

THL 2590

Themes in Modern Christianity Sex abuse crisis in the Catholic Church: history and ecclesiology

Spring 2020

SYLLABUS

Instructor: Dr. Massimo Faggioli

Course title: *Themes in Modern Christianity. Sex abuse crisis in the Catholic Church: history and ecclesiology*

Office: SAC 251

Classes held: Monday and Wednesday 3:00-4:15 in John Barry Hall 213

Office hours: Monday and Wednesday 9:00-2:00 and by appointment

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Course description

The sex abuse crisis is arguably one of the most serious crisis in the history of the Catholic Church since the Protestant Reformation in the 16th century. The revelations of the sexual abuse of minors by clergy and the failure of the Church to punish and prevent these crimes are an essential part of the picture of Catholicism today.

The course will try to address two issues: first, the readings and discussions will open an historical perspective on the crisis, which has gone through different phases, with antecedents in the medieval and early modern period, and different phases in the contemporary period (the first revelations in the 1980s and 1990s, the *Boston Globe's* "spotlight investigation" in 2002, the beginning of a new phase with the Pennsylvania Grand Jury report in 2018). This historical study of the sex abuse crisis will have a global perspective: not only the USA, but also other countries, and especially Ireland, Australia, Chile.

Secondly, the course will address the issue of what the sex abuse crisis tells us about the institutional structure of the Roman Catholic Church such as the model and formation of priests, the hierarchical structure and the role of the laity and women, the way the Vatican and national bishops' conferences have acted in response to the crisis, the interaction between secular justice and the justice system of the Catholic Church.

Learning Goals (of the Theology and Religious Studies Department)

Goal 1: Gain an understanding of the purposes, central issues, and methods of inquiry standard in theological and religious studies as applied to faith engaging culture.

Goal 2: Engage Christianity, with attention to Roman Catholicism, as a living tradition of practices and beliefs that continues to be refined, developed, and extended through time in diverse cultural contexts.

Goal 3: Render theological concepts and religious practices and beliefs intelligible, meaningful, and relevant in contemporary cultural contexts as a basis for transformative action in the world, in dialogue with others.

Class format

This course combines lecture, discussion and small-group work in order to provide you with necessary information and to allow you to critically engage with the material and apply it to your own context. In order to truly profit from the class and make the material your own, you need to keep up with the readings and participate in classroom discussions and group work.

Course goals

After taking THL 2590, you will be able to:

- Know the most important dates and places for a global history of the abuse crisis in the Catholic Church – in the USA and not only;
- Acquire an historical understanding of the development of theological and religious ideas and specifically of the development of the Catholic theological tradition about the Church and priesthood that must be taken into account when we try to understand the abuse crisis in the Catholic Church;
- Comprehend the magnitude of the abuse crisis in contemporary Catholicism and the shifting relationship between clergy and laity, the Church and secular politics/justice, and between different areas of the global Catholic Church.

Course requirements, grade percentage and rubrics

Your final grade will be based on:

- Attendance and participation (15%).
- Handwritten, short assignments (20%).
- One mid-term exam, and one final exam (20% each, total 40%).
- Final paper (25%).

Attendance and participation (15%): attendance, active participation, and positive contributions to class discussions are a required part of your grade. This grade rubric is used to determine the participation grade:

A (150-130 points) = consistent attendance; arrives fully prepared at almost every session; demonstrates excellent knowledge of the readings and makes significant and creative contributions in the class discussion advancing the level and depth of the dialogue.

B (125-105 points) = consistent attendance; arrives mostly, if not fully, prepared at sessions; demonstrates good knowledge of the readings and makes helpful contributions in the class

discussion.

C (100-80 points) = consistent attendance; makes minimal contributions to the class discussion; limited interaction with peers. Preparation, and therefore level of participation, are both inconsistent. When prepared, participates constructively in discussions and makes relevant comments.

D (70-50 points) = attendance; virtually no interaction with peers. Rarely prepared. Rarely participates. Comments are generally vague or drawn from outside of the assigned material.

F (less than 50 points) = more than four absences. No interaction with peers. Never prepared. Never participates. Demonstrates a noticeable lack of interest in the material.

Handwritten weekly response (20%): Respond to the question posed for the class. Your response (150 words) should explain what the question entails, describe your own personal views, and connect them with the readings for the day. For the date when each entry is due, see the course calendar in this syllabus. **Every response is worth 8 points (25 assignments= total max. 200 points).**

One mid-term exam, and one final exam (20% each, total 40%). The two exams will have the same format: a combination of multiple-choice questions (50% of the grade) and short essays commenting sources we have read during the course (cumulatively 50% of the grade). The mid-term exam will be on **February 24**.

The grading of the essay questions will be based on the ability to comment the sources, addressing all relevant aspects, to mention names of theologians/council participants and important dates, elements relevant for the historical-theological context, and to make connections with other sources we read in class.

A = Correctly responds to the questions posed, addressing all relevant aspects. Clear analysis, provides strong supporting arguments. Logical, organic, coherent organization of argument in introduction, main body and conclusion.

B = Mostly correct, but not exhaustive response. Appropriately clear analysis with some supportive arguments. Mostly well-organized argument with some ruptures. Minor mistakes in terminology. Good style, minor spelling or grammar mistakes, minor mistakes in references.

C = Misses some important points and does not present them all correctly. Unclear analysis, only few supportive arguments, little engagement with the course material. Little organization, but possible to follow argument. Several mistakes in terminology. Unclear style, several spelling and grammar mistakes, major mistakes in references.

D = Incorrect analysis, major mistakes. Opinions not supported by arguments, very little engagement with course material. Unstructured, unclear organization of argument, impossible to follow line of argument. Major mistakes in terminology. Major spelling, grammar and stylistic mistakes that make understanding difficult, does not cite sources.

F = Obviously has not followed during the course/read the course material. Plagiarism.

Final paper (25%): **The final paper is due on May 1 at 11:59 PM**. Paper guidelines and timelines will be distributed in class later in the semester. Papers are to be submitted

electronically, i.e., sent as attachments to massimo.faggioli@villanova.edu. A paper copy is not required. Late submissions will lose points.

A (250-240 points) = Correctly responds to the questions posed, addressing all relevant aspects. Clear thesis statement, provides strong supporting arguments. Evidence from different scholarly sources. Logical, organic, coherent organization of argument in introduction, main body and conclusion. Shows evidence of independent research by referring to sources that are not part of the class reading list. Correct terminology. Excellent style, no spelling or grammar mistakes, correct references.

B (235-215 points) = Responds to the questions posed mostly correctly, but misses some important aspects. Clear thesis statement, mostly strong arguments. Evidence from scholarly sources. Mostly well-organized argument with some ruptures. Some mistakes in terminology. Good style, minor spelling or grammar mistakes, minor mistakes in references.

C (210-190 points) = Addresses questions posed incompletely and often incorrectly. Unclear thesis statement, very few or little arguments in support. Little evidence from scholarly sources. Little organization, but possible to follow argument. Several mistakes in terminology. Unclear style, several spelling and grammar mistakes, major mistakes in references

D (185-160 points) = Addresses questions posed incompletely and incorrectly. No thesis statement, no arguments. Evidence from only one scholarly source. Unstructured, unclear organization of argument, impossible to follow line of argument. Major mistakes in terminology. Major spelling, grammar and stylistic mistakes that make understanding difficult, does not cite sources.

F (less than 160 points) = Did not submit essays. Plagiarism.

Mid-term grade: Your mid-term grade will be based on:

- attendance and participation (max 150 points);
- first ten weekly assignments (max 100 points);
- in-class exam (max 200 points).

It will provide an overall indication of how you have been doing so far.

Mid-term grades

A	450-435
A-	434-420
B+	419-404
B	403-388
B-	387-372
C+	371-355
C	354-339
C-	338-324
D+	323-305
D	304-290
D-	289-270
F	below 270 points

Final grades

A	950-1000 points
A-	949-915
B+	880-914
B	850-879
B-	815-849
C+	780-814
C	750-779
C-	715-749
D+	680-714
D	650-679
D-	615-649
F	below 614 points

Grading scale

A (950-1000), A- (915-949)

Excellent: The highest academic grade possible; an honor grade which is not automatically given to a student who ranks highest in the course, but is reserved for accomplishment that is truly distinctive, and demonstrably outstanding. It represents a superior mastery of course material and is a grade that demands a very high degree of understanding as well as originality or creativity as appropriate to the nature of the course. The grade indicated that the student works independently with unusual effectiveness and very often takes the initiative in seeking new knowledge outside the formal confines of the course.

B+ (880-914), B (850-879), B- (815-849)

Good: A grade that denotes achievement considerably above acceptable standards. Good mastery of course materials evident and student performance demonstrates a high degree of originality, creativity, or both. The grade indicates that the student works well independently and often demonstrates initiative. Analysis, synthesis, and critical expression, oral or written, are considerably above average. Fulfills expectations at university level.

C+ (780-814), C (750-779), C- (715-749)

Fair: Indicates a satisfactory degree of attainment and is the acceptable standard for graduation from college. It is the grade that may be expected of a student of average ability who gives to the work a reasonable amount of time and effort. This grade implies familiarity with the content of the course and acceptable mastery of course material; it implies that the student displays some evidence of originality and/or creativity, and works independently at an acceptable level and completes all requirements.

D+ (680-714), D (650-679), D- (615-649)

Poor: Denotes a limited understanding of the subject matter, meeting only the minimum requirement for passing the course. It signifies work which in quality and/or quantity falls below the average acceptable standard for passing the course. Performance is deficient in analysis, synthesis, and critical expression; there is little evidence of originality, creativity, or both. Note: D- is the lowest passing grade awarded.

F (614 and below)

Unacceptable: Indicates inadequate or unsatisfactory attainment, serious deficiency in understanding of course material, and/or failure to complete requirements of the course

Texts

Required: Nicholas P. Cafardi, *Before Dallas: The U.S. Bishops' Response to Clergy Sexual Abuse of Children* (Mahwah NJ: Paulist Press, 2008).

All the other required readings are available online and on electronic reserve

Other available readings:

Massimo Faggioli, *Framing the sex abuse crisis in light of ecclesiology and church reform*, in "La Croix International", February 19, 2018 <https://international.la-croix.com/news/framing-the-sex-abuse-crisis-in-light-of-ecclesiology-and-church-reform/6974>

- , *Is Transparency a Cure-All? The Abuse Crisis and the Risks of Ecclesial Revolution*, in "Commonweal", August 9, 2018 <https://www.commonwealmagazine.org/transparency-cure-all>

- , *Trent's Long Shadow. The Abuse Crisis and Seminaries, Dioceses, and the Laity*, August 23, 2018 <https://www.commonwealmagazine.org/trent%E2%80%99s-long-shadow>

- , *The limits of a criminological approach to the Church's abuse crisis*, in "La Croix International", October 29, 2018 <https://international.la-croix.com/news/the-limits-of-a-criminological-approach-to-the-churchs-abuse-crisis/8734>

Video sources and movies:

- *Spotlight*, dir. Tom McCarthy (USA, 2015)
- *Calvary*, written and directed by John Michael McDonagh (Ireland, 2014)
- Interviews with survivors of sexual abuse

Schedule of Readings and Assignments

[The syllabus will also be posted on Blackboard and revised as needed.]

Introduction

January 13

Topics: Introduction

Reading: Massimo Faggioli, "The Catholic Church's Biggest Crisis Since the Reformation," *Foreign Affairs*, October 11, 2018

<https://www.foreignaffairs.com/articles/world/2018-10-11/catholic-churchs-biggest-crisis-reformation>; John W. O'Malley, "The Scandal: A Historian's Perspective", in *America*, May 27, 2002, pp. 14-17.

January 15

Topics: The Wounds of Abuse

Reading: Hans Zollner, SJ, “The Spiritual Wounds of Sexual Abuse”, *Civiltà Cattolica*, January 18, 2018 <https://laciviltacattolica.com/spiritual-wounds-sexual-abuse/>; Hans Zollner, SJ, “Safeguarding Minors: Challenges and Perspectives”, in *Safeguarding. Reflecting on Child Abuse, Theology and Care*, eds. Karlijn Demasure/ Katharina A. Fuchs/ Hans Zollner (Leuven: Peeters, 2018), pp. 225-234

Assignment: written assignment #1

Part I: The Church

January 20

NO class

Martin Luther King, Jr. Day

January 22

Topics: What is the Church

Reading: Avery Dulles, *Models of the Church* (New York: Doubleday, 1974, 2002), 26-67.

Assignment: written assignment #2

January 27

Topics: History of ecclesiology of Church structures

Reading: Bernard P. Prusak, *The Church Unfinished. Ecclesiology through the Centuries* (New York-Mahwah NJ: Paulist, 2004), 229-269.

Assignment: written assignment #3

January 29

Topics: *Sollicitatio ad turpia*

Reading: John P. Beal, “The 1962 Instruction ‘Crimen Sollicitationis’: Caught Red-Handed or Handed a Red Herring”, in *Studia Canonica*, 41 (2007), pp. 199-236; Cafardi, pp. 1-10.

Assignment: written assignment #4

Extra credit opportunity: lecture on campus on the sexual abuse crisis in the global Catholic Church by Fr. Hans Zollner, SJ (President of the Centre for Child Protection, Pontifical Gregorian University, Rome) at 7:00 PM in Driscoll Hall auditorium.

February 3

Topics: The 1960s and sexual culture

Reading: Hugh McLeod, *The Religious Crisis of the 1960s* (Oxford: Oxford University Press,

2007), pp. 215-239.

Assignment: written assignment #5

Part II: The Crisis in the USA

February 5

Topics: History of the crisis in the USA

Reading: Cafardi pp. 10-14; *Doyle Report* (1985), pp. 1-4 and 74-92.

Assignment: written assignment #6

February 10

Topics: The first response of the US Church

Reading: Cafardi, pp. 76-111

Assignment: written assignment #7

February 12

Topics: The Catholic crisis of 2018 in context

Reading: *Betrayal. The Crisis in the Catholic Church* (Boston: Little, Brown, and Company, 2002), Foreword, Introduction, and Chapter 4.

Watch in class the Catholic News Service documentary: *A Church in Crisis*

https://www.youtube.com/watch?v=AK_eFaqfb6o

Assignment: written assignment #8

February 17

Topics: The “Dallas Charter” of 2002

Reading: Cafardi, pp. 146-157 + USCCB, *Charter for the Protection of Children and Young People (“Dallas Charter”)*, 2002.

Assignment: written assignment #9

February 19

Topics: *The John Jay Report*

Reading: *The John Jay Report* (2004), pp. 3-7 and 36-59.

Assignment: written assignment #10

February 24

MIDTERM EXAM

Reading: Pope Francis, *Letter to the People of God*, August 20, 2018

http://w2.vatican.va/content/francesco/en/letters/2018/documents/papa-francesco_20180820_lett-era-popolo-didio.html;

Pope Francis, *Letter to the US Bishops*, January 1, 2019

[http://w2.vatican.va/content/francesco/en/letters/2019/documents/papa-francesco_20190101_lett-
era-vescovi-usa.html](http://w2.vatican.va/content/francesco/en/letters/2019/documents/papa-francesco_20190101_let-
era-vescovi-usa.html) or

<http://uscgb.org/about/leadership/holy-see/francis/upload/francis-lettera-washington-traduzione-inglese-20190103.pdf>

Assignment: written assignment #11

Part III: The Global Crisis

February 26

Topics: Maciel and the “Legionaries of Christ”

Reading: Jason Berry and Gerald Renner, *Vows of Silence. The Abuse of Power in the Papacy of John Paul II* (New York: Free Press, 2010), pp. 243-258; Report on the Legionaries of Christ (published December 2019), pp. 7-12

<https://legionariesofchrist.org/en/wp-content/uploads/2019/12/Report-1941-2019.pdf>

Assignment: written assignment #12

March 2-6

SPRING BREAK

Mar. 9

NO class. Assignment on the readings due by March 16. Two readings are the focus of an extra short written assignment (300 words).

Topics: A Global Theological Crisis: Feminist Theology and Non-Western Christianity

Readings: Susan Ross, “Feminist Theology and the Clergy Sexual Abuse Crisis,” *Theological Studies* 2019, Vol. 80(3) 632–652; Shaji George Kochuthara, “The Sexual Abuse Scandal and a New Ethical Horizon: A Perspective from India,” *Theological Studies*, 2019, Vol. 80(4) 931–949.

Mar. 11

Viewing in class of the movie *Calvary*, written and directed by John Michael McDonagh (Ireland, 2014).

March 16

Topics: The Vatican’s Apostolic Visitation in Ireland

Reading: Benedict XVI, *Pastoral Letter to the Catholics of Ireland* (March 19, 2010) http://w2.vatican.va/content/benedict-xvi/en/letters/2010/documents/hf_ben-xvi_let_20100319_c-hurch-ireland.html; *Summary of the Findings of the Apostolic Visitation in Ireland* (March 20, 2012) http://www.vatican.va/resources/resources_sintesi_20120320_en.html

Assignment: written assignment #13

March 18

Topics: The “Royal Commission” in Australia

Reading: *Royal Commission into Institutional Responses to Child Sexual Abuse* (Australia, December 2017), pp. 50-54

https://www.childabuseroyalcommission.gov.au/sites/default/files/final_report_-_recommendations.pdf; *Australian Catholic Bishops Conference and Catholic Religious Australia’s Response to the Royal Commission into Institutional Responses to Child Sexual Abuse* (August 2018), selected sections (TBA)

<https://www.catholic.org.au/acbc-media/media-centre/media-releases-new/2139-acbc-and-cra-response-to-the-royal-commission/file>

Assignment: written assignment #14

March 23

Topics: The 2018 Pennsylvania Grand Jury Report

Reading: “Pennsylvania Grand Jury Report”, August 14, 2018, pp. 297-313 <https://www.attorneygeneral.gov/report/>; Peter Steinfels, “The PA Grand-Jury Report: Not What It Seems,” in *Commonweal*, January 9, 2019

<https://www.commonwealmagazine.org/pa-grand-jury-report-not-what-it-seems>

Assignment: written assignment #15

March 25

Topics: Pope Francis’ Response to the Crisis

Pope Francis, institution of the *Pontifical Commission for the Protection of Minors*, March 22, 2014

http://www.protectionofminors.va/content/tuteladeiminori/en/who-we-are_section/page_en-history/chirograph.html; Apostolic Letter *As a Loving Mother*, June 4, 2016; *Letter to the Bishops on the Feast of the Holy Innocents*, December 28, 2016

http://w2.vatican.va/content/francesco/en/letters/2016/documents/papa-francesco_20161228_santi-innocenti.html; *Letter to the Bishops of Chile*, May 31, 2018

<https://www.catholicnewsagency.com/news/full-text-of-pope-francis-letter-to-the-church-in-chile-35580>; Rescript of pope Francis about the “pontifical secret” in case of sexual abuse, December 17, 2019

<https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2019/12/17/191217b.html>

Assignment: written assignment #16 on the Penitential liturgy during the Vatican summit of February 2019 <https://www.youtube.com/watch?v=IM6O1YdH7CM>

Part IV: The Theology

March 30

Topics: Abuse and Presence in Catholicism

Reading: Robert Orsi, *History and Presence* (Cambridge MA: Belknap Press of Harvard University Press, 2016), pp. 215-248
Assignment: written assignment #17

April 1

Topics: The Problem of Abuse of Children in the Bible

Reading: John W. Martens, “Do Not Sexually Abuse Children’: The Language of Early Christian Sexual Ethics,” in *Children in Late Ancient Christianity*, eds. Cornelia B. Horn and Robert R. Phenix (Tuebingen: Mohr Siebeck, 2009) pp. 227-254

Assignment: written assignment #18

April 6

Topics: Theology of Childhood I

Reading: Karl Rahner, “Ideas for a Theology of Childhood”, in *Theological Investigations*, Volume 8: *Further Theology of the Spiritual Life*, 2 (London/New York: Darton, Longman & Todd/Herder and Herder, 1971), pp. 33-50.

Assignment: written assignment #19

Viewing in class of the movie *Calvary*, written and directed by John Michael McDonagh (Ireland, 2014).

April 8

Topics: Theology of Childhood II

Reading: James Gerard McEvoy, “Theology of Childhood: An Essential Element of Christian Anthropology”, *Irish Theological Quarterly*, 2019

<http://ezproxy.villanova.edu/login?URL=https://journals.sagepub.com/doi/pdf/10.1177/0021140019829322>

Assignment: written assignment #20

Viewing in class of the movie *Calvary*, written and directed by John Michael McDonagh (Ireland, 2014).

April 13

NO class

Easter Monday

April 15

Topics: Purity and Catholic Priesthood

Reading: Sandra Yocum, “The Priest and Catholic Culture as Symbolic System of Purity”, in *Clergy Sexual Abuse: Social Science Perspectives*, eds. Claire M. Renzetti and Sandra Yocum (Boston: Northeastern University Press, 2013) pp. 90-117.

Assignment: written assignment #21

April 20

Topics: Another thesis on the abuse crisis

Reading: Joseph Ratzinger - Benedict XVI, essay on the Catholic sexual abuse crisis, April 10, 2019

<https://www.catholicnewsagency.com/news/full-text-of-benedict-xvi-the-church-and-the-scandal-of-sexual-abuse-59639>

Assignment: written assignment #22

April 22

Topics: Abuse Crisis and the Journey of the Church

Reading: Paul Elie, “Pilgrims. The Uncertain Journey of American Catholics”, *Candlemas Lecture* at Boston College, February 4, 2004 http://bcm.bc.edu/issues/spring_2004/ft_pilgrims.html; Robert Orsi, “What Is Catholic about the Clergy Sexual Abuse Crisis?”, in *The Anthropology of Catholicism. A Reader*, eds. Kristin Norget, Valentina Napolitano, and Maya Mayblin (University of California Press, 2017) pp. 282-292.

Assignment: written assignment #23

April 27

Topics: The Abuse Crisis in the Catholic Church as a Theological Crisis

Reading: Massimo Faggioli, “The Catholic Sexual Abuse Crisis as a Theological Crisis. Emerging Issues,” *Theological Studies* 80(3) 2019, pp. 572–589. <https://doi.org/10.1177/0040563919856610>

Assignment: written assignment #24

April 29

Topics: review and feedback of the course

Reading: Massimo Faggioli, *How to teach a university course on the abuse crisis?*, in “La Croix International”, January 14, 2019 <https://international.la-croix.com/news/how-to-teach-a-university-course-on-the-abuse-crisis/9231>

Assignment: written assignment #25

FOOD SHARING

Final paper due on May 1st, via email at 11:59 PM

Take-home exam. Three exam questions (for the take-home exam) will be distributed during the

last class of the term for the take-home exam. The final exam is due via email **on May 5 at 11:59 pm.**

Course policies

Use of laptops and other electronic devices: You will profit most from this class in terms of learning and success if you focus exclusively on lectures, note taking and the discussions with your classmates instead of checking your Facebook timeline, the weather forecast, and so on.

Cell phones, laptops, iPads, Kindles, and other electronic devices *must be turned off* and put away during class.

There are countless learning benefits of *taking notes by hand*, besides prompting students to engage with the lecture (for example, see <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>).

If you absolutely need a laptop, tablet, or any other device for taking notes, please let me know and you will be able to sit up front in class.

However, there will be moments during the course when in class we have to look at sources on the web or read excerpts of texts etc., therefore, please, if you have a laptop or tablet, bring it with you to class.

Photos or video may not be taken in class without prior permission (But I will occasionally ask/invite you to take a picture of what is written on the board).

Attendance: For successful learning, active participation in class sessions is absolutely necessary. Nevertheless, conflicts may arise, and thus according to university policy, first-year students are allowed to miss twice the number of weekly lessons (in this case, two class sessions) without excuse. If you miss more than two classes without a university-approved excuse (approved athletic participation, approved field trips, certified serious illness, death in the immediate family, or approved placement activities – documentation required), you are subject to a failing grade. Please note that in this class, this policy applies to all students.

Late submission policy: All assignments have to be submitted at the due date using the submission format specified in the syllabus. Extensions for any of the assignments will be granted only well in advance of the due date and only when the problem circumstances are clearly beyond your control. The granting of excuses is solely at my discretion. There won't be reminders if assignments aren't submitted in time, and unexcused delays will forfeit one letter grade for each day of delay.

Extra credit opportunities

You may receive extra credit by attending TWO talks or lectures on some theology and religious studies topic. Guest speakers are often invited to give talks here on campus by various teachers and departments. You will need to have your lecture pre-approved by the instructor. A short essay (not less than 500 words in length) outlining your thoughts on the talk must be submitted to receive credit. Extra credit is not applied to the grade until the end of the term. Extra credit

will not be applied to a failing grade. Extra credit is only applied to passing grades to help increase the passing grade.

Villanova Writing Center

The writing center is located in Dalton Room, Old Falvey 202, (610) 519-4604. Writing consultations are available by appointment or on a walk-in basis. I recommend that you make ample use of this offer; the tutors at the writing center can help with developing research questions, outlines, references, proofreading and so on.

Office of Disabilities (ODS) and Learning Support Services (LSS)

It is the policy of Villanova to make reasonable academic accommodations for qualified individuals with disabilities. Go to the Learning Support Services website for registration guidelines and instructions. For physical access or temporarily disabling conditions, please contact the Office of Disability Services at 610-519-4095 or emailstephen.mcwilliams@villanova.edu

Registration is needed in order to receive accommodations.

Academic Integrity Statement

All students are expected to uphold Villanova's Academic Integrity Policy and Code. Any incident of academic dishonesty will be reported to the Dean of the College of Liberal Arts and Sciences for disciplinary action. For the College's statement on Academic Integrity, you should consult the Enchiridion. You may view the university's Academic Integrity Policy and Code, as well as other useful information related to writing papers, at the Academic Integrity Gateway web site.

Absences for Religious Holidays

Villanova University makes every reasonable effort to allow members of the community to observe their religious holidays, consistent with the University's obligations, responsibilities, and policies. Students who expect to miss a class or assignment due to the observance of a religious holiday should discuss the matter with their professors as soon as possible, normally at least two weeks in advance. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the absence.

<https://www1.villanova.edu/villanova/provost/resources/student/policies/religiousholidays.html>