the global community in light of Franciscan values.
4. Students will develop an ability to discuss deeply held personal beliefs and convictions with sensitivity and openness toward others with differing perspectives.

Specific Course Goals:

Goal 1 – Students will gain an appreciation of the key insights and interpretations of the Gospel as articulated and lived by Francis of Assisi and his companions, Clare of Assisi and her sisters, as well as important Franciscan thinkers in the Franciscan tradition, both past and present (e.g., Bonaventure, Duns Scotus, Leonardo Boff, etc.) [University Learning Goals 6 a.b., 5 a., 1 a]

Goal 2 – Students will familiarize themselves with those elements of the Christian tradition, especially in its Catholic expression, that shaped and continue to shape the development of the Franciscan vision and imagination, especially the life and teachings of Jesus of Nazareth; key themes of Christian theology that impacted Francis, Clare, and the subsequent Franciscan movement; and the cultural, social, and moral impact of the Franciscan theological tradition within the wider Catholic tradition. [University Learning Goals 6 a., 5 a.b., 1 b.]

Goal 3 – Students will read selected primary sources from the Franciscan tradition (e.g., the writings of Francis, Clare, Bonaventure, etc.), as well as contemporary documents that shape the Franciscan message in today’s world. [University Learning Goals 6.a.b.c., 5.a.c., 1 b.]

Goal 4 – Students will incorporate material from assigned readings and lectures for the discussion of critical contemporary issues to stimulate a sense of the common good and foster moral choices in the service of others. [University Learning Goals 6.a.b.c, 5.a.c., 1 b].

Required Texts and Resources:

There are no required texts for this course. All assigned readings and related course materials are posted and available on the course Moodle site.

Course Requirements

Grading Weights

1. Attendance	5%
2. IQ’s and class participation	30%
3. Seminar presentations	20%
4. Midterm Test	15%
5. Major Essay	10%
6. Final Exam	20%

A = genuinely outstanding work
 B = good to very good work
 C = adequate, acceptable work
 D = substandard work

Grading Scale

A	4.0	94-100%
A-	3.7	90-93%
B+	3.3	87-89%
B	3.0	83-86%
B-	2.7	80-82%
C+	2.3	77-79%
C	2.0	73-76%
C-	1.7	70-72%
D+	1.3	67-69%
D	1.0	63-66%
D-	0.7	60-62%
F	0	0-59%

Explanation of Course Requirements

1. Attendance (5%)

Students are expected to be present whenever the seminar meets. Regular attendance is an indispensable condition for a seminar, without which it is hard to create the conditions for productive and fruitful interchange during class sessions.

Class is scheduled to meet 42 times over the course of the semester. Students will be awarded 2 points for each day present. Students are permitted up to three unexcused absences without penalty.

If you know that you will need to miss class, please be courteous and inform the professor *in advance*. It is the responsibility of student athletes, those involved in other extracurricular events, commuting students, students who work in addition to their studies, and all others who have exceptional circumstances to notify the professor of the date(s) when you will be absent.

2. IQ's and Class Participation (30%)

Verbal in-class participation is crucial in a seminar setting. This does *not* mean that everyone is expected to voice their ideas in every session. It means, rather, that students are expected to converse and engage regularly. In preparation for each class, students will have 1) read the assigned reading beforehand and 2) will submit online (on the Moodle site) their “IQs” on the day’s reading(s).

1. “IQ” stands for: “insights” (I) and “questions” (Q). In brief, each student will post on the Moodle site **by 11:00 PM the day before class meets** one insight they have gleaned from the reading and one question that they think the seminar should take up in discussion. (20%)

Late submissions will not be accepted. IQ’s are scored on a sliding scale according to the following criteria:

“Insights” will be graded according to focus, incisiveness, and coherence. Articulateness and grammatical clarity are also key elements.

“Questions” will be graded according to their generativity or ‘expansiveness’—i.e., how well they open up a conversation and their fruitfulness in identifying new avenues or angles of approach.

2. Participation is measured in terms of *verbal in-class interaction*. Seminar participation may also be demonstrated in other secondary ways, such as keenness of attention, careful listening and general alertness. (10%)

Seminar participation points will be avoided on the following sliding scale:

- contributing to discussion with concrete evidence of preparation prior to class = 5 points
(e.g., the ability to point to and comment on specific passages in the text)
- contributing to discussion with general comments = 3 points
(e.g., in reply to others’ comments, but not directly linked to or showing familiarity with the day’s assigned reading)
- general attentiveness and alertness, but no verbal comments = 1 point
- absent from class without excuse = 0 points

3. Seminar Presentations and Introductions (20%)

Over the course of the semester, each student will twice initiate a seminar discussion by presenting a brief introduction to the class on a selected reading from the reading schedule. The rest of the students will read the assigned text on their own prior to class: hence, the assumption is that *everyone* is familiar with the assigned reading before the sessions meets. The student responsible for introducing the reading will help enhance the quality of seminar discussion by:

1. preparing ahead of time a brief, sharply focused outline to ‘frame’ the reading in its wider context
2. identifying and formulating one or two key questions to stimulate the discussion.

While the student is not responsible for sustaining or moderating the discussion throughout the entire class period, they are nonetheless expected to:

1. Introduce the reading by appropriately ‘contextualizing’ it for the rest of the class. Introductions provide two crucial things: 1) a framework or historical/cultural setting for the assigned reading, and 2) an initial impetus—by means of incisive questions—to a better understanding and grasp of the reading.
2. Students who introduce the reading will also be responsible for assessing and selecting appropriate “insights” and “questions” (IQ’s) submitted on Moodle by their classmates for consideration in seminar discussion.

3. Seminar Presentations and Introductions 20% (continued)

Written Copy of Seminar Presentation

In addition to orally presenting the material, a written copy of the presentation will also be submitted for evaluation. This should be approximately 4-5 pages (1000-1250 words) typed, double-spaced. The student will submit (as an email attachment to the professor) a written account of the presentation for grading on the day of the seminar presentation (by 12:00 midnight).

Format:

A. Oral Introduction

Expected length of *oral introductions*: 12-15 minutes. Ideally, the oral presentation should...

1. clearly outline what the student considers are the central assumptions that inform the reading (either stated explicitly by the author or implied in what the author writes)
2. identify the central argument(s) or point(s) of the reading
3. critically comment on (i.e., assess or evaluate) those arguments/claims
4. bring the student's own observations and personal experiences (or connections to other courses) to bear on the views of the assigned reading
5. raise searching questions for more detailed exploration and examination in seminar discussion

In addition to content, the *written version* of student presentations will also be graded on:

1. Overall composure and mastery of material
2. Voice projection
3. Eye contact
4. Fruitfulness / generativity of the questions.

B. Written Copy

Students will produce a written copy of their oral presentations, uploading it as a Word or PDF file on the appropriate drop box in Moodle.

4. Midterm Test (15%): There will be a midterm exam that will cover the seminar presentations, discussions, and assigned readings up to that juncture in the course. See class reading schedule for date of midterm.

5. Major Essay (15%): Students will be asked to write a research essay on a topic related to the theological bases of interreligious encounters with particular attention to the historical example of St. Francis and the Sultan of Egypt. The Honors thematic for this course will address the ramifications of the Franciscan Intellectual Tradition for present-day interreligious engagement and learning. Details and guidelines for the essay (including grading rubric) to follow. See class reading schedule for due date for the major essay.

6. Final Exam (20%): This course will have a final exam that will cover the seminar presentations and readings. This will provide an opportunity for students to integrate insights gained over the entire course. See class reading schedule for date and time of the final exam.

Class Policies

Policies on Written Work

- All written work is due on the date assigned in Word or PDF format.
- Late submissions will be docked points (3 percentage points/day) for up to three days. After three late days the assignment will receive a zero grade.
- All written work must be submitted electronically via the Moodle site or via email (if specified).
- All written work will be graded for grammar, spelling, punctuation, proper literary style and gender-inclusive language.

Inclusive Language

When referring to people in general, students are expected to use language that includes all people, regardless of race, gender, ethnicity, language, etc. Using inclusive language applies both to written work and to oral communication.

Academic Integrity

St. Bonaventure University's standards of academic integrity are detailed in full in the Student Handbook. **NOTE:** Please ensure that you have read and understood Bonaventure University's policy on Academic Integrity and have composed all written work in careful consideration of the policy. (http://web.sbu.edu/friedsam/governing/academic_policies/academic_integrity.htm) If you are still in doubt about what constitutes plagiarism, the onus is you to clarify any uncertainties with the professor beforehand. Unacceptable behavior includes cheating, plagiarism, fabrications, obtaining an unfair advantage, as well as aiding and abetting academic dishonesty. In this course, a student will receive a zero for academic dishonesty in written assignments, quizzes, or tests. Substantiated infractions of academic dishonesty bring with it an automatic failure for the segment of the course which is in question but also quite possibly failure of the entire course.

Email Policy

The use of e-mail in this course is a form of professional communication. With that comes a certain protocol and a set of expectations. Students are expected to follow a specific etiquette to help insure clarity, respect and positive boundaries. When writing emails to people who hold a position in an organization (like a university or a corporation), it is good to address them formally by name: e.g. "Dear Dr. Jones" or "Dear Prof. Jones." This shows you take them seriously and helps them take you seriously in turn. Addressing an instructor by their first name—or using informal greetings like "Hey!" or "Hi" or "Hiya!"—shows disrespect and a lack of appropriate boundaries. Emails to the instructor should include a formal greeting, be written in complete sentences, and be free of spelling or grammatical errors.

Response expectations: in this course I will do my best to reply to emails in a timely manner. Students must be aware that immediate responses are not always possible, given the demands on professors, both inside and external to their professional roles. It would be unreasonable for students to expect their professors to respond immediately, or very late in the evening out of hours, or even over the weekend.

Moodle Updates

Syllabus and course reading schedules on Moodle are definitive and authoritative. Please check your emails regularly and consult Moodle site for changes and updates in the Course Reading Schedule.

Students with Disabilities

Students with disabilities who feel they need academic accommodations should contact Adriane Spencer (aspencer@sbu.edu), Director of Disability Support Services Office, 100D Plassmann Hall (Student Success Center) at 716-375-2065. Please reach out early in the semester so that we can assist you as soon as possible. Documentation from the Disability Support Services Office is required before the instructor can make accommodations.

Reading Schedule

(Subject to Change)

Readings are to be completed *before* the session for which they are assigned.

AUGUST

Week #1

- Monday 29

Introductions to:

- Students and professor
- Syllabus, reading schedule, course policies, etc.

Spirituality and Religion: An Overview of the Present Cultural Context

- Wednesday 31

- Philip Kenneson, "What's in a Name? A Brief Introduction to 'The Spiritual but Not Religious'," *Liturgy*, Vol. 30 no 3 (2015), pp. 3-6. Part 1. [Moodle]

SEPTEMBER

- Friday 2

- Philip Kenneson, "What's in a Name? A Brief Introduction to 'The Spiritual but Not Religious,'" *Liturgy*, Vol. 30 no 3 (2015), pp. 6-13. Part 2. [Moodle]

Week #2

- Monday 5 *Last day to add/drop classes*

- Ronald Rolheiser, "What is Spirituality?" in *The Holy Longing: the search for a Christian spirituality* (New York, Doubleday, 1999), pp. 3-19. [Moodle]

SEPTEMBER

- Wednesday 7
 - “What is Modernity?” Chapter 1 “Introduction” to Mike Higton and Rachel Muers, *Modern Theology: A Critical Introduction* (London: Routledge, 2015), pp. 1-15 (edited and abridged). [Moodle]
- Friday 9
 - “The Changing Global Religious Landscape & the Rise of the Nonaffiliated”

Historical Origins of the Franciscan Intellectual Tradition

Week #3

- Monday 12
 - John Kruse, *Discovering the Franciscan Intellectual Tradition*, Chapter 1: “Foundations of a Tradition: The Lives of Francis and Clare,” pp. 9-17. [Moodle]
- Wednesday 14
 - DVD Documentary “Reluctant Saint” directed by Donald Spoto, Vision Video, 2003 (56 minutes).
- Friday 16
 - Michael Cusato, “Francis and the Franciscan Movement” in *The Cambridge Companion to Francis of Assisi*, edited by Michael J.P. Robson (Cambridge: Cambridge University Press, 2012), pp. 17-33. [Moodle]

Week #4

- Monday 19
 - Jean-François Godet-Calogeras, “Francis and Clare and the emergence of the Second Order,” in *The Cambridge Companion to Francis of Assisi*, edited by Michael J.P. Robson (Cambridge: Cambridge University Press, 2012), pp. 115-126. [Moodle]
- Wednesday 21
 - Maurice Carmody, “Clare of Assisi and the Order of Poor Ladies,” *The Franciscan Story: St Francis of Assisi and his influence since the thirteenth century* (Athena Press, 2008), pp. 1-6 (edited and abridged). [Moodle]
- Friday 23
 - “Francis and Suffering: Dialogue with the Crucified and Risen One,” in *St. Francis and the Foolishness of God*, revised edition by Marie Dennis, Joseph Nangle, OFM; Cynthia Moe-Lobeda and Stuart Taylor (Maryknoll, NY: Orbis Books, 2015), pp. 123-139 (edited and abridged). [Moodle]

Week #5

- Monday 26
 - Dominic Monti, “Chapter One: Leaving the World,” from *Francis & His Brothers: A Popular History of the Franciscan Friars* (Cincinnati, OH: St. Anthony Messenger Press, 2009), pp. 1-15 (edited and abridged). [Moodle]

- Wednesday 28
 - Dominic Monti, Chapters Two and Three: “Lord Gave Me Brothers” and “Two Saints: Francis and Anthony of Padua,” in *Francis & His Brothers: A Popular History of the Franciscan Friars* (Cincinnati, OH: St. Anthony Messenger Press, 2009), pp. 17-30 and 31-44 (edited and abridged). [Moodle]
- Friday 30
 - Dominic Monti, Chapter Four “Franciscans as Useful to the Church,” from *Francis & His Brothers*, pp. 45-59 (edited and abridged). [Moodle]
 - John Kruse, Chapter 2: “A Tradition Develops: Main Figures and Key Characteristics,” *Discovering the Franciscan Intellectual Tradition*, pp. 23-26 and endnotes pp. 70-71. [Moodle]

OCTOBER

Week #6

- Monday 3
 - Review Session: Revision and Recapitulation

- Wednesday 5

Mid-term Test

Honors Thematic:

“From Polemic and Enmity to Respect and Mutual Learning”

- Friday 7
 - Steven J. McMichael, “Francis and the encounter with the sultan (1219),” in *The Cambridge Companion to Francis of Assisi*, edited by Michael J.P. Robson (Cambridge: Cambridge University Press, 2012), pp. 127-142. [Moodle]

Fall Break (no classes)
Saturday 8 to Tuesday 11 October
Have a safe and enjoyable break!

Week #7

- Wednesday 12 *Classes Resume*
 - John Tolan, “The Friar and the Sultan: Francis of Assisi’s Mission to Egypt,” *European Review*, Vol. 16, No. 1 (2008), pp. 115–126. [Moodle]
- Friday 14
 - Mahmood Ibrahim, “Francis Preaching to the Sultan: Art and Literature in the Hagiography of the saint,” in *Finding Saint Francis in Literature and Art*, edited by Cynthia Ho, Beth A. Mulvaney, and John K. Downey (New York: Palgrave Macmillan, 2009), pp. 47-61. (edited and abridged) [Moodle]

OCTOBER

Week #8

- Monday 17 *Midterm grades due to Registrar by 10:00AM*
 - Laurence P. Prior, "Francis of Assisi and a Cosmic Spirituality," *Religion & Theology* 18 (2011), pp. 173-194 (edited and abridged) (edited and abridged) [Moodle]
- Wednesday 19
 - Carol and Philip Zaleski, "Saint Francis, the Catholic Church and Islam," *Nova et Vetera*, English edition, Vol. 13 no. 1 (2015), pp. 39-55 (edited and abridged) [Moodle].
- Friday 21
 - Paul Rout, "St. Francis of Assisi and Islam: A Theological Perspective on a Christian-Muslim Encounter," *Al-Masaq: Islam and the Medieval Mediterranean*, Vol. 23 no. 3 (2011), pp. 205-215 (edited and abridged) [Moodle].

Week #9

- Monday 24
 - Alon Goshen-Gottstein, "Understanding Jewish Friendship, Extending Friendship Beyond Judaism, in *Friendship Across Religions: Theological Perspectives on Interreligious Friendship*, (New York: Lexington Books, 2015), pp. 1-30 (edited and abridged) [Moodle]
- Wednesday 26
 - Miroslav Volf and Ryan McAnnally-Linz, "A Christian Perspective on Interreligious Friendship," in *Friendship Across Religions: Theological Perspectives on Interreligious Friendship*, (New York: Lexington Books, 2015), pp. 45-62 (edited and abridged) [Moodle]
- Friday 28
 - Timothy J. Gianotti, "Toward a Muslim Theology of Interreligious Friendship," in *Friendship Across Religions: Theological Perspectives on Interreligious Friendship*, (New York: Lexington Books, 2015), pp. 77-93 (edited and abridged) [Moodle]

Key Theological Themes in the Franciscan Intellectual Tradition

Week #10

- Monday 31
 - Brian D. Robinette, "Christology — 'Who Do You Say That I Am?'" in *Theological Foundations: Concepts and Methods for Understanding Christian Faith*, revised and expanded, edited by J.J. Mueller, SJ (Winona, MN: Anselm Academic, 2011), pp. 106-117 (edited and abridged). [Moodle]

NOVEMBER

- Wednesday 2
 - Brian D. Robinette, "Christology — 'Who Do You Say That I Am?'" "The Story Continues," pp. 117-124 [Moodle]
- Thursday 3 *Last day to withdraw from an undergraduate course with a W grade*

NOVEMBER

• Friday 4

- Edward T. Oakes, "Jesus Christ — Part 1," in *The Blackwell Companion to Catholicism*, edited by James J. Buckley, Frederick Christian Bauerschmidt, and Trent Pomplun (Oxford: Wiley-Blackwell, 2011), pp. 297-305 (edited and abridged). [Moodle]

Week #11

• Monday 7

- Edward T. Oakes, "Jesus Christ — Part 2," pp. 305-311 (edited and abridged). [Moodle]

• Wednesday 9

- St. Bonaventure, "Can God Be Named? Using Human Language About God" in *Saint Bonaventure's Disputed questions on the mystery of the Trinity* (St. Bonaventure, NY: The Franciscan Institute, 1979), pp. 1-3 (edited and abridged) [Moodle]
- Dionysius, "The Divine Names," in *Pseudo-Dionysius: The Complete Works*, trans. by Coim Luibheid (Mahwah, New York: Paulist Press, 1987), pp. 47-56 (edited and adapted). [Moodle]
- "St. Bonaventure and the Medieval University Method of Disputation" outline, pp. 1-2 [Moodle]

• Friday 11

- Ewert Cousins, "Bonaventure's Life," *Bonaventure* (New York: Paulist Press, 1978), pp. 1-3 (edited and adapted). [Moodle]
- Paul Rout, "Francis and Bonaventure in Context," in *Francis & Bonaventure* (Ligouri, MO: Triumph, 1996), pp. 4-12 (edited and adapted) [Moodle]

Week #12

• Monday 14

- St. Bonaventure "The Seraphic Doctor" [theme]
- 14th Century Seraph Image on Woodcut [Moodle]
- Isaiah 6-1-4 [Moodle]
Doyle Chapel redodos field trip (discussion and analysis)

• Wednesday 16

- St. Bonaventure, "The Soul's Journey into God," trans. by Ewert Cousins (Mahwah, New York: Paulist Press, 1978), pp. 53-68 (edited and adapted). [Moodle]

• Friday 18

- "Genesis 2 and the Naming of the Animals," Biblical Accounts of Creation and Commentary Tradition (Gen. 2:4-9, 15-25 and Ancient Christian Commentators on Genesis 2) [Moodle]
- Genesis 3-4 "The Garden and its Aftermath," pp. 1-3 [Moodle]
- Genesis 3-4 "Ancient Christian Commentators," pp. 1-5 [Moodle]

Week #13

• Monday 21

- DVD Documentary, "St. Francis and the Sultan" (48 minutes) [Moodle]

Interreligious Friendship Essay Due: by 12:00 midnight

Thanksgiving Break (no classes)
Wednesday 23 to Sunday 27
Have a safe and enjoyable break!

Week #14

- Monday 28
 - John Kruse, *Discovering the Franciscan Intellectual Tradition*, Chapter 2: “A Tradition Develops: Main Figures and Key Characteristics,” pp. 26-31 and Endnotes ii, p. 69 and vi, p. 71. [Moodle]
 - St. Bonaventure, “On the Trinity of God,” from *Breviloquium*, edited by Dominic V. Monti, O.F.M. in *Works of St. Bonaventure*, Vol. IX (St. Bonaventure, NY: Franciscan Institute Publications, 2005), pp. 27-32 (edited and abridged) [Moodle]

NOVEMBER

Week #14

- Wednesday 30
 - St. Bonaventure, “Chapter Six,” from *The Soul's Journey into God*, trans. Ewert Cousins (New York: Paulist Press, 1978), pp. 102-109 (abridged) [Moodle]

DECEMBER

- Friday 3
 - John Kruse, *Discovering the Franciscan Intellectual Tradition*, Chapter 2: “A Tradition Develops: Main Figures and Key Characteristics,” pp. 32-38. [Moodle]
 - Herbert McCabe, “God,” in *God Still Matters*, edited by Brian Davies, OP (London: Continuum, 2002), pp. 3-12 (abridged) [Moodle]

Week #15

- Monday 5
 - John Kruse, *Discovering the Franciscan Intellectual Tradition*, Chapter 3: “So What? Why the Franciscan Intellectual Tradition Matters,” pp. 41-53. [Moodle]
 - Rowan Williams, “Embracing Our Limits: The Lessons of *Laudato Si'*”: [Moodle]
- Wednesday 7
 - Pope Francis, *Laudato Si': Care for our Common Home*, “Praise be to you, my Lord,” §§ 1-2; 9-16; 84-85, 137, and 222 at website: http://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html
 - Pope Francis, “Show Mercy to Our Common Home,” pp. 1-6. [Moodle]
 - “Interfaith Climate Change Statement to World Leaders” Document [Moodle]
- Friday 9 *Last day of classes*
 - Douglas E. Christie, “Becoming painfully aware: Spirituality and solidarity in *Laudato Si'*,” in *The Theological and Ecological Vision of Laudato Si': Everything is Connected*, edited by Vincent J. Miller (London: Bloomsbury T&T Clark, 2017), pp. 109-126 (edited and abridged). [Moodle]

COURSE WRAP UP

- course overview and recapitulation
- online course evaluations

- Saturday 10 *Reading Day*
- Sunday 11 *Non-Examination Day*
- Monday 12 to Friday 16 *Undergraduate Examination Period*

Final examination: Monday 12 December 1:10 to 3:40PM