Course: CHH 622 Scottish Monasticism

Summer 2015, online and onsite (Scotland)

Professor: Alphonso Lopez Pinto, S.T.D.

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1. Course Description

This course partners with Christology for the purpose of an intercultural study tour to Scotland and will not only explain the history and causes of Scottish monasticism but also do so during a four-week tour of the Scottish abbeys and monasteries in the vicinity of Castle Kilcoy near Muir of Ord and Tore on the Black Isle, in Ross and Cromarty, Scotland. Online only. Taught onsite in Scotland by Dr. Alphonso Pinto in conjunction with Dr. Cynthia Toolin-Wilson’s DTH 751 Christology.

2. Student Outcomes:

   a. Students will be able to examine the basic ideas of monasticism that helped establish the Catholic Church in Scotland.
   b. Through a lived experience of visiting the actual monasteries and sites pertinent to ecclesiastical history, students will be able to have a first-hand experience of the cultural impact of Catholicism in Scotland.
   c. By the time the students will write the final project, they will be familiar with a number of patristic and magisterial texts on monasticism as a lens to examine other monastic cultural expressions.

3. Course Outline

WEEK 1 - May 4, 2015

Introduction to Monasticism. A very brief introduction to the origins of monasticism, and portraying to the student the more prominent foundations of monastic life in the British Isles.
Reading: Class notes and, Gregory the Great, *Dialogues*, Book 2. Begin reading Venerable Bede’s, *History of the English Church and Peoples*, this should be completely read by the Seminar on Week 5.

Posting topic: Compare the conversions of St. Augustine, Anthony the Great, and Benedict of Nursia; what are the similarities? Please post by Saturday 24h00 EST

**WEEK 2 - May 11, 2015**

Introduction to Monasticism: Spirituality, theology and *praxis*. Based on Benedict XVI’s address to the Collège des Bernardins, monasticism is portrayed as an integral part to the cultural formation of Christendom.


Posting topic: If there is a crisis of identity in Catholicism, how is monasticism relevant today?

**WEEK 3 - May 18, 2015**

Early Church Evangelical Mission to Britain: St. Gregory the Great and St. Augustine of Canterbury. Cultural and historical perspectives on the beginnings of Christianity through monastic culture.

Posting topic: Who are the major figures of the Evangelization of the English People’s in Venerable Bede’s, *History of the English Church and Peoples*? Please post by Saturday 24h00 EST.

**WEEK 4 - May 25, 2015**

Early Church Evangelical Mission to Britain: Important cultural patrimony of monasticism in the British Isles, such as the Book of Kells, and the Lindisfarne Gospels.


Posting topic: How is the life of St. Iona relevant to monastic cult and culture? Please post by Saturday 24h00 EST
WEEK 5 – June 1, 2015

Patristic Literature Seminar. What is Venerable Bede’s *historiographic style*? Selections from Venerable Bede’s, *History of the English Church and Peoples*. Excursion.

Reading: Continued Reading on Venerable Bede’s *History of the English Church and Peoples*.

WEEK 6 - June 8, 2015

Lecture: The lay of the land. Virtual excursions in preparation for the trip.

WEEK 7 - June 15, 2015 (Scotland)


WEEK 8 - June 22, 2015 (Scotland)

Lecture of The use of Images in Medieval Britain: Examination of Rood Screens, iconography and devotional life. Excursions.

WEEK 9 – June 29, 2015 (Scotland)


Field Assignment for Weeks 7-9: Necessary tools: reliable camera. Make sure to take photographs of details from the monastic foundations that we will visit, in order to incorporate them into your *final project*.

WEEKS 10-15 (Home): Completion of Final Essay, see *Course Requirements*.

The Scotland experience of this course is from June 15 to July 5.

The professor will be in Scotland from June 15 to 25 (leaving for Italy on the 25th)

Sites of Excursions include but are not limited to: The City of Inverness

Loch Ness and Loch Mullardoch
Fortrose Cathedral
Pluscarden Abbey, the last monastic foundation continuing since medieval times
Scottish Highlands and the Coast
Kilmuir Easter Church
Cromarty Town
Beauly Priory ruins
Fearn Abbey and the town of Balintore
Black Isle Churches

4. Course Requirements

Class postings: Please answer each week’s topic as an online post. Please be prudent as to the length, thus precision is of the utmost importance. Participants are also able to make comments on each other’s posts.

In Scotland, each excursion will be followed by a discussion headed by the professor, on the importance of the historical/ecclesiastical site that was visited. Participation is of great importance here.

The student, after returning from Scotland, must complete the final essay described below:

FINAL ESSAY:

Please compose an essay comprised of these two sections:

First Part of Essay: The Ideal of the Kingship of Christ and Monasticism: how can we see this envisioned in the art and architecture of Scottish Monasticism?

Second Part of Essay: Please develop a “part II” on how monasticism can help restore modern day Catholicism through its cultural patrimony.

For the entire essay, use the photos which you have taken to accentuate your point and to highlight the narrative; however, the essay has to have 10-15 pages of it as written (that is, not including photos).

You will want to use Jean Leclercq's text, *The Love of learning and the desire for God*, available from Amazon for about $20 (http://www.amazon.com/The-Love-Learning-Desire-God/dp/0823204073 ) as well as the following magisterial texts:

Pius XI, *Quas Primas*, December 11, 1925.


5. Reading Materials:

Pius XI, Quas Primas, December 11, 1925.*

Pius XII, Fulgens Radiatur, March 21, 1947.*
Benedict XVI, St. Benedict, Audience of April 9 2008.*


“*” denotes required text.

6. GRADING

- Interested and intelligent participation in the Scotland Semester 30%
- Participation in the online discussion (through posts) 30%
- Term Essay: 40%

7. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with
disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them.

8. ACADEMIC HONESTY POLICY
Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism
In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:
Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

9. ATTENDANCE POLICY
Even though you are not required to be logged in at any precise time or day, you are expected to login on Saturday to post your work.

In Scotland you are expecting to attend every Tuesday and Thursday morning class.
A failure on the student’s part to actively participate in the life of the course may result in a reduction of the final grade.

10. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the “Incomplete” status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.

11. ABOUT YOUR PROFESSOR

Alphonso Lopez Pinto received his Doctorate in Sacred Theology from the Pontificia Università della Santa Croce in 2008, with a dissertation entitled, “The Theological Vision of Sacred Art in Gabriele Paleotti’s Discorso intorno alle imagini sacre et profane (1582): Guido Reni’s Trinitarian Depictions as seen in its Light.” Currently an Associate Professor of Theology, at Holy Apostles College and Seminary in Cromwell, Connecticut, his main field of research is the relationship between art and theology during the Controriforma in Rome and Bologna. In his spare time, he attends the Metropolitan Opera, always eager to see the performances of great artists such as Maria Guleghina and Vittorio Grigolo.