AUGUSTINE INSTITUTE

THEOLOGY OF THE NEW EVANGELIZATION

Douglas G. Bushman, S.T.L.

Fall 2013 Trimester
Prayer of St. Thomas Aquinas  
Patron of all universities, colleges and schools  

Grant, O merciful God,  
that I may  
ardently desire,  
prudently examine,  
truthfully acknowledge,  
and perfectly accomplish  
what is pleasing to You,  
for the praise and glory of  
Your Name.  
Amen.
Syllabus

Course: THNE 501: Theology of the New Evangelization
Trimester: Fall 2013
Professor: Douglas G. Bushman, S.T.L.
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(303) 937-4420, ext. 143
Class Schedule: Mondays 6:00 – 9:15pm
Office Hours: Mondays 3:00 – 5:00pm, or by appointment

I. Course Description

This course presents the theological foundations of John Paul II’s call for a New Evangelization. Students will study the key magisterial documents for evangelizing the modern world in order to analyze them with a view to (1) identifying the fundamental theological principles of the New Evangelization, and (2) fashioning a theological synthesis based on the relations among these principles.

II. Required Reading

A. Magisterial and Papal Texts

Benedict XVI, Pope. Christmas Address to the Roman Curia. Dec 22, 2005


Benedict XVI, Pope. Address. Sep 25, 2011


[http://www.vatican.va/holy_father/paul_vi/encyclicals/documents/hf_p-vi_enc_06081964_ecclesiam_en.html]

Paul VI, Pope. General Audience. Aug 5, 1964 (announcing *Ecclesiam Suam*)
[On the Vatican Website, this is available only in Italian. By finding it via a Google search, one can obtain a rough English translation.]

Paul VI, Pope. Closing Address. Dec 7, 1965

Paul VI, Pope. Apostolic Exhortation *Evangelii nuntiandi*. Dec 8, 1975


[http://catholicphilosophy.com/sys-tmpl/startofvaticanii21/]

B. Articles and Speeches

[http://www.ewtn.com/new_evangelization/Ratzinger.htm]

C. Books


III. NE = New Evangelization

Since we will be using the term ‘New Evangelization’ throughout this course, for convenience NE will be the acceptable abbreviation.

IV. Instructional Objectives/Learning Outcomes

A. Content

1. Students will know the content of magisterial texts relating to the New Evangelization and identify the vocabulary and subjects that are distinctive of texts relating to the New Evangelization.
2. Students will define fundamental theological terms based on the magisterial texts in which they appear and by using acceptable theological glossaries, dictionaries, and other sources (see III, C, 2 below).
3. Students will know the nature, method, and goal of the renewal of Vatican II as this relates to the New Evangelization (see III, C, 5 below).

B. Theological Methodology

1. Students will have what they learned regarding the distinction between primary and secondary sources reinforced and further developed by applying that distinction to a range of texts related to the New Evangelization.
2. Students will develop the skill of doing word-searches while learning both how to delimit those searches and prioritize results according to theological criteria. They will also learn the limits of word-searches in theological research.

C. Analysis and Synthesis

1. Students will acquire an in-depth understanding of the New Evangelization by forming a comprehensive synthesis of its causes and main effects.
2. Students will analyze primary and secondary sources on the New Evangelization based on working definitions of essential terms (see III, A, 2 above).
3. Students will examine texts and authors in light of the distinction between what is essential versus what is contingent, historically conditioned, and idiosyncratic. In other words, they will be able to identify precisely what is ‘new’ about the New Evangelization and what is ‘old’ about the New Evangelization.
4. Students will evaluate secondary sources in light of the principles and definitions of terms derived from primary sources.
5. Students will be able to defend the assertion that the New Evangelization is rooted in the renewal of Vatican II (see III, A, 3, above).
6. Students will synthesize the New Evangelization in relation to the centrality of the Eucharist in the Church’s life and mission.
V. Course Requirements and Components of Assessment

A. Course Diary: Based on 11 Instructional Objections/Learning Outcomes

Keep a written record of your reading and studying each week and organize your entries under eleven headings corresponding to the instructional objectives and learning outcomes set forth in III, A-C, above. Be attentive to the five causes of the New Evangelization (explained in weekend one) and the three dimensions of renewal (explained in weekend two). Define essential terms. Also, be attentive to anything that you read that is relevant to the synthesis paper on the Eucharist and the New Evangelization. This way you will be doing your research throughout the semester and be well prepared for writing that paper.

Do not assume that every one of the eleven categories will be relevant for every monthly entry (according to schedule indicated in the course outline).

My job will be to review these entries in order to assign a grade and to make constructive comments that are intended to: (1) assist students in getting the most out of the course reading; (2) prepare for the final exam and synthesis paper.

Journal entries submitted for my review should be 3-4 pages in length. This means that you may have to do some editing. Let me encourage you to keep all that you have written in a separate file (you never know how useful it might be!) and to submit what you consider to be the main insights you have gained.

Each successive submission should highlight what is new in the student’s response.

Entries may include well-formulated questions. A well-formulated question IS NOT an attempt to let the professor do the work for you! It IS a necessary stage in gaining wisdom!

A title page is not necessary. Simply put the basic information at the top of the first page and begin writing, like this:

Thomas Aquinas
Theology of the New Evangelization, Fall 2013 Semester
Prof. Bushman
Course Diary, Entry #1
September 23, 2013

This diary entry is based on my reading of [list what you have read] and Prof. Bushman’s lectures for weeks 1-2. Initial instruction for objective B, 2 came in Weekend One class. Since then, I have searched the anthology on [if you have, identify the theme or word(s)]. The same class covered objective C, 1 by identifying the four causes of NE.

These diary entries must be submitted by the due dates set forth in the course outline and be posted to Canvas prior to the class corresponding to their deadline. Accordingly, the first submission, due September 23, must be uploaded to Canvas no later than 5:59pm that day.
B. Theological Exercises (repeated)

The purpose of these questions is to facilitate the realization of the learning outcomes and instruction objectives of the course related to (1) acquiring an in-depth knowledge of NE, and (2) developing the theological habit of distinguishing between primary and secondary theological sources.

Responses should be thought of as a twofold dialogue: (1) among the primary sources of the anthology for the course and the three texts that are works of theologians and thus secondary sources; (2) among the theologians themselves. Questions such as the following will help focus your attention:

♦ Are the theologians saying the same thing as the primary sources?
♦ What are the sources upon which the theologians base their work?
♦ Do the theologians agree among themselves?

Answers to the following questions must be submitted monthly, according to the deadlines indicated in the course outline.

1. What is the New Evangelization?
2. How is conversion related to the New Evangelization?
3. Why is discerning the signs of the times important for the New Evangelization?
4. What are the signs of the times that are relevant to the New Evangelization in the U.S. today?
5. Who can be an effective evangelizer? What are the qualifications you would look for people if you were the captain of New Evangelization team and you were selecting members?

Students are likely to find that some of the content of the course diary will be applicable to these exercises as well. Conversely, these exercises may carry over to and shed further light on what you enter for the course diary.

Each successive submission should highlight what is new in the student’s response.

These exercises must be submitted by the due dates set forth in the course outline and be posted to Canvas prior to the class corresponding to their deadline. Accordingly, the first submission, due September 30, must be uploaded to Canvas no later than 5:59pm that day.

C. Synthesis Paper: The Eucharist Is the Source and Summit the New Evangelization

Explain what it means to assert that the Eucharist is the source and the summit of the New Evangelization. How are the Eucharist and the New Evangelization related? How can the
Eucharist be both the life-giving principle of the New Evangelization as well as the goal of the New Evangelization?

Avoid defending or elaborating on the doctrine of the Eucharist. That doctrine may be presupposed here. Also, avoid reducing the doctrine of the Eucharist to what the Church teaches about the substantial presence of Christ (transubstantiation). Students may find it helpful to read through the Eucharistic prayers, or the section in the CCC on the Eucharist, in light of the themes and readings of the course.

This paper must be 8-10 pages in length.

D. Final Exam: Analysis of a Text

Students will analyze a text or excerpt of a text on the New Evangelization. The analysis will be based on the five causes of the New Evangelization and the three dimensions of renewal. Students may also identify other principles from the course.

The exam for analysis will be made available for download shortly after the final class. The exam will be timed, requiring that it be completed within 60 minutes.

A “practice exam” will be administered during the final class.

Students may make use of any and all course materials and personal notes.

VI. Paper

A. Standards for Presentation or Style

These specifications are intended to (1) standardize presentation and length of papers, and (2) simplify and set forth in one place these standards so that students do not spend precious time fretting about presentation and can direct their time to reading and thinking.

1. Basic Standards

Papers must be submitted in a MS-WORD document.
Papers must be double-spaced.
Papers must use endnotes rather than footnotes.
Papers must use one-inch margins (top, bottom and sides).
Papers must use Times or Times New Roman font.
Papers must use 12 point font size.
The title page should not be counted among the required pages.
There is no need for a bibliography, unless you make use of sources other than the assigned reading.

2. References

Quotations of papal texts, Vatican II and the CCC should be referenced by the common abbreviation and the **article number, but not by page number**. Place such references in
parentheses after the quotation, for example: (LG, 3, or CCC, 1212). When quoting the Bible, simply put the reference in parentheses after the quotation. For example: (John 3:5), or (1 Cor 12:1). When quoting or referring to a lecture, indicate that and give the date. For example: (lecture 9.9.13). When quoting or referring to one of the assigned books, simply put the author’s name and page number. For example: (Dulles, 39).

B. Theological and Content Requirements

1. Integration of course and program material

Integration of material from the course (assigned reading, lectures, and notes) is an essential component of all papers. This will become more important as the course progresses. Also, I expect that you will make use of material from other courses (but only when relevant – do not force this).

2. Recommendation: Work from an outline

Let me strongly recommend that you work from an outline. An outline is a like an intellectual architectural plan. Be prepared to revise it as you think more and more about the subject. It can be very helpful to start with where you want to end, and to work backwards, asking at each step: What do I need to show in order to support what I want to say?

A successful outline will limit specific sub-points to a discussion of only two terms at a time. Strive to define each term in a way that a common term is found in both definitions. Once that common or connecting-term is defined, you have shown in one way how and why the two original terms are related.

I will be happy to review and comment on DRAFT outlines that are sent to me no later than one week prior to the deadline.

3. Definitions

As is clear from the preceding, definitions are the building blocks of intellectual activity. Always work from definitions of key terms.

Attempt to work out a definition based on assigned readings for the course, that is, from magisterial texts. After that, you will find that the glossary of the CCC is especially valuable, since its origin and goals are inseparable from the New Evangelization. You can also use standard and reliable theological dictionaries.

Remember: Not every “is” statement is a definition!

4. Avoid making unsupported assertions

An unsupported assertion is one that is simply plopped down as if self-explanatory. In light of the preceding, an unsupported assertion is one in which a term is used that has not been defined.
Some assertions are self-evident based on common human experience. Others are elements of the patrimony of Catholic faith, and these are supported by the authority of divine revelation and the Catholic Tradition.

Let’s be reasonable. You do not have to support every single assertion. Some have to be assumed. For example, in this course we can assume that God exists. So, you do not have to provide an endnote with references to Scripture and St. Thomas’ proofs for God’s existence. It all depends on the proximity of an assertion to an argument! The more an assertion figures as a premise, the more you want to elaborate on it in order to make sure that it is sufficiently understood.

VII. Grading

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<tr>
<td>Journal</td>
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<tr>
<td>Repeated Essays</td>
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<tr>
<td>Synthesis Paper</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
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VIII. Graduate Bulletin

This syllabus presupposes and does not replace the policies set forth in the Graduate Bulletin of the Augustine Institute, particularly those regarding grading, unexcused absences, and academic integrity.
Course Schedule and Topics

Total required reading for the semester is approximately 1,235 pages. With 12 weeks from the first to the penultimate class, students will have to average 103 pages per week (15 pages per day). The schedule or reading set forth, below, will keep you on track.

NOTE: BECAUSE OF THE ANTICIPATED ONE WEEK DELAY IN HAVING LECTURES AVAILABLE FOR DE STUDENTS, DUE DATES FOR ASSIGNMENTS FOR DE STUDENTS ARE ONE WEEK LATER THAN DUE DATES FOR ON-CAMPUS STUDENTS.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>9/9</td>
<td>Introduction: Review of Syllabus; Instruction on Internet Searches; Fundamental Concepts I: NE and Four Causes</td>
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<td>9/16</td>
<td>Fundamental Concepts II: NE and Three Dimensions of Renewal; Primacy of Holiness and Conversion; Renewal <em>ad intra</em> for renewal <em>ad extra</em>; Signs of the Times</td>
<td>Paul VI: <em>Ecclesiam Suam</em>; General Audience of Aug 5, 1964; Dulles, 1-63; CDF, Doctrinal Note</td>
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<tr>
<td>9/23</td>
<td>The Synod of Bishops on the NE: Jesus and the Samaritan Woman at the Well; centrality of the Eucharist</td>
<td>Synod of Bishops: Message to People of God; Final Propositions; Dulles, 64-127</td>
<td>1st Diary (on campus)</td>
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<td>9/30</td>
<td>Themes of Benedict XVI on the NE: Christocentricity; Encounter with God’s love; Nature of Faith; Joy</td>
<td>Benedict XVI, Anthology, 415-450; Ratzinger, Address to Catechists (12.10.2000); Francis, <em>Lumen fidei</em>; Martin-Boguslawski, 13-42</td>
<td>1st Exercise (on campus)</td>
</tr>
<tr>
<td>10/7</td>
<td>John Paul II on Vatican II and NE: Enrichment of Faith; Man is the Path for the Church; Ecclesiology of Communion</td>
<td>John Paul II, <em>Redemptoris missio</em>; Martin-Boguslawski, 43-97</td>
<td>1st Exercise (DE students)</td>
</tr>
<tr>
<td>10/14</td>
<td>NO CLASS</td>
<td>John Paul II, <em>Ecclesia in America</em>; Martin-Boguslawski, 98-153</td>
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<td>Date</td>
<td>Assignment</td>
<td>Reading</td>
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<td>10/21</td>
<td>NO CLASS Midterm Break</td>
<td>John Paul II, <em>Redemptor hominis; Redemptoris Mater; Dives in misericordia</em></td>
<td>2nd Diary (on campus)</td>
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<td>10/28</td>
<td>John Paul II on Vatican II and NE: Faith; Conversion; Divine Mercy; Principle of Integration; Anthropocentrism/Theocentrism</td>
<td><em>Terto millennio adveniente; Novo millennio ineunte; Slavorum apostoli</em></td>
<td>2nd Exercise (on campus) 2nd Diary (DE students)</td>
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<tr>
<td>11/4</td>
<td>Paul VI on Vatican II and Evangelization: inculturation of faith; Church as servant</td>
<td>Paul VI: Closing Address (12/7/65); <em>Evangelii nuntiandi</em></td>
<td>2nd Exercise (DE students)</td>
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<tr>
<td>11/11</td>
<td>Vatican II: the spirit of Vatican II; the pastoral theology of Vatican II; reading the signs of the times – the split between faith and life (secularism)</td>
<td>John XXIII, Radio Message (9/11/62); Opening Address (10/11/62); Vatican II: Message to Humanity (10/20/62); <em>Ad gentes; Apostolicam actuositatem</em>; Benedict XVI, Christmas Message (12.22.05); Address to clergy (2.14.13); Address to Italian Bishops (5.24.12)</td>
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<td>11/18</td>
<td>Principles of the Divine Pedagogy: Human Dignity respected and perfected; Quidquid recipitur…; Law of gradualness; Law of fidelity to God and of fidelity to man</td>
<td>Weigel, 1-88</td>
<td>3rd Diary (on campus)</td>
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<tr>
<td>11/25</td>
<td>NO CLASS Thanksgiving Break</td>
<td>Weigel, 89-171</td>
<td>3rd Exercise (on campus) 3rd Diary (DE students)</td>
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<td>12/2</td>
<td>The Call to Holiness and the theology of conversion</td>
<td>Weigel, 172-259; <em>LG, VI</em></td>
<td>Synthesis Paper Due (on campus) 3rd Exercise (DE students)</td>
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1 Note: Chapter V of *Lumen gentium* is not in either anthology. It can be downloaded from the Vatican website: http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19641121_lumen-gentium_en.html.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Due Date</th>
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<tr>
<td>12/9</td>
<td>The New Evangelization: Mary, Model of NE; The Eucharist Source and Summit of NE; practice exam</td>
<td>Synthesis Paper Due (DE students)</td>
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<tr>
<td>12/11</td>
<td></td>
<td>Final Exam (on campus)</td>
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<tr>
<td>12/18</td>
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<td>Final Exam (DE students)</td>
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