

SS. Cyril & Methodius Seminary
3535 Commerce Road, Orchard Lake, MI 48324

CH 762 History of Catholicism in the United States

3 credit hours; Tuesday, 1:00-3:50 P.M., CAC 108

Msgr. Francis B. Koper, D.Min.; koperfb@aol.com;

Office hours by appointment; Marian Hall Rm. #102

Course Description: An historical study of the Catholic Church in the United States from colonial times to the present day, reflecting her multicultural origins and ecumenical context. Survey of the major religious traditions and movements in American history that have significantly developed the nation as a whole; study of New Spain, New France, and the Catholic Community in New England; analysis of the role of the Catholic community in American Independence, the adjustment to a new nation, and the growth and development of a Church through immigration; history of Black, Hispanic, and Asian Catholics; focus on the relationship between religion and society in various contexts.

Student Learning Outcomes: By the end of the course students ought:

1. To articulate the *role of religion* in American society and culture
2. To understand how the *American experience* (with its predominantly Protestant and republican culture) influenced the reception and modification of the *Catholic tradition*
3. To trace the *historical growth and development* of Catholicism in the United States
4. To appreciate the *diversity* that characterizes American society and the Catholic Church in the United States as well as the changing cultural context for pastoral ministry in the 21st century
5. To develop an historical perspective of American Catholicism as a *resource for effective pastoral ministry*.

Required Texts:

Carey, Patrick W. *Catholics in America: A History*. Updated Edition. New York: Rowman & Littlefield Publishers, Inc., 2008.

Kauffman, Christopher, editor. "Polish American Catholics." *U.S. Catholic Historian* 27 (Summer 2009):1-107.

American Catholic History: A Documentary Reader, ed. Mark Massa, S.J.,

with Catherine Osborne. New York: New York University Press, 2008.

Church Documents:

Pastoral Letters of the United States Catholic Bishops, ed. Hugh J. Nolan, 5 Vols., 1792-1083. Washington, D.C.: NCCB/USCC, 1989.

Pastoral Letters and Statements of the United States Catholic Bishops, ed. Patrick J. Carey, vol. 6, 1989-1997. Washington, D.C.: NCCB/USCC, 1998.

Course Delivery Method:

History of Catholicism in the United States uses the following learning methodologies: (1) Lecture, (2) Discussion, (3) Seminar on Historical Research, (4) Workshop on Library Research, (5) Independent Study, (6) Research Paper using English Language Reading and Writing Skills, (7) Audio-video Technology, and (8) Objective Assessment via WEEKLY QUIZZES ON REQUIRED READING.

Students are expected to gain a basic *understanding* of how the American experience of building a nation influenced the reception of Catholicism and how American Catholics contributed to the growth of the nation and a network of parishes, schools, and institutions.

Immigrants, initially from Europe, came to the Americas with their faith, culture, and way of life. They contributed to the growth and development of the *immigrant Church*. Today, newcomers, primarily Latinos, Asians, and a diversity of other peoples, contribute towards the growth of a *new immigrant Church* in our time. The histories of Black, Native American, Hispanic, and Asian Catholics significantly contribute to the cultural diversity of the Church in the United States in the new millennium.

The course aims to challenge students to raise meaningful questions and to discover: (1) What makes American Catholicism “*Catholic*”? (2) What makes American Catholicism “*American*”? (3) What is the role of *religious faith in the public life of America*?

Some, for example, the well-known Catholic journalist E.J. Dionne, Jr., claim that the “*history of the U.S. is in large part a history of religion’s role as a prod to social justice, inclusion and national self-criticism.*” While this may have been so in the past, will/should religion have that role in the next generation or century?

The underlying *focus* in the course is on *continuity and change, unity and diversity, growth and decline, and alienation and reconciliation* in institutional, spiritual, ethnic, and political or social developments of the church.

More specifically, the course deals with the *themes* of nativist anti-Catholicism, immigration, urban dioceses as centers of power, ethnic diversity, abuse of authority and call to justice, doctrinal controversies, canon law, influence of Roman pontiffs, curia and councils, and contemporary issues in American Catholicism.

Each class will consist of *lecture, video presentation, and discussion* with *weekly quizzes* to ensure that the student has read the *required* material. The quizzes will be objective and should take no more than 10 minutes.

In order to develop *research skills*, personal interest in various areas of American Catholicism, and possibly contribute toward published historical scholarship students are required to submit a *research paper* typewritten, double-spaced, ten pages including endnotes and bibliography.

Your research paper may deal with a watershed *issue*, e.g., slavery and Emancipation Proclamation in 1863; postwar reconstruction of American society in 1919; racism and social justice; Civil Rights Movement; Americanism; “separation of church and state”; religious freedom; slavery and the American bishops.

You may choose to focus on a particular *theme*, e.g., immigration; religious diversity; immigrant and racial minorities; acculturation and native Americans; African American; sexual abuse scandals; authority in the Church; collegiality and roles of laity, especially women in parishes, spirituality of Black Catholics, Latinos, or Poles; new sects and movements in America; episcopal leadership and restructuring of dioceses; Polonia and New Evangelization.

Some may choose to learn more about a particular *person or ecclesiastical institution*, e.g., Our Lady of Guadalupe, Bishop Frederic Baraga, Fr. Cyprian Davis, OSB, African American church historian, Bishop Paul Peter Rhode, first founder of Polish priests association, Polish American Fraternalists, ; Edward J. Moskal, Polonian activist, Walter Jagiello “L’il Wally,” musician, Mieczylaw Haiman, historian, journalist, museum curator, Oskar Halecki, historian, initiator of Polish Institute of Arts and Sciences in America, Felician Sisters, Fr. Justin Rosary Hour, Fr. Wincenty Barzyski, initiator of Polish Roman Catholic Union of America, Fr. Wacław Kruszcza, first comprehensive history of the Polish experience in America, Fr. John Ryan, the labor priest, Issac Hecker, Americanist; Bishop Melczek’s Pastoral Letter on Racism, Saint Kateri Tekawitha, Dorothy Day, personal prelature (Opus Dei), diocese of Venice, St. Mary’s Parish in Parisville, MI, Mexican-

American Cultural Center (MACS), Polish American Priests Association (PAPA).

Students are required to *contact the professor no later than January 31, 2017* for an appointment to discuss the nature of the research paper, decide how many sessions may be necessary and what will be done in these sessions. The professor will assist the student in devising a timetable to follow as the research paper moves through various stages to completion.

THE TOPIC, OUTLINE AND BIBLIOGRAPHY FOR YOUR RESEARCH PAPER ARE TO BE SUBMITTED IN WRITING NO LATER THAN February 21, 2017 FOR APPROVAL BY THE PROFESSOR.

You are required to submit a rough draft of your research paper to Msgr. Frank Koper no later than April 4, 2017.

In preparing your research paper follow the guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, Seventh Edition (University of Chicago Press, 2007). The manual is available in the campus bookstore and Library. See *SS. Cyril and Methodius Catalogue 2015-2016*, p. 29ff. See also attached *SSCMS Guide to Student Academic Writing* and Handout on the *English Language Resource Center* to assist you in completing the assignment.

RESEARCH PAPER DUE: APRIL 25, 2017.

“Students are expected to maintain personal honesty and professional integrity in examinations, assigned papers, and research projects. Source materials and citations used in preparation of papers are to be indicated by proper documentation. Copyright laws should be honored when duplicating materials. Plagiarism and cheating are a breach of academic integrity. Violations in this area are considered a serious offense and may result in a failing grade and/or dismissal from the program.” *SS. Cyril and Methodius Seminary Catalogue 2016-2017*, p. 28ff.

Students are encouraged to offer comments and suggestions to the instructor at any time. After class hours, he may be reached via email at koperfb@sscms.edu or via telephone at (248)683-0317.

At mid semester, March 7, 2017 you will be asked to informally evaluate the course and methodology. An opportunity will be given at the end of the semester for written, formal evaluation of the course and instructional methods used.

Course Calendar, Thematic Outline and Reading Assignments

01/17/17 INTRODUCTION, COURSE SYLLABUS, AND REQUIREMENTS

Required reading:

H. Jedin. "Historiography, Ecclesiastical." New Catholic Encyclopedia, 1967:5-13.

E. R. Vollmar. "Catholic Historical Scholarship in the U.S." New Catholic Encyclopedia, 1967:3-5.

Recommended Reading:

Paula Kane. "Renewal and Transformation: The Historian as How-to Guide." U.S. Catholic Historian 25 (Spring 2007):69-78.

Gary Morton. "A walk through history." The Dialog (June 7, 2007):8-9.

01/24/17 WORKSHOP: RESOURCES FOR HISTORICAL RESEARCH – MEET IN ADAM CARDINAL MAIDA ALUMNI LIBRARY

Required reading:

Carey, "Colonial Catholicism: 1492-1840," pp. 1-15.

Mark Massa, S.J., editor, with Catherine Osborne. American Catholic History: A Documentary Reader. NY: New York University Press, 2008. "Frontiers and Encounter:" #1, #3, #5.

Recommended reading:

A.S. Tibesar. "Missions in Colonial America, I (Spanish Missions)." (See 1. Mission System.) New Catholic Encyclopedia 1967:944-946.

J. F. Bannon. "Missions in Colonial America, I (Spanish Missions)." (See 4 Borderlands.) New Catholic Encyclopedia, 1967:956-964.

J.Q. Feller. "Missions in Colonial America, III (French Missions)." New Catholic Encyclopedia, 1967:967-971.

T.O. Hanley. "Missions in Colonial America, IV (English Missions)." New Catholic Encyclopedia, 1967:971-974.

01/31/17

SEMINAR ON HISTORICAL RESEARCH

Required reading:

Patrick W. Carey. The Roman Catholics. Westport, CT: Praeger, 1996:173-181, “Bibliographic Essay”.

Patrick W. Carey. Catholics in America: A History. Updated Edition. NY: Rowman & Littlefield Publishers, Inc., 2008:247-253, “Chronology”; 201-202, “Biography of John Tracy Ellis”.

Recommended reading:

J.L. Morrison. “Shea, John Dawson Gilmary.” New Catholic Encyclopedia 1967:167. [Historian, co-founder and first president of U.S. Catholic Historical Association (1884); noted for careful scholarship, reliability, and bibliographical diligence]

C. Barry. “O’Gorman, Thomas.” New Catholic Encyclopedia 1967:659-660. [Professor of church history at CUA; wrote *A History of the Roman Catholic Church in the United States* (1895), a summary of the original research of John Gilmary Shea]

N.H. Minnich. “Ellis, John Tracy.” New Catholic Encyclopedia 2003:169-171. [Priest-professor of church history at CUA and U of San Francisco; *dean of American Catholic church history*; published two-volume life of James Cardinal Gibbons, setting new standards for clerical biographies; managing editor of *The Catholic Historical Review*]

MAKE APPOINTMENT TO DISCUSS RESEARCH PAPER

02/07/17

MISSION CATHOLICISM: 1492-1840; SPANISH, FRENCH, AND ENGLISH PRESENCE IN THE NEW WORLD

Topic, Outline, and Bibliography for research paper due!

DVD: Part 1: “The New Land” – Spanish, French, and English explorations and settlements in America. Early missionary efforts.

Required reading:

Carey, “A Free Church in a Free State: 1776-1815, pp. 17-25.

Massa, #9, #10, #12, #51

James S. Pula, "Polish American Catholics: A Case Study in Cultural Determinism" in *U.S. Catholic Historian*, pp. 1-19.

02/21/17

THE AMERICAN REVOLUTION AND ORGANIZATION OF A CHURCH: 1776-1815

DVD: Part 2: "Days of Revolution" – War of Independence and Catholic attitudes toward the war

DVD: Part 3: "A National Church" – John Carroll and formation of the Catholic Church in America

DVD: Part 4: "A Beginning on the Coast" -- Missionary achievements and early days of Catholicism in the Northwest"

Required reading:

Carey, "'Internal Conflicts, Nativism, and Immigrant Catholicism: 1815-1866", pp. 27-46; "Reconstruction and Expansion: 1866-1884", pp. 47-54; "Carroll, John," pp. 192-193.

Massa, #14, #16, #17, 35

John Radzilowski, "A Social History of Polish American Catholicism," in *U.S. Catholic Historian*, pp. 21-43.

Recommended reading:

A.M. Melville. "Carroll, John." New Catholic Encyclopedia, 1967:151-154.

J.T. Ellis. "United States of America." (See 1. Age of John Carroll, 1789 to 1815.) New Catholic Encyclopedia, 1967:425-429.

TOPICAL OUTLINE & BIBLIOGRAPHY DUE

03/07/17

CRISES AND IMMIGRANT CATHOLICISM: 1815-1866

DVD: Part 5: "Moving West" – Settlement and evangelization of America's Midwest and far West"

DVD: Part 6: "Contributions of Religious Sisters" – Industrialization in America's East and role of religious sisters in education and welfare work

DVD: Part 7: “American Nativism” – Emergence of anti-immigrant/anti-Catholic mentality before the Civil War

DVD: Part 8: “War and Conflict” – Slavery and Civil War, and how each affected Catholics

Required reading:

Carey, “Americanism: 1884-1899,” pp. 55-66.

Massa, #19, #20, #21, #36, #52, #53, #54, #55

Dorota Praszalowicz, “Polish American Sisterhood: The Americanization Process,” in *U.S. Catholic Historian*, pp. 45-57.

Recommended reading:

J.T. Ellis. “United States of America.” (See 2. Church of the early immigrants, 1815 to 1866.) New Catholic Encyclopedia, 1967:429-434.

R.F. McNamara. “Trusteeism.” New Catholic Encyclopedia, 1967:323-325. (See also, Index in New Catholic Encyclopedia, Volume XV, 1967:929.)

03/14/17

TOWARD AMERICANISM: 1866-1899

DVD: Part 9: “The Golden Door”—An overview of the great emigrations to the United States in the 19th c.

DVD: Part 10: “The Immigrant Church”—How the Catholic Church accommodated its new immigrant members. Special attention is given to working conditions and the labor movement.

DVD: Part 11: “The Americanizers”—How some segments of the Church embraced 19th c. American optimism and urged coming to terms with democratic ideals

Required reading:

Carey, “Catholicism in the Progressive Era: 1900-1920”, pp. 67-77.

Massa, #56, #57, #37

Stanislaw Hajkowski, SChr, “Father Justyn and The Rosary Hour,” in *U.S. Catholic Historian*, pp. 59-82.

Recommended reading:

T.T. Mc Avoy. "Americanism." New Catholic Encyclopedia, 1967:443-444.

J.L. Morrison. "American Protective Association." New Catholic Encyclopedia, 1967:442.

J.T.Ellis. "United States of America." (See 3. Immigration at High Tide, 1866 to 1908). New Catholic Encyclopedia, 1967:434-443.

03/21/17

PROGRESSIVE ERA CATHOLICISM: 1900-1920

DVD: Part 12: "Conservative Reaction to the Americanizers"—Conflicts between German and Irish Catholics in America; beginnings of Roman control over the American Church

DVD: Part 13: "Conservative Triumph"—Americanism and Modernism and how they affected Catholic life in the United States
Read:

Required reading:

Carey, "The Roaring Twenties, The Depression, and World War II: 1920-1945", pp. 79-92.

Massa, #38, #39, #58, #59

Thaddeus C. Radzilowski, "Father Joseph Dabrowski, the Orchard Lake Schools and Shaping Polish American Catholicism," in *U.S. Catholic Historian*, pp, 83-107.

Recommended reading:

J.T. Ellis. "United States of America." (See 4. Maturing Catholic Community, 1908 to 1965.) New Catholic Encyclopedia, 1967:443-448.

03/28/17

ALIENATION AND ACTIVISM: 1920-1945

DVD: Part 14: "State of Siege"—Intellectual and cultural life in the era of the brick and mortar Church

DVD: Part 15: “A New Social Consciousness”—American response to Pope Leo XIII’s social encyclicals; Activism in the Church in the 1930s

DVD: Part 16: “Missionary Outreach”—Resurgence of Catholic evangelism, both domestic and foreign, in the first half of the 19th c.

DVD: Part 17: “West Coast Culture—Always Changing”—Cultural diversity on the West Coast creates a unique culture

Required reading:

Carey, “Catholicism in the Cold War: 1945-1965”, pp. 93-114.

Massa, #22, #23, #24, #28, #29 #40, #41, #42, #43, #44, 60, #61

Recommended reading:

M. Carthy. “United States of America.” New Catholic Encyclopedia, Volume XVII, Supplement: Change in the Church, 1979:681-684.

04/04/17

COLD WAR CATHOLICISM: 1945-65

DVD: Part 18: “The Ghetto Collapses”—John Kennedy, Vatican II, and the renaissance of the 1960s

DVD: Part 19: “The Changing Parish”—Transformation of the local parish community; the liturgical movement, the catechetical movement, and new forms of ministry

DVD: Part 20: “Witness in American Society”—Vietnam and the abortion issue lead the Church to discover a new sense of separateness

Required reading:

Carey, “Post-Vatican II Catholicism: 1965-1990”, pp. 115-140.

Massa, #25, #26, #31,#32, #33, \$45, #46, #48,#49, #69

ROUGH DRAFT OF RESEARCH PAPER DUE

04/18/17

REFORM, PLURALISM, AND CONFLICT: 1965-1990

DVD: Parts 21 and 22: “Achievement and Conflict”—Catholicism, especially in social justice, challenges America. Growing tension in the Church in the United States

Required reading:

Carey, “Troubled Times: 1990-2003”, pp. 141-170.

Massa, #34, #50, #62, #63, #64, #65

04/25/17 **CRISES: Sexual Abuse of Minors by Clergy & Financial Misconduct 1990-2016**

Required reading:

Carey, “Pope John Paul II to Benedict XVI: 2003-2007”, pp. 171-182.

FINAL DRAFT OF RESEARCH PAPER DUE

05/02/17 **FINAL EXAM – DEO GRATIAS!**

Grading Criteria:

Student’s final grade will be computed on the following basis: assigned reading and participation in discussion – 15%; quizzes – 25%; topical outline and research paper bibliography – 10%; research paper – 25%; and final examination – 25%. The course will be graded using the traditional letter grade. Due dates indicated in “Course Requirements” above.

The following grade scale is published in the Catalog.

Grade Interpretation

Grade	Honor Points	Percent	Interpretation
A	4.0	100-94	Exceptional/Outstanding performance
A-	3.7	93-90	Superior
B+	3.3	89-87	Very Good
B	3.0	86-83	Good/Graduate level performance
B-	2.7	82-80	Average
C+	2.3	79-76	Below Average/Below graduate performance
C	2.0	75-70	Minimum Acceptable
C-	0	69 and below	Fail
F	0		Failing - In Pass/Fail courses no honor points
P	0		Passing - In Pass/Fail courses; no honor points
W	0		Withdrawal - No credit or honor points
I	0		Incomplete - No credit or honor points

Incomplete Grades - An Incomplete, “I,” grade is given in exceptional situations to a student whose course work has been satisfactory, but who because of illness or other unforeseen circumstances has been unable to complete all course requirements. The student must request the “I” from the instructor before the final

class of the course. *A Petition for an "I" Grade* is filed with the Academic Dean's Office and Registrar's Office. The work is to be completed no later than eight weeks from the end of the term. If an "I" is not removed by the final designated date, it automatically becomes an "F."

Drop/Add Withdrawal - A student may drop, add or withdraw from this course only after having complied with all the procedures outlined in the current Catalog. *(Not in Catalog with grades)*

General Guidelines: *These are taken from the Catalog or the Web site except where indicated*

Guidelines for Academic Study - Students are expected to devote at least 2-3 hours of study per week, per credit. A normal reading load is about 500 pages per credit and research writing of about 5 pages per credit.

Standards for Written Assignments - Class assignments must be submitted electronically and in hard copy, unless otherwise indicated by the instructor, and proofread for proper grammar, spelling, punctuation, and form. In preparing research papers requiring documentation, students are to follow the guidelines in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, (latest edition). The manual is available in the Campus Bookstore and Library. Students are required to reference the *Student Writing Guide* posted on the Seminary Web Site. The Writing Center is available to aid students in preparing written and/or oral assignments. *To this may be added any requirements of the professor mandating use of the Writing Center,*

Disabilities Accommodation – Students enrolled in this course who have documented disabilities should contact the professor at the first class session. Reasonable accommodations will be made to ensure that students with disabilities have access to course materials and interaction in modes in which they can receive them. *(Should be added to the Catalog)*

Class recording – Prior permission to record class lectures must be obtained. A signed affidavit may be required. Consult the professor before any recording takes place.

Class Attendance – Seminarians are required to be punctual and regularly in attendance at class sessions. Non-seminarian students enrolled in online courses may choose, at their discretion, to attend classes in person or online in real time or time shifted. At the opening of a term, instructors will inform students of any specific policies governing attendance. Frequent absences may result in an academic penalty and/or failure in the course. Students should confer with the instructor concerning foreseen absences.

Inclement Weather - Students are expected to exercise good judgment and precaution in determining the safety of travel from their areas. Classes that have resident faculty and students exclusively will meet.

Academic Integrity - Students are expected to maintain personal honesty and professional integrity in examinations, assigned papers, and research projects. Source materials and citations used in the preparation of papers are to be indicated by proper documentation. Copyright laws should be honored when duplicating materials. Plagiarism and cheating are a breach of academic integrity. Plagiarism is defined as: “to steal and pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source: to commit literary theft: present as new and original an idea or product derived from an existing source” (*Webster's New Collegiate Dictionary 9th ed*, Springfield, MA: Merriam, 1981, p. 870). Violations in this area are considered a serious offense. If a student is suspected of plagiarism, the following procedure is to be followed:

1. When the instructor *suspects* a student has plagiarized an assignment, the instructor may confront the student.
2. If the instructor has *evidence* that a student has plagiarized an assignment, the instructor should confront the student with the evidence. The student has an opportunity to explain what happened.
3. If the instructor is convinced that plagiarism has occurred, the instructor may suggest a course of action: e.g. rewrite the assignment and receive a grade or the student may take a “0” for the assignment and not rewrite the assignment.
4. The Academic Dean should be informed of the outcome of this discussion and a note will be placed in the student's file. The respective formation mentor is informed by the Academic Dean.
5. If there are repeated offenses, the student will fail the course.
6. The student who fails a required course must repeat it.
7. A student who plagiarizes or cheats consistently in the academic program will be dismissed from the program.
8. For dismissal from the academic program, a board consisting of the Rector, Academic Dean, the student's mentor, the faculty member(s) affected by the student's plagiarism and a faculty member of the student's choosing will be convened and a decision rendered. This decision will be communicated to the student by the Rector.

Cheating is defined as “to deprive of something valuable by the use of deceit or fraud; to influence or lead by deceit, trick, or artifice; to elude or thwart by or as if by outwitting <cheat death>*intransitive verb*: to practice fraud or trickery; to violate rules dishonestly <cheat at cards><cheating on a test> (“cheat.” Merriam-Webster Online Dictionary. 2010. Merriam-Webster Online. 5May2010 <http://www.merriamwebster.com/dictionary/cheat>). In short, “cheating is defined as the intentional act of breaking the rules, or attempting to achieve personal gain through fraud or deceit. With children, cheating usually refers to academic fraud,

such as copying answers from another student while taking an [exam](#), or breaking the rules in a game” (Dianne K. Daeg de Mott, Thomson Gale, Detroit, Gale Encyclopedia of Childhood and Adolescence,1998).

Examples of cheating in an academic setting include, but are not limited to:

- a. copying answers for an exam from another student;
 - b. writing out the answers to an exam beforehand and turning them in at the time of the exam;
 - c. obtaining the answers to an exam prior to the exam and using them during the exam in some way;
 - d. having another person take an exam or write a paper for you;
 - e. continuing to write answers to an exam after the time has expired (timed examinations);
 - f. obtaining copies of an exam or answer key to aid in studying for the exam or preparing an assignment;
 - g. passing notes to another student during an exam;
 - h. asking another student for help during the writing of an exam;
 - i. using another person’s paper, presentation, reflection, etc. and handing it in as your own work;
 - j. using electronic devices such as computers or mobile phones to obtain answers during an exam.
- (The term “exam” may be substituted with “quiz,” “paper,” or “presentation” as the case may be.)

Notice of Change The information in this syllabus is subject to change. The professor reserves the right to make any necessary changes.

Recommended Bibliography

- Badillo, David A. Latinos and the New Immigrant Church. Baltimore, MD: The Johns Hopkins Press, 2006.
- Baraga, Frederic. Short History of the North American Indians. Translated from the French and edited with an Introduction by Graham A. MacDonald. Calgary, Alberta: University of Alberta Press, 2004.
- Bridgers, Lynn. The American Religious Experience: A Concise History. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2006.

Carey, Patrick W. The Roman Catholics. Westport, CT: Greenwood Press, 1993. Includes biographical sketches.

Carey, Patrick W. The Roman Catholics in America. Westport, CT: Praeger Publishers, 1996.

Carey includes a basic *chronology* of the most important events in American Catholicism and a *bibliographic essay* that accentuates the most useful *research tools* for the study of American Catholicism and some of the more significant historical studies.

Carey, Patrick, W., Editor. Pastoral Letters and Statements of the United States Catholic Bishops. Volume VI, 1989-1997. Washington, DC: National Conference of Catholic Bishops/United States Catholic Conference, 1998.

Carey, Patrick W. Catholics in America: A History. Westport, CT: Praeger Publishers, 2004.

Carroll, Colleen. The New Faithful: Why Young Adults Are Embracing Christian Orthodoxy. Chicago: Loyola Press, 2002.

Chittister, Joan. "The Crisis of Apparent Normalcy." Concilium 3 (2005):76-83.

Crews, Clyde F. American & Catholic: A Popular History of Catholicism in the United States. Revised Edition. Cincinnati, OH: St. Anthony Messenger Press, 2004.

Davis, Cyprian. The History of Black Catholics in the United States. New York: Crossroad, 1990.

Davis, a Benedictine monk of St. Meinrad Archabbey in Indiana, was professor of Church history at St. Meinrad School of Theology and author of a high school textbook on church history. He has written many articles on Black Catholic history and spirituality, as well as on monastic history. Fr. Davis served as archivist for St. Meinrad Archabbey and for the National Black Catholic Clergy Caucus.

D'Agostino, Peter R. Rome In America: Transnational Catholic Ideology from Risorgimento to Fascism. Chapel Hill, NC: The University of North Carolina Press, 2004.

D'Antonio, William V., James D. Davidson, Dean R. Hoge, Katherine Meyer. American Catholics: Gender, Generation, and Commitment. Walnut Creek, CA: AltaMira Press, 2001.

D'Antonio, William V., James D. Davidson, Dean R. Hoge, and Mary L. Gautier. American Catholics Today. Lanham, MD: Rowman & Littlefield, 2007.

This book is fourth in a series of books written by scholars associated with the Life Cycle Institute at Catholic University of America. In a review essay by Andrew M. Greeley in *America* (August 13-20, 2007):30-32, Greeley states, "These volumes are essential tools for understanding the contemporary American church . . ." He claims the present book is a responsible and professional sociological exercise, the analysis is careful, the conclusions nuanced and the recommendations cautious. It is unmarred by ideology or anger. It should be read by anyone interested in a coherent picture of the church today or in questioning their own deeply held convictions.

Dolan, Jay P. The American Catholic Experience. New York: Doubleday & Company, Inc., 1985.

Dolan offers a new social and religious history of American Catholicism from colonial times to the present. See note below under Hennesey.

Dolan, Jay P. In Search of An American Catholicism: A History of Religion and Culture in Tension. New York: Oxford University Press, 2002.

Ellis, John Tracy American Catholicism. Chicago: University of Chicago Press, 1956; 2nd ed., rev. 1969.

Former professor of church history at Catholic University of America in Washington, DC, where he earned the distinction of "dean of American Catholic historians;" in his prolific works Ellis presented Catholicism within the general American political and social movements. He used his histories to advance the need for moderate reforms within the Church.

Ellis, John Tracy, and Robert Trisco. A Guide to American Catholic History, 2^d ed., rev. and enl. Santa Barbara, CA: ABC-Clio, 1982.

Ellis, John Tracy, ed. Documents of American Catholic History. Wilmington, DE: Michael Glazier, 1987.

Erdmans, Mary Patrice. "Polonia in the New Century: We Will Not Fade Away." Polish American Studies (Spring 2000):5-24.

Fisher, James T. Catholics in America. Religion in American Life Series. NY: Oxford University Press, Inc., 2000.

Fisher, James T. Communion of Immigrants: A History of Catholics in America. NY: Oxford University Press, 2000.

Froehle, Bryan and Mary Gautier. Catholicism, U.S.A.: A Portrait of the Catholic Church in the United States. New York: Maryknoll, 2000.

Gibson, David. The Coming Catholic Church: How the Faithful Are Shaping a New American Catholicism. New York: Harper San Francisco, 2003.

Gillis, Chester. Roman Catholicism in America. New York: Columbia University Press, 1999.

Greeley, Andrew. The American Catholic: A Social Portrait. New York: Basic Books, Inc., 1977.

_____. The Catholic Imagination. Berkley, CA: University of California Press, 2000.

Greeley examines the religious imagination that shapes Catholic lives by pointing to what is unique about the Catholic worldview and culture and how it is distinct from Protestantism; he provides a new perspective on the nature and role of religion in daily life for Catholics and non-Catholics alike.

_____. The Catholic Revolution: New Wine, Old Wineskins and The Second Vatican Council. Berkeley, CA: University of California Press, 2004.

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Videos/ DVDs:

Catholics/Americans. The Missionary Society of St. Paul the Apostle in the State of New York. Mahwah, NJ: Paulist Press, 1989. A-V VC BX 1406.2, .C37, pt. 1-6; A-V VC BX 1406.2, .C47 Study Guide.

The video, Catholics/Americans, narrates the story of the Catholic Church in the United States in twenty-two 15-minute programs. It is divided into six units which trace the development of the Church and the Catholic people chronologically from discovery through the first two hundred years of the nation's history. Study guide included.

Issac Hecker: Americanist. Catholic Life in America Series. Sparkhill, NY: Hallel Communications, 1993. BX 4705 .H4 18 1993.

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The Cypress Will Grow. Produced by John Geaney, CSP, Director, Intercommunity Telecommunications Project. Executive producer, Beverly A. Carroll, Secretariat for Black Catholics, NCCB, 1989. A-V VC BX1407 .N4 C9 1989 Discussion Guide.

In 1988, the National Conference of Catholic Bishops in the United States created a standing committee on Black Catholics, and a secretariat to staff the new committee. The Committee and the Secretariat received two mandates: to keep the bishops abreast of the issues affecting this country's two million African American Catholics, and to spread the Good News to the 14 million unchurched African Americans. This video addresses both mandates. It offers a basic understanding of the African American Catholics' experience, addresses African Americans' concerns about the Church. The video is about creating a Catholic Church where everyone can feel at home. See *The Cypress Will Grow Discussion Guide* (Washington, D.C.: Office for Publishing and Promotion Services, USCC, 1989), a companion to the videotape.

A Passion for Faith: The Struggles of Black Catholics in America. United States Catholic Conference, Washington, D.C.

Host Avery Brooks (A Man Called Hawk) narrates the history of black Catholics from their arrival in Baltimore in 1793 to the development of the U.S. Bishops' national pastoral plan on black evangelization, *Here I am, Send Me.*

Mine Eyes Have Seen the Glory: a journey into the evangelical subculture in America. Gateway Films Video Vision, Worcester PA.

Part I: "America's Folk Religion;" Part II: "The Making of a Sub-culture;" Part III: "Coming of Age."

Host Randall Herbert Balmer traveled throughout the United States to uncover the richness, diversity, and energy of the Evangelical movement. The result is an intimate look at who are the Evangelicals, what they believe, what difference their faith makes in their lives, how they seek to protect their children from the corrupting influences of society, how they are trying to change the world, and emerging forms of Evangelicalism that suggest what their future may be like.

Sr. Thea: Her Own Story

Sr. Thea Bowman narrates the struggle of Black Catholics in America and highlights their contribution to Catholicism in the United States.

Journals Relevant to the Study of the History of Catholicism in the U.S.:

- **CARA Report, Center for Applied Research in the Apostolate(CPLI)**
- **Catholic Historical Review (CPLI)**
- **Church History (ATLA)**
- **Journal of American Ethnic History (ATLA thru the 1980s; InfoTrac)**
- **Immigration and Ethnic History Newsletter**
- **Journal of Hispanic/Latino Theology (CPLI/ATLA)**
- **Polish American Studies (CPLI)**
- **U.S. Catholic Historian (CPLI)**
- **Polish Heritage (www.polishcultureacpc.org)**
- **Polish American Journal (www.polamjournal.com)**