

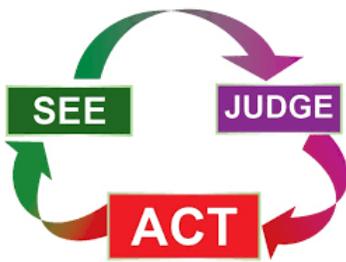
CE 3050 Catholic Social Teaching
Fall 2019 Mondays 12:40-3:30
Classroom: DSPT #3

DRAFT

Instructor: Sr. Marianne Farina, CSC
Dominican School of Philosophy and Theology
2301 Vine Street,
Berkeley, CA 94708
mfarina@dspt.edu

Office #205 Hours: Mondays 10-12:00 and by appointment

WELCOME



In this course, you will learn about the Roman Catholic Church's commitment to justice as constitutive to proclaiming the Gospel. It is an intensive study of the theological, philosophical, and historical development of Catholic social thought about justice and the sharing of this vision through teaching that guides actions directed towards meeting the need for justice in local, national, regional, and global contexts.

Course Description

This seminar course focuses on the Roman Catholic social teaching as expressed in the modern encyclical tradition from Leo XIII to Pope Francis and the Regional Bishops' Conferences of the Catholic Church. The study will examine how the Catholic Church's vision of social justice emerges from the reading of the "signs of the times" in light of sacred scripture, natural law tradition, and virtue formation.

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 ministry. The course goals align with these institutional and program goals (See Appendix A for the list of these goals and the superscript codes)

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

1. *IG1; IO1,2;ThG1, 5;DivG 2,3* Identify and comprehend how human experience, scripture, reason, ecclesiology, and virtue informs the Church's vision of social justice.
2. *IG1; ThG2;DivG1* 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; DivG 1,2* 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 1, 3* 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; DivG1* Develop a facility to articulate orally and in writing the Catholic Church's social justice theory and praxis.

B. Through Course Requirements (Details in section D)

1. *IO2; ThG2; Div4* 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; Div4* 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* Weekly Essay/Report Writing
4. *IO4, ThG3, Th G 5; DivG1,2* Research and Writing on a Major Topic

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).

Grading:

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. Also review Grade Valuations in Appendix B

C. 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

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.

D. Course Requirements

1. 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. During the semester each group will take responsibility for a class session. They will introduce and give an overview of the topic and lead the class discussion.

2. Class Writing (70 points)

a. Weekly Submissions:

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 Nov 4 and Paper Two: Due December 19

Style: Follow Turabian Format. 12pt Times Roman Font. Double spaced.

Use footnotes and include bibliography or works cited for each assignment

Paper One: Using our class readings in *Toward Thriving Communities*, how what is the role of the family or school in striving for social justice and cultivating social virtue. Use on the encyclicals or apostolic exhortations we have studied thus far as a primary resource for your paper. (15 of the 70 points) 5-6 pages/approximately 1,500 words.

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 USA or other places in the world. How effective might the recommendations made by the whole Church and that of regional churches promote nonviolence and 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. Be sure to include the encyclicals and material from class for your references—including the articles and newspaper material in your portfolio.

E. Readings and Assignments: Catholic Social Teaching: A Vision, Commitment, Witness

Week 1: September 9 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?*

Readings: Himes, Intro. *Modern Catholic Social Teaching* and Stiltner, Introduction and Chapter 1 in *Toward Thriving Communities*

Week 2: September 16 and September 23 *Catholic Social Teaching: Foundations*

September 16

Himes, Chapter 1

Articles on Moodle (Scripture)

September 23

Himes, Chapter 2. Natural Law

Stiltner, Chapters 2 and 3

Week 3: September 30: Catholic Social Teaching: Foundations

Himes, Chapters 3 and 4 Ecclesiology and Social Teaching

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

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

Weeks 4 and Week 5: October 7 and October 14 *World of Work and the Work of the World*

October 7

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.

Stiltner, Chapter 4

October 14

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

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

Week 6 and Week 7: October 21 and November 4 **Economic Justice**

October 21

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 and 17

November 4

Economic Justice (Part II)

Local Realities and Responses:

Reports from North America, South America, Africa, Asia

Mid-Term Evaluation

How is the class going?

What have been highlights? What needs adjusting?

Week 8 November 11: Environmental Justice

Pope Francis: *Laudato si* (2015); US Catholic Bishops *Renewing the Earth*

<http://www.usccb.org/sdwp/ejp/bishopsstatement.shtml>

Interfaith Leaders Statement on the Environment

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

Chapters from Thompson, Smith, De La Torre, and Jadhav

Week 9: November 18: Human Rights and Responsibilities

Encyclical: John XXIII *Peace on Earth*, 1963

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

Himes, Chapters 9 and 14

Week 10: November 25: New Social Justice Concerns

Himes, Chapter 20

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

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

Recent Statements: War and Terrorism Global and Regional Struggles

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

Domestic Terrorism: Recent Cases in USA.

Week 11: December 2: Emerging Concerns/ Immigration, Human Trafficking, Homelessness

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. Pope Francis Message for World Peace (2017)

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>

Topic: Homelessness

Case Studies and Research currently taking place in the Bay Area

Articles and cases on Moodle

Week 12: December 9: Catholic Social Teaching?

First Part: Finishing Material from May 4 Class

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

Himes, Chapter 21

Appendix A

Institutional 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

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 [communication] to communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church through preaching, teaching, and writing;

DivG 2 [evaluation] to analyze, assess, and critique theological perspectives and situations through scriptural, historical, systematic, and pastoral theological methods, and to assist others in doing the same;

DivG 3 [application] to apply Catholic teaching and theology, especially as exemplified by St. Thomas Aquinas, to pastoral situations, recognizing both the difficulties and the opportunities they present;

DivG 4 [collaboration] to lead and to 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 5 [Church-uniting] to foster Church communion, demonstrated through consistent dedication to community life, participation in prayer, and leading others in worship and theological reflection

**Appendix B
Grading Criteria**

This material was originally developed by Father Bryan Kromholtz OP. It has been revised for CE 3050 Catholic Social Teaching and CE 2003 Sexual Ethics Courses

A (4.0) Excellent B (3.0) Good C (2.0) Satisfactory D (1.0) Barely passing F (0) Failure

<u>Category</u>	Course standards Barely Passing	Course standards achieved Satisfactorily	Course standards achieved w/ Well (Good)	Course standards Achieved w/ Excellence
<p>Comprehension Demonstrate an appropriation of ALL the class materials</p>	Does not adequately draw from sources	Adequately draws from sources	Readily draws from a variety of sources	Consistently draws from a variety of sources
<p>Analysis Identifies Key Points/Principles and demonstrates accuracy concerning teachings</p>	Misses most of the important aspects of the topic.	Covers most of the important aspects of the topic.	Covers all the important aspects of the topic.	Addresses all the important aspects of the topic and adds creatively to the topic
<p>Synthesis Illustrates how these principles contribute to ideas and approaches to an in depth understanding of human sexuality.</p>	Not a thorough in appropriation of ideas and principles.	Adequate use of ideas and principles.	Offers good use of ideas and principles.	Demonstrates exceptional use of ideas and principles.

<p>Innovations /Creativity Draws from our class study and discussion to offer new insights and/or pastoral approaches to concerns about human sexuality, marriage and family.</p>	<p>Makes observations that betray a shallow or un-nuanced understanding.</p>	<p>Makes observations that indicate an adequate grasp of the topic.</p>	<p>Makes observations that show a keen grasp of the topic.</p>	<p>Makes observations that are particularly deep, penetrating, or nuanced.</p>
<p>Format</p>	<p>Incorrect, many mistakes</p>	<p>Correct, some mistakes</p>	<p>Correct, few mistakes</p>	<p>Excellent. No mistakes</p>
<p>Style</p>	<p>Poor/weak, redundant, too much use of passive voice and misuse of words.</p>	<p>Readable, some use of passive voice, good vocabulary</p>	<p>Good style and vocabulary</p>	<p>Superior style and vocabulary</p>