

CE 3050 Catholic Social Teaching
Fall 2018 Mondays 12:40-3:30
Classroom: DSPT #2

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WELCOME

In this course, you will learn about the Roman Catholic Church's commitment to justice as essential to proclaiming the Gospel. It is an intensive study of the theological, philosophical, and historical development of the Catholic social vision and the sharing of this vision through teaching, witness, and pastoral services intended to address human needs throughout the world.

Course Description

This is a seminar course focused on the Roman Catholic social teaching as expressed in the encyclical tradition from Leo XIII to Pope Francis and the Regional Bishops' Conferences of the Catholic Church. The study will examine the development of Catholic social thought as it emerges from the reading of the "signs of the times" in light of sacred scripture, natural law, and virtue.

The course goals align with the Institutional Goals of DSPT and the GTU. See Appendix A for the list of these goals and the descriptions indicated by the superscript notations.

Course Goals: At the end of the course students will be able to:

1. *IG1; IO1,2; ThG1, 5; DivG1,3* Identify and Comprehend how human experience, scripture, reason, ecclesiology, and virtue informs the Church's vision of social justice.
2. *IG1; ThG2; DivG 2* Possess a good foundation of the Catholic Church's social teaching on economic justice, human rights, non-violence and peace, environmental justice in local, national, regional, and global contexts.
3. *IG1,2; IO2; ThG 5; DivG2,4,6* Investigate contemporary social justice concerns, offer critical analysis about these problems or crises, and argue for creative solutions to fully address these social concerns and the needs of communities affected by them.
4. *IG2; IO4, ThG 3; DivG 6,7* Discover ways that the Church social teachings can animate the formation of the faithful in their particular vocations in Church and society.
5. *IO3, ThG3; ThG4; DivG2* Develop a facility to articulate orally and in writing the Catholic Church's social justice theory and praxis.

Through Course Requirements*

1. *IO2; ThG2; DivG3* Attendance and Preparation of Readings for Classes (See Course Materials and Course Schedule below). Students will attend all class meetings. Each student will contribute each class to the discussions. Absences from these sessions will affect their final grade.
2. *IG2,IO3,4; ThG 2;DivG7* Group presentations. Students will participate in leading the class discussion. Each student will be assigned to one of four groups. These groups will offer presentations to the class.
3. *IO2, 04 ThG 3, Th G 5;DivG1,4* Weekly Essay/Report Writing
4. *IO4, ThG3, Th G 5;DivG1,3* Research and Writing on a Major Topic

*grading criteria of the above four items: To what extent does the student demonstrate that s/he (1) comprehends the main points of the readings by making connections between themes and ideas of the readings and the topic of the assignments; (2) presents understanding and comments in a clear and timely fashion both orally and in writing; (3) shows creativity or originality in presenting and applying the materials by linking the readings with life experience and social realities. **See below for details of these assignments.**

Academic Honesty: All members of DSPT are expected to maintain ethical standards of honesty in their academic endeavors. Conduct which is contrary to academic honesty is subject to disciplinary action. Such conduct includes any activity which is aimed at falsely representing academic performance, such as cheating, plagiarizing, completing course work for another, falsifying records or data, submitting work previously presented in another course (unless authorized)intentionally assisting another student in any of these activities, and all similar conduct (Details on this policy are on pages 16-17 of DSPT Student Handbook).

Course Materials: *Required Texts:* Prices do not include tax and shipping costs.

Himes, Kenneth R. (Editor). *Modern Catholic Social Teaching*. Georgetown: University Press, 2018. ISBN-13: 978-1626165144 \$32.74 **2nd Edition**

Holland, Joe and Peter Henriot, S.J. *Social Analysis: Linking Faith and Justice*
Maryknoll, NY. Orbis Books. 1980. ISBN-13: 978-0883444627. \$21.00

O'Brien, David and Thomas Shannon, *Catholic Social Thought Encyclicals and Documents from Pope Leo XIII to Pope Francis* 3rd Revised Edition. ISBN-13: 978-1626981997 \$24.75 (Or you can download the documents from Vatican Website (<http://www.vatican.va>))

Stiltner, Brain. *Toward Thriving Communities: Virtue Ethics as Social Ethics* ISBN-13: 978-1599826899. \$28.95.

Other Readings will be posted on Moodle Course Page

Resources for Encyclicals and Other Writings

<http://www.vatican.va> and <http://www.educationforjustice.org> and <http://www.usccb.org>

Recommended:

DeBerri, Edward (ed) *Catholic Social Teaching: Our Best Kept Secret*. New York: Orbis Books, 2004.

De La Torre, Miquel. *Doing Christian Ethics from the Margins*. Maryknoll, NY: Orbis Books, 2004.

Dorr, Donal: *Option for the Poor: A Hundred Years of Catholic Social Teaching*. Maryknoll, NY: Orbis Books, 1994.

Hornsby-Smith, Michael. *An Introduction to Catholic Social Thought*. Cambridge, UK: Cambridge University press, 2006.

Kasper, Walter. *Mercy*. Translated by William Madges. Mahwah, NJ: Paulist Press, 2014.

Massaro, Tom, *Living Justice: Catholic Social Teaching in Action*. (3rd Edition) Lanham, MA: Rowman & Littlefield 2016.

McDonald, Daniel. *Catholic Social in Global Perspective*, Maryknoll, NY: Orbis Books, 2010.

McKenna, Kevin. *Concise Guide to Catholic Social Teaching*. Notre Dame: Ave Maria Press, 2002.

Mich, Marvin L. Krier. *Catholic Social Teaching and Movements*. (Seventh Printing) New London, CT: Twenty-Third Publications, 2009

Munck, Ronaldo. *Globalization and Social Exclusion: A Transformative Perspective*. Bloomfield, CT: Kumarian Press. 2005

Pontifical Commission. *Compendium of Catholic Social Doctrine* United States Catholic Conference of Bishops, 2005.

Thompson, J Milburn, *Introducing Catholic Social Thought*, Maryknoll, NY: Orbis Books, 2010.

Course Requirements

Class Participation: (30 points)

- a. Attending EACH class session and speaking in EACH class session.
- b. Students will also participate in Group discussions and Presentations.

Class Writing (70 points)

Style: Follow Turabian Format. 12pt Times Roman Font. Double spaced. Use footnotes and include bibliography or works cited for each assignment

- a. Students will send via email weekly reflections on a question posted based on the scheduled readings. They are to be sent no later than Saturday evening of each week. These posts will vary from 500 word opinion essays to 750 word reflections on topic of class discussion to current events. In group sessions, students will compose a common essay as a report of the student discussions. These essays and reports will serve as a basis for the class agenda the following Monday. (30 or the 70 points)

b. TWO term papers. Paper One: Due October 29 and Paper Two: Due December 19

Paper One: Using our class readings in *Toward Thriving Communities*, address how the role of the family or the role of the school become critical partners in striving for social justice and cultivating social virtue. Use on the encyclicals or apostolic exhortations we have studied as a basis of your analysis and proposal. (15 of the 70 points) 5-6 pages/apx. 1,500 words. Due October 29

Paper Two: New Approaches to Social Justice Concerns. 10-12 pages/apx 3,000 words.
Due December 19

Topic A: Environment

Imagine you have been asked to edit a volume/book on environmental justice based on *Laudato si*. What types of chapters would you plan? What authors, or even faith traditions, would you solicit? Give an outline and rationale for your project (5-6 pages) . Then write your introduction. In your introduction give reasons for why Pope Francis' encyclical is the inspiration and basis for the book. (5-6 pages).

Topic B: Global Peace

Can the Catholic Church act as a broker for peace?

Based on the Church's reflection on non-violence and peace show how the Church's teachings might address a particular conflict present in our world today. How effective might the recommendations made by the whole Church and that of regional churches promote peace in these areas? What role do human rights and human rights conventions have in these suggestions? Using the current global migration crisis address how the "right to migration" critical to the promotion of peace.

READINGS AND ASSIGNMENTS

Catholic Social Teaching: A Vision, Commitment, and Witness

Week 1: September 10 Catholic Social Teaching: What Do We Mean by Vision?

Introduction: *Sharing about your program of study and understanding of how this course fits into your program. As you read the following chapters come to class prepared to discuss these questions: What is Catholic social teaching? What are the sources of this teaching?*

Himes, Intro. *Modern Catholic Social Teaching*

Stilner, Introduction and Chapter 1 in *Toward Thriving Communities*

Week 2: September 17 Catholic Social Teaching: Foundations

Himes, Scripture/Natural Law, Chapter 1 and 2

Stilner, Chapters 2 and 3

In class we will form groups to facilitate class discussions and group work.

Week 3: September 24: Catholic Social Teaching: Foundations

Himes, Chapters 3 and 4 Ecclesiology and Social Teaching

Holland and Henriot: *Social Analysis* Introduction, Chapters 1-2

Weeks 4, 5, and 6: October 1, October 8, and 15th: *World of Work and the Work of the World*

October 1

Documents: Vatican II, *The Church in the Modern World (Gaudium et Spes)*, 1965

Stilner, Chapter 4

October 8:

Encyclicals: Leo XII *On the Condition of Labor*, 1891, Pius XI: *Reconstruction of Social Order*, 1931;

John Paul II: *On Human Work*, 1981

Himes, Chapters 5, 6, 16.

October 15

Encyclical, John Paul II: *100th Anniversary of Rerum novarum(Centesimus annus)* 1991

In Our Times...Contemporary Problems concerning *Labor and Employment* (on Moodle)

Stilner Chapter 7

Mid-Term EVALUATION

Looking at the course thus far and our experiences of readings, discussions, and assigned writings

Weeks 7 and 8: October 29 and November 5: *Economic Justice as Just Development*

October 29

Encyclicals: Paul VI: *On the Development of Peoples*, 1967; John Paul II: *On Social Concern*, 1981

Benedict XVI, *Charity in Truth* 2009

Himes: Chapters 12, 17 and 19

November 5

Economic Justice (Part II) All Articles on Moodle

Local Realities and Responses: Reports from North America, South America, Africa, Asia

In Our Times...Contemporary Problems concerning *Development and Globalization*

Munck, Ronaldo, *Globalization and Social Exclusion*. Chapters 1 and 4 (on Moodle)

Weeks 9 and 10: November 12 and 19: *Human Rights and Just Peace*

November 12

Encyclical: John XXIII *Peace on Earth*, 1963

Statement of the Synod of Bishops, *Justice in the World*, 1971

Himes, Chapters 9 and 14

November 19

Documents: United States Catholic Bishops: *The Challenge of Peace and the Harvest of Justice is Sown in Peace*

Himes, Chapter 22

Non-Violence and Just Peace: Pax Christi Initiative and Regional Statements

Just Peace: <https://nonviolencejustpeace.net/>

African Synod of 2009

http://www.vatican.va/news_services/press/sinodo/documents/bollettino_23_ii_speciale-africa-2009/02_inglese/b30_02.html and articles located:

<http://sites.google.com/site/yesafricamattersorg/Yes-Africa-Matters/resources-and-upcoming-events/articles>

Recent Statements: War and Terrorism Global and Regional Struggles

(Readings TBA) website: <http://www.usccb.org/sdwp/international/warandpeaceind.shtml>

Week 11: November 26: *Integral Ecology and Care for Our Common Home*

Pope Francis: *Laudato si* (2015)

Himes, Chapter 20

Jadhav, Joseph (Jeewendra), S.J., “Catholic Social Teaching and It’s Application in Rural India” in *Catholic Social Teaching in Global Perspective*, edited by Daniel MacDonald (on Moodle)

Interfaith Leaders Statement on the Environment

<http://www.greenfaith.org/religious-teachings/islamic-statements-on-the-environmen>

Week 12: December 3: “*Ripped from the Headlines*” *Emerging Concerns*/ Ongoing Environmental Crisis, Immigration, Human Trafficking, and Racism

Topic: Immigration and Inter-cultural Challenges

I. Catholic Bishops of Mexico and United States

Strangers No Longer: Together on a Journey of Hope, 2003

Asian Bishops and Inculturation: <http://www.ucanews.com/html/fabc-papers/fabc-89.htm>

II. Recent Statements: Migration from Middle East to Europe

Topic: Human Trafficking

International and Regional Statements of Civil and Religious Groups

<http://www.usccb.org> and <http://www.humatrafficking.org> and <http://www.notforsale.org>

Munck, Ronaldo, *Globalization and Social Exclusion*. Chapter 5 “Gender and Global Inequality”

Topic: Racism

Documents: USCCB: *Brother and Sisters to Us*

<http://www.usccb.org/issues-and-action/cultural-diversity/african-american/brothers-and-sisters-to-us.cfm>

Topic: Environmental Crisis

Interfaith Leaders Statement on the Environment

<http://www.greenfaith.org/religious-teachings/islamic-statements-on-the-environment>

Week 13: December 10: *Catholic Social Teaching: Not a “Best Kept Secret”*

First Part: Finishing Material from December 3

Second Part: *Leadership and Vision: Future of Catholic Social Teaching*

Himes, Chapter 23

APPENDIX A

DSPT Institutional Goals and Program Goals

1. ^{IG1}Pedagogical Goal: Deep Learning

OUTCOMES

¹⁰¹ **Integrative Thinking:** the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.

¹⁰² **Intellectual Humility:** an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.

¹⁰³ **Self-Direction:** the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

2. ^{IG2}Vocational Goal: Collaborative Leadership

OUTCOMES

¹⁰⁴ **Ability to Collaborate:** expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized

As a philosophical and theological school we believe that at the end of this course students will have applied integrative thinking, cultivated intellectual humility, and maintained good self direction during the course of study. They will also acquire a solid foundation of the topics explored by this specific course and discover ways for the application of this knowledge through further research, teaching or pastoral care.

MA Theology Program Goals

ThG 1 Foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology);

ThG 2 Specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;

ThG 3 Ability to communicate this knowledge effectively through scholarly writing;

ThG 4 Ability to communicate this knowledge effectively through oral presentations and discussions;

ThG 5 Ability to integrate contemporary theological issues with the tradition of the Catholic Church, and where possible with the theological tradition of St. Thomas Aquinas.

Masters of Divinity Program Goals

DivG 1 Communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church through preaching, teaching, and writing;

DivG 2 Preach in a manner that is grounded in scholarly methods of biblical interpretation, and is doctrinally sound, pastorally focused, and rhetorically effective;

DivG 3 Analyze, assess, and critique theological perspectives through scriptural, historical, and systematic theological methods, and to assist others in doing the same;

DivG 4 Fulfill their responsibilities with the moral, intellectual, psychological, and emotional maturity that grounds vigorous discipleship of Christ and priestly service to others;

DivG 5 Lead a faith community in prayer, worship and theological reflection, centered on the Eucharist, respecting both the liturgical tradition of the Church and the pastoral needs of the local community;

DivG 6 Apply the principles of the moral theology of St. Thomas Aquinas to pastoral situations in general and confessional situations in particular;

DivG 7 Lead and work collaboratively with others in a just, charitable, and generous manner, respecting the relevant cultural, social, and ecclesial circumstances, all the while maintaining professional, ethical boundaries;

DivG 8 Foster Church communion, demonstrated through personal and liturgical prayer, regular observance, and life in community.

GOALS of GTU MA Program

The following goals are described on the GTU Website

GTU MA 1 Obtain a basic understanding of theological or religious studies as preparation for doctoral work or as an academic foundation or secondary school teaching, educational or social justice ministries, or religious leadership in non-profit sector

GTU MA 2 Engage in ecumenical and interreligious learning opportunities through respectful dialogue

GTU MA 3 Demonstrate their focused learning of a particular theological or religious concentration by producing a research project of high academic standards