D0265

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Pheo 124 Lecture 13.1

5th component of Luman good: au Hentic Rligion

- 1. Faith and beliefs.
- 2. The problem of tod at the every day level.
- 3. Religious conversion.

1. a. To transform modern culture = to transform meanings & wakes by wh. Jumph him.
How? By promoting outher ticity.

Which is? In fast, morel conversion.

8. Meanings + values = beliefs, in large part.
Problem w. beliefs today?

Why especially acute for Catholies? What clues are offered in BTI?

(next page)

## A NOTE ON "PUTTING IT IN YOUR OWN WORDS"

RE: the writing and grading of papers for Theo; 128, Spring '77

This handout is intended to explain the purpose of the weekly short papers which you are asked to write for this course. Hopefully it will prove helpful to you when you sit down to write the papers, and when you look over the grades you'll find on them when they're given back.

we will be reading nine essays by Bernard Lonergan in the course of the semester, one each week, and we are asking you to write a 1-12 page essay on seven of those nine essays. You are free to choose the seven which you find most intriguing (or, to leave out the two you found least intriguing) with the exception of the following three: "Belief, Today's Issue", "Theology in its New Context," and "The Subject". An essay is required for each of these.

The short essays are meant as mm exercises in helping you to collect your thoughts about the various individual essays. The basic idea is for you to put in your own words the major points raised in the essay at hand. Ezzhxwenkxwexwii As an aid to help you focus on the points that are major, we will usually formulate a question or two, to be handed out a week before the paper is due, towards w (one of) which your essay is to be directed. In your own words, then, you will address the question which is asked of each essay. Now there are several ways of putting something in your own words-one is to simply write Lonergan said "...'" followed by a quotation of the relevant passages, course that is not much better than copying. One step above this is paraphrasing. For example, many of you, in your essays on the Vatican II document, patterned your paragraph structure after the numbered paragraph structure in the document, paraphrasing the content of each as you went along. Now at this level of writing you are certainly putting the document's thought in your own wrds, but you are still simply repeating, for the most part, the contents of the document. If someone came along and asked you, "Now just what did that document say?," you would have no choice but to read him your entire paraphrase! -- since your paper doesn't man say what the Council members were trying to get at. it only repeats khminimum distant although in different words, their thought.

A much better way of putting something in your own words is to ask yourself the quetion, "Now just what is this essay saying?"--and answer it, in a brief, clear, concise essay. This usually involves isolating a dominant theme in the work at hand taxe. (for example, a major theme of the Vatican II document seems to be the conception of modern kkmmxxx world as one in which sees rapid material progress without a correspondingly rapid spiritual growth) and organizing your essay around that theme, interpreting other themes and issues raised in the work in the light of this theme (for example, the document makes a point of also characterizing

The. 128 Lecture 12.t

Questions:

(\* 1) Do you see any solution to this in BT 1? (faith & expressions).

(2) What would you suggest? (To beneath expressions to faith, find new ways of expressing faith).

\* 3) Chies:

Ow. of how we know God + about God? Cou't be by modern sei--why? -- but doesn't mean You connot be prown at all. (15)

Beliefs are in humans, faith is in 401 (967.)

who has entered into the division of labor

by wh. men come to know, and value, or

has done so in a unique way (97) -- how?

Adaptation in religion is more in form & structures.

Than in content (97)

-- fremouter to inner reality of religion

- 4) What is inner reality of religion?
- 5) Religious ev + moralev
- 6) Theigeness of Christianity

4. p. Tiet residio Maria i del estrado acidades conditions ses conditions ses contribute torible development of more means and the Trans is the control from all vice corders against that is die product of these these conditions:

Elitar granding y

2. How to the exalogies with general dustions of section sense differ from those of loris un aciemes?

5. Contin tame is also said to differ from science in:

a. its vierpoint and ideal

U. its language

e, the plane of reality engianced by com or sense meaning

. the questions common sense will entertain.

English shek didiference.

4. Sugara and common nemae are mutually oxclusive and one must choose between then. I four or felse and mo?

Mind. The All Longaran mean by the differentiations of common sense?

## W. Gerron Sense

- 1, 19, 18% "There is, then, a subtle ambiguity in the apparently vident statement that propon sense relates things to us." Explain.
- 2. Wattern of excendence:
  - A. We is it ebatement to speak of a sensation? What two elements are always ogneomitant with a sensation?
  - The is a pattern of experience? What is its determinant feature?
  - c. If that way is the notion of a pattern of experience the result of an innisht?
- 3. Biological nations of experience:
  - Had does insight grasp in certain patterns of experience to give rise to the motion of a biological pattern of experience?
  - the does the notion of the biological pattern take us beyond behaviorism? be ead a narrow wesitivism?
  - Windows the motion not violate the canon of parsimony?

  - between the notion of the pattern not, however, violate the canon of selection? The nove importantive characterization of the biological pattern of experience is to be desined by comparing animals and plants." (183) What do animals and plants have in common? How is this common element supplemented in the animal by a biological pettern of expanience peculiar to animal life? When does the biological pattern energe, and for what purpose?
  - A. What is entroversion? clementary experience? the confrontational element of consciousness? the elementary object? the elementary subject?
- Assthatia pattern of experience:
  - a. How does the aesthetic pattern differ from the biclomical?
  - The eart identical with the acathoric partorn? What is the ribe of insight in ort? How does it differ from the role of insight in mathematics, science, ouni common-sense?

C. What is faith, as opposed to beliefs?

(inner reality ) religion)

discovery of God.

Problem: Low is God discovered in Luman life? to day?

A. AGMC deals with these problems. Your work esp. dealt w. discovery of

Jod in everyday life. L. deals w. 3 problem areas: Before coming to deal

. w. them ourselves, ear fair du tinctions have to be made clear:

a. difference betw. social 4 cultural

6. two levels of the cultural

e. religion y theology: for more we are talking about religion,
the every day level; lost fant of course will deal
w. superstructure, w. theology.

The problem of God at the every day level, at the lovel of mgs + values by which we hive:

a. Be reinterpretation of man and his world in modern which God is absent:

-- be gan in superstructure -- where? Enlightenment fhilosophy, makeral + human seiznes, history

- - fopularized at everyday level

-- what are some of the factors that we be involved in this modern suiterpretation? (what we saw in 12th part of course in se: modern science, listong. I of E., secular lumanism, attaism, broken images of man in social + behavioral reiences).

-- clear fr. Anne Me I's question: cut hue at everydy level is Mot from this of suttrivity as criterion

the modern world as a place of contradictions -- another theme -an example of which is the possession of an immense amount of technical know-how and equipment, in spite of which there is still much starvation, etc., and while is many even used for oppressive purposes. From the standpoint of the theme we have chosen as the one we will work with, the one which will be definitive, we can see imageiately that this situation is a resulst of a value system which is not as mature as the technology which it is directing -- that is, our spiritual growth has not kept pace with our material Note that this could have been workded the other way--We could have chosed the theme of contradifiction as our major theme. and understood the theme of immense material growth/meagre spiritual growth as a function of this theme. The point is, we do choose a theme, and use it to unify, to make sense out of, all the ofter points we bring up.). This way the paper says something in the end -- we truly say something in our own words, something all our own, a synthetic commentary. And it doesn't have to be long, either. In fact, its best when kept down to a page or two, made as up of two to four (about) tight, well-conceived paragraphs, which follow each other in logical sequence,

You should not be discouraged if your first few attemps don't quite make it. The idea is --we're practicing. In some manner of speaking, this should be an enjoyable task (although admittely) difficult). Read the essay through several times, one or two times quickly to get the general idea, not getting hung up on difficult spots, and then perhaps a third time more carefully, working over the places you found difficult. It is best to separate the readings from each other by a day or two. But write immediately after your careful reading. Of course this method is only a suggestion, a place to start from. You should feel your own way.

With the above in mind, grades were assigned the papers on Vatican II in the following way:

An A was given those papers which said something, which represented a synthesis of the material in the way explained above. Such synthesis is by its nature original work, shows a thorough amount of comprehension butressed by a good bit of reflection.

A B was given Lak those papers which for the most part were paraphrasing, and doing it correctly. Also receiveing B's were papers which tried to be wynthetic, but failed at the same time to raise all or most of the issues that were in fact raised in the document.

A C was given for those papers which paraphrased, but with no evidents structure grounding the attempt (not even the ordered paragraph sequence of the document), and which either paraphrased incorrectly, or failed to raise issues which the document in fat raised. Usually a C paper could be described as "vague".

A & D was given those few papers which had almost nothing in common with the document, reflecting a prefunctory or a non-existent reading of the text. No F's were given this time.

IF ANYONE FELLS THEY HAVE BEEN TREATED UNFAIRLY -- it is your responsibility to come talk about it. Please do.

-- what have been grob's in Church's dealing w. this reinterpretation?

a) classicism: cocaping history

Aristotelian Artinu I) science.

defensive reaction aget. moderne science

+ history bee. I) their anti-religious

orientation

6) now, the opposite: a mere swing of the pendulum -- what is d's recommendation?

aggiornamento -- which is?

a) dring a gement fr. claricism, in volvement in moderno culture. (thians have always here involved in the culture of their times, until today) b)-mot describing of the fact, but dring a generat fr. its himtations in a discrining discriminating way.

- Mot just acceptance of the fraunt, but actually its coils as well as of its good, and mecting coil with good by the found; the error, thus transforming coil into good (another velocer approximation to "the transf. of modern out ture - what we this mean?)

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- b. the frame formation of man's control over nature and a consequent reordering of society (114)
  - -- Me: mature -- technology, automation, built in obedescence, population explosion, increasing longuity
  - The society -- urbanisms, mobility, detached & functional relations, universal reducation (prolonged & continuing), increasing leisure & trevel, instantaneous information, perpetually available entertainment)
  - -- Tod appears an intruder, etc.
  - -- problem in Church's dealing w. this?

rigorously codified religious organization con't move us. times, cte., 114, integrism

- will God be absent from everyday modern culture if Church frees itself for this integrism? I've answer is "No."
- c. a new sense of Jower responsibility, 114 f.
  - -- a concern that can seem furely recular but only if religion is a blind traditionalism
    - - rere moral achievement, herois charity
  - -- Mod's presence is potential

but not just potential

"The Spirit of God is moving the learts of many and, in Paul Tilbick's ofhrese, whimate concern las grouped them." -> Treture of the ristienty.

the modern world as a place of contradictions -- another themet an example of which is the possession of an immense amount of technical know-how and equipment, in spite of which there is still much starvation, etc., and whiled is many even used for oppressive purposes. From the standpoint of the thems we have chosen as the one we will work with, the one which will be definitive, we can see kengakakek that this situation is a resulst of a value system which is not as mature as the technology which it is directing -- that is, our spiritual growth has not kept pace with our material growth. Note that this could have been worked the other way --We could have chosen the theme of contradifiction as our major theme, and understood the theme of immense material growth/meagre spiritual growth as a function of this theme. The point is, we do choose a theme, and use it to unify, to make sense out of, all the other points we bring up.). This way the paper says something in the end -- we truly say something in our own words, something all our own, a synthetic commentary. And it doesn't have to be long, either. In fact, its best when kept down to a page or two, made mx up of two to four (about) tight, well-conceived paragraphs, which follow each other in logical sequence.

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