

# Catholic Social Teaching

Theology 2403-HON  
Fall 2007  
Fall 12:00-12:50  
Bellarmine 217  
Saint Joseph's University

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Office Hours: M, W, F,  
1:00-2:00 & by appointment

## Course Description

The Roman Catholic Church says quite a bit about personal moral issues. But Catholicism also has a great deal to say about what a good and just society should look like. This course is an opportunity to explore the Roman Catholic Church's understanding of the social world and its relationship to it. As a part of these explorations, we will examine such topics as the relationship between church and state, the purpose and nature of work, just wages and economic systems, and the role of lay Catholics. Throughout the course, we will also explore key themes that wind their way throughout Catholic social thought and assess their adequacy in helping us understand the root causes of social ills and envision ways of remedying them. Practically speaking, the course will approach Catholic social teaching through close reading of selected encyclicals, Episcopal documents, and Conciliar documents. These readings will be filled out with secondary readings that will help students understand key themes and historical context of the documents.

## Course Goals

You will:

- 1) read and understand the major documents of Catholic social teaching.
- 2) understand and be able to use the fundamental concepts of Catholic social teaching.
- 3) use these concepts to examine contemporary social issues and to build arguments for particular positions on these issues.
- 4) be able to reflect critically and charitably on the concepts and practices that flow out of Catholic social teaching.
- 5) respectfully engage in dialogue with others about the course material and the various cases we will encounter in class.
- 6) acquire an understanding of the historical development of Catholic social teaching.

This course has been approved as fulfilling partial requirements for the Faith-Justice Studies Minor. Faith-Justice Studies courses (1) engage students directly with the "sufferings of the poor" and explore the call, not only to serve them, but also to stand in solidarity with them, (2) invite students to analyze institutions and social structures and to question prevailing systems of thought or action that systematically contribute to modern-day social problems (poverty, racism, human rights violations, violence), (3) challenge students to consider existing social values and priorities in light of Gospel values and faith-based traditions of social justice, (4) present students with alternative models (social movements or schools of thought) that challenge current modes of thinking and provide creative steps toward social transformation, and (5) provide students with tools and approaches for acting as faithful citizens in a more just society.

Given the subject matter of the course, we will address these objectives regularly.

## Measures of Success

Overall, performance is considered in light of three key activities:

- 1) *comprehension* of the material: apprehension and understanding of the facts, terms and concepts in the readings and lectures
- 2) *analysis* of the material: ability to understand the structure of and relationship between the parts of a given text
- 3) *synthesis* of the material: ability to relate items of a given text or idea to other texts and ideas, creating new ideas in the process

Yet, having good ideas is not sufficient for success either in class or life. You must be able to communicate your ideas to others and work with others toward goals. As a result, you will also be evaluated in terms of your:

- 4) *contribution* to the classroom: ability to contribute one's comprehension, analysis, and synthesis to the overall community of learning in a charitable and respectful manner
- 5) *clarity* of communication: ability to communicate one's comprehension, analysis, and synthesis to the overall community of learning
- 6) *mechanics*: ability to communicate one's comprehension, analysis, and synthesis in standard academic English. It is expected that all written assignments will be free from errors of spelling, punctuation, and syntax when they are handed-in or posted to the web.

## Grading

If you do all of the work required in a class in an adequate and average manner, you deserve a grade of "C." Grades of "B" are given for "very good" work. Grades of "A" are given for "excellent" work. Grades of "D" are given for "poor" work. Using the categories above, the grades sound something like:

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|----------|--|
| <b>A</b> | excellent comprehension, insightful analysis, and creative synthesis of material<br>frequently makes invaluable contributions with:<br>clarity in spoken communication and no issues with mechanics in written work                                      |
| <b>B</b> | very good comprehension, solid analysis, and good synthesis of material,<br>frequently makes valuable contributions to class with:<br>clarity in spoken communication and no issues with mechanics in written work                                       |
| <b>C</b> | adequate comprehension, can do some analysis, beginning to synthesize material,<br>frequently makes contributions to class with:<br>some clarity in spoken communication and some issues in written work   |
| <b>D</b> | difficulty comprehending material, little analysis, little ability to synthesize material,<br>makes infrequent contribution to class or attempts to make contributions with:<br>little clarity in spoken communication and some problems in written work |
| <b>F</b> | difficulty comprehending material, no analysis, no ability to synthesize material,<br>makes no worthwhile contribution to class, either in written or spoken form  |

## Texts

Mich, Marvin L. *Catholic Social Teaching and Movements*. Mystic, CT: Twenty-Third Pub., 1998.

O'Brien, David J. and Thomas A. Shannon, eds. *Catholic Social Thought: The Documentary Heritage*. Maryknoll, NY: Orbis Books, 1992.

Two part course reader available at SJU Press.

At times, you will receive short readings via email. It is expected that you will print these documents out for reading and in-class use.

Henriot, Peter J., Edward P. Deberri, and Michael J. Schultheis. *Catholic Social Teaching: Our Best Kept Secret*. Maryknoll, NY: Orbis Books, 1994. (RECOMMENDED)

Raimes, Ann. *Pocket Keys for Writers*. Boston: Houghton Mifflin.

## Course Requirements

Midterm Exam	15 %
Final Exam	15 %
Preparation/Participation	30 %
Seminar Presentation	10 %
Issue Assessment Paper	30 %
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Total	100 %

**Midterm and Final Examinations** – 30% of final grade total (course goals 1, 2, 4, 6)

The exams will be comprised of short answer and essay questions. The exam is designed to let you show your comprehension, analysis, and synthesis of assigned readings, lecture material and conclusions of class discussions and activities. The final will be cumulative.

**Preparation and Class Participation** – 30% of final grade total (course goals 1, 2, 3, 4, 5, & 6)

The success of our work together in this class will depend upon the engagement of all students in the educational endeavor. This engagement can be seen most clearly in each person's pattern of preparation and participation.

Each person in the class will be expected to *prepare* daily readings and assignments so that she or he will be able to contribute to the discussions and class activities. Each person in class will also be expected to *participate* in class discussions and activities.

Typical opportunities for demonstrating *preparation* and *participation*: presentation of various assignments to a small group, participation in discussions of questions and issues in class, answering questions posed by the instructor (some on paper, "quiz style"), in-class writing assignments, evaluation of student presentations, etc. Good preparation and participation are characterized by mastery of comprehension, analysis and synthesis.

**Papers – 30% of final grade**

There will be two kinds of writing assignments in this course.

*Short Essays* – Included in preparation grade are several 1-2 page written assignments. These essays are designed to either (a) help you develop your skills at reading and interpreting primary texts or (b) accomplish particular tasks in the preparation of your major written paper for the semester. These assignments will be graded on a Pass/Fail basis, in accordance with whether or not you fulfilled the requirements of the assignment and executed the essay in a serious manner. Students will need to redo any failed short essay. These essays will include:

- 1) *Summary Essays (3)*: Summary of the key points of the papal document assigned for that day. (course goals 1, 2, & 4)
- 2) *Issue Identification*: Identification of a current social ethical issue that is of interest to you and very brief summary of several articles that describe the key aspects of that issue. (course goals 2 & 3)
- 3) *Paper Proposal*: Proposal for the content and argument of your Issue Assessment Paper. (course goals 1 & 3)

*Issue Assessment* – In this 10-12 page essay, you will have a chance to demonstrate your understanding of the course material, ability to analyze moral positions, and develop your own case on a particular issue. The *Issue Assessment* is an examination and evaluation of a contemporary social issue of your choosing in light of principles and documents of Catholic social teaching. In the paper, you will have to describe a world situation based on three print media sources, explain several key ideas of Catholic social teaching that speak to the issue at hand using the course texts as your key resources, analyze the situation raised in the news story using the ideas you have identified, and propose a viable remedy for the situation. More detailed information on the essay will be provided as the semester progresses. (course goals 1, 2, 3, & 4)

**Seminar Presentation – 10% of final grade (course goals 1, 2, 3, & 4)**

Each student will be responsible for running one class period in which he or she will engage students in an examination of the issue that he or she has chosen a topic for the Issue Assessment. Students will assign readings for the day, lead the discussion of the issue, and present the initial analysis of the topic. Students should be prepared to answer questions from other students. The presenter's fellow students will then provide written evaluation of the seminar and the direction of the project, noting successes and offering suggestions for improvement of the Issue Assessment paper and future presentations.

## Details on Writing Assignments

**Submitting Written Work** – All written assignments must be submitted to the instructor in two forms: 1) a paper copy of the essay must be delivered at the *start of class* on the day it is due, and 2) an electronic copy uploaded to the course site at Turnitin.com. If either copy is late, the paper is considered late and will be penalized accordingly. Your paper is not considered “handed in” until I receive both copies. The paper copy is for me to read, mark, and return to you. Final papers will not be returned to the student unless requested *before* it is turned in.

**Late Assignments** – Written assignments turned in late will be penalized a fraction of a grade per day late for the first three days (1 day = 24 hours). Late written assignments will not be accepted after the third day late.

**Citations** – The papers that we are doing are focused on building your document-reading skills and letting you demonstrate your insights into Christian ethics. I am mostly interested in your ideas. But, when you inevitably draw upon ideas from other authors, whether they are from our course readings your own research, all material taken from you use must be properly cited. Footnotes are the standard method for citing in Theology, but parenthetical styles are also acceptable. See a *Pocket Keys for Writing* for details on citations.

**Errors** – I expect your written work to be *free from errors in spelling, grammar, and mechanics*. It is very hard for me to understand your great ideas if I cannot read your text. Thus, if you have a lot of errors, your paper will be penalized. Having more than five errors in any written assignment will result in the reduction of the grade by one fraction of a grade (e.g. A+ reduced to A, B- reduced to C+, etc.). More than ten errors in any written assignment will result in the reduction of the grade by two fractions of a grade. More than fifteen errors will result in an “F” on the assignment. If you have particular difficulties with writing in English, please 1) discuss the situation with the instructor and 2) avail yourself of the resources of the Writing Center.

**Formatting** – Written assignments should be formatted according to some recognized standard format (e.g. Turabian, MLA, APA, etc.) If your particular college has a particular style manual that you use for writing assignments, please indicate this to me *before* you turn in any written work so that I know what you are trying to do. If it does not have a prescribed style manual, formatting for written assignments should follow the guidelines for format, grammar, and punctuation in the *Pocket Keys for Writing* manual, available at the SJU bookstore.

At a minimum, papers must be word processed, and turned in with 1 inch margins, double spaced, with page numbers, and using a standard serif font (like Times or Palatino) in 11 or 12 point size. Papers in cursive bold, or display fonts will be returned to the student with an F. Please put a cover page on your paper that has your name, the date, title, relevant class info, etc. *Do not* put your name on the other pages of your paper. Papers that are shorter than the required length will be penalized.

“Plagiarism is an academic crime punishable by academic death.”  
Lt. Roland Sharp, *Man of the House*

## Etcetera

- *Regarding Academic Honesty* – Work can be difficult and time consuming, but cheating and plagiarizing others' work is unacceptable. At a minimum, violations of the Academic Honesty Policy will result in the recording of a grade of "F" for the course. Violations of the Academic Honesty Policy will be reported to the Office of the Dean and could result in your expulsion from the University. You should familiarize yourself with the Academic Honesty Policy on pages 57-59 of the University Catalog.

- *Regarding Attendance* – Learning is a community endeavor. Each class period is important to your success in the course and the success of our community of learning. Simply put, you are expected to attend every class. If you miss three classes (1 week of class), your grade for the course will be lowered by a fraction of a grade. If you miss six classes (2 weeks), you will receive an "F" for the course. Not an "FA"—an "F".

The cause of the absence, if *very* serious, will be considered. But "having an excuse" does not guarantee that it will be considered serious enough to warrant being excused from the penalty for missing the class. The best way to ensure that you receive a participation grade is to be present and participate. Otherwise, be sure to see me *before* the absence.

- *Syllabus* – The master syllabus will be posted on the class Blackboard site. You will be informed of any changes that are made to the syllabus, and the changes will be reflected on the class site. The on-line syllabus is the master and definitive document. If there is a conflict between versions of the syllabus, the on-line syllabus takes precedence. Students will be alerted about updates to the course schedule in class and via e-mail. Updated course scheduled will be handed out by the professor as need be.

And, of course, the instructor reserves the right to make changes to the syllabus as the course progresses.

- *Blackboard* – Throughout the semester, various announcements and information will be posted on the course Blackboard site. You are required to be able to use the site.

- *Students with Disabilities* – For those who have a documented learning, physical or psychological disability who are requesting reasonable academic adjustments, you are encouraged to contact Services for Students with Disabilities, Room 113, Science Center, 610-660-1774 or 610-660-1620 early in the semester. If you suspect that you have an *undiagnosed* disability (learning, physical, psychological), please contact Services for Students with Disabilities to discuss this concern.

It is important to discuss instructional needs and accommodations with me in the semester. All requests for extended-timed testing must be discussed with me at a *minimum of one week prior to the date of each exam*.

## Catholic Social Teaching Course Schedule – Fall 2007 (v. 1)

		topic	read for class	due today
<b>1</b>	<b>m</b>	8/27	<b>Introduction to the Course</b>	
	<b>w</b>	8/29	<b>Sources of Catholic Social Thought</b>	Lisa Cahill, <i>Between the Sexes,</i> "The Sources of Christian Ethics," 4-7 (R) Bible passages
	<b>f</b>	8/31		Bible passages
<b>2</b>	<b>m</b>	9/3	<b>Labor Day</b>	No Class
	<b>w</b>	9/5		Richard Gula, <i>Reason Informed by Faith,</i> chapters 15 & 16, 220-249 (R)
	<b>f</b>	9/7		Gula, chapters 5 and 19, 63-74 & 283-297 (R)
<b>3</b>	<b>m</b>	9/10	<b>Social Theory Starting Points</b>	Mich – chapter 1 <i>Rerum Novarum</i> , ¶ 1-12, 18-19, 25-29, 34-35
	<b>w</b>	9/12		<i>Casti Connubii</i> – ¶ 1-43, 117-124 (R) Mich – chapter 3
	<b>f</b>	9/14	<b>Work &amp; Workers</b>	<i>Fast Food Nation</i> – chapter 8
<b>4</b>	<b>m</b>	9/17		<i>Quadragesimo Anno</i> Peter Maurin, "Blowing the Dynamite," "When Christ is King" (R)
	<b>w</b>	9/19		Aquinas - <i>Summa Theologia</i> , II-II, q. 66 (R)
	<b>f</b>	9/21		Hogan, <i>Credible Signs</i> , chapter 1 (R)
<b>5</b>	<b>m</b>	9/24	<b>Global Common Good</b>	Mich – chapter 4 (90-99) <i>Mater et Magistra</i> – paragraphs ¶ 27-177
	<b>w</b>	9/26		<i>Mater et Magistra</i>
	<b>f</b>	9/28		Jacques Maritain, "Person and Society," 47-89 (R)
<b>6</b>	<b>m</b>	10/1		Jacques Maritain, "Person and Society," 47-89 (R)
	<b>w</b>	10/3		Fr. John Ryan, "The Minimum of Justice: A Living Wage" 112-125 (R) Michael Novak, "The Bias Against Democratic Capitalism" 331-338 (R)
	<b>f</b>	10/5		Andrew Small, "Global Trade and the Common Good" Stephen Rowntree, "The Ethics of Trade Policy in Catholic Political Economy"
<b>7</b>	<b>m</b>	10/8	<b>"The Modern World"</b>	Mich – chapter 5, part 1 (119-133) <i>Gaudium et Spes</i> – ¶ 1-17, 23-45, 53-62
	<b>w</b>	10/10		Mich – chapter 4, part 2 (106-118) <i>Dignitatis Humanae</i> (R) <i>Nostra Aetate</i> (R)
	<b>f</b>	10/12	<b>Midterm Exam</b>	
				<i>Exam</i>

	<b>m</b>	10/15	<b>Fall Break</b>	<b>No Class</b>	
<b>8</b>	<b>w</b>	10/17		TBA	<i>Paper Proposal</i>
	<b>f</b>	10/19		➤ Issue Seminar Session	
	<b>m</b>	10/22	<b>Peace – Challenges and Demands</b>	<i>Pacem in Terris</i> – ¶ 46-59 Pope Pius XII, “True & False Democracy,” 78-89 and “Communism & Democracy,” 213-228 (R)	
<b>9</b>	<b>w</b>	10/24		<i>Challenge of Peace</i> – ¶ 55-141, 200-273 Gula, Chapter 18	
	<b>f</b>	10/26		➤ Issue Seminar Session	
	<b>m</b>	10/29	<b>Solidarity and Development</b>	<i>Populorum Progressio</i> – ¶ 6-80 Mich – chapter 6	
<b>10</b>	<b>w</b>	10/31		Sen, “Ends and Means of Development,” 34-53 & “Poverty as Capability Deprivation,” 87-110 (R)	
	<b>f</b>	11/2		➤ Issue Seminar Session	
<b>11</b>	<b>m</b>	11/5		<i>Sollicitudo Rei Socialis</i> – ¶ 27-45	
<b>11</b>	<b>w</b>	11/7		➤ Issue Seminar Session	
	<b>f</b>	11/9		➤ Issue Seminar Session	
<b>12</b>	<b>m</b>	11/12	<b>Love and Justice</b>	<i>Economic Justice for All</i> , ¶ 63-74 <i>Justice in the World</i>	
<b>2</b>	<b>w</b>	11/14		<i>Deus Caritas Est</i> (R) (focus on part 2)	
	<b>f</b>	11/16		➤ Issue Seminar Session	
	<b>m</b>	11/19		➤ Issue Seminar Session	
<b>13</b>	<b>w</b>	11/21	<b>Thanksgiving Break</b>	No Class	
<b>3</b>	<b>f</b>	11/23		No Class	
	<b>m</b>	11/26		<i>Medellin Documents: “Justice” and “Peace”</i> (R)	<i>Issue Assessment</i>
<b>14</b>	<b>w</b>	11/28	<b>The Voice of Latin America</b>	<i>Medellin Documents: “Poverty of the Church,” “Family &amp; Demography”</i> (R)	
	<b>f</b>	11/30		Archbishop Oscar Romero, “The Political Dimensions of the Faith from the Perspective of the Option for the Poor.” (R)	
<b>15</b>	<b>m</b>	12/3	<b>Speaking With the World</b>	<i>Aetatis Novae</i> (R), <i>Ethics and Advertizing</i> (R), & TBA	
<b>5</b>	<b>w</b>	12/5		Michael Novak, “The Creative Person” 211-37 (R)	
	<b>f</b>	12/7		<i>Fast Food Nation</i> – chapter 2	
<b>16</b>	<b>m</b>	12/10	<b>Women in Recent Catholic Social Teaching</b>	Mich – chapter 12, Part 2 (357-370) Pope John Paul II, “A Letter to Women” (R) Father Gerald Brown, “Dialogue Urged on Men’s Gifts and Concerns” (R)	
	<b>r</b>	12/15	<b>Exam (Preliminary Schedule)</b>	Thursday, December 13, 11:30 am - 1:30 pm	