



DOMINICAN SCHOOL OF PHILOSOPHY & THEOLOGY

2301 Vine Street,
Berkeley, CA 94708

CE 3050 Catholic Social Teaching

Fall 2023

Mondays 12:40-3:30

CLASSROOM #1

Instructor: Sr. Marianne Farina, CSC
510-883-2083
mfarina@dspt.edu

Office Hours: By Appointment



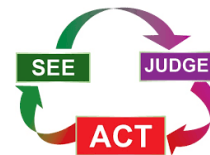
Synod
2021
2023

For a synodal Church
communion | participation | mission

WELCOME

In this course, you will learn about the Roman Catholic Church's 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 the Church's teaching that guides actions directed towards meeting the need for justice in local, national, regional, and global contexts.



commitment to

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 responds to the Gospel call to justice as it reads the "signs of the times" in the light of sacred scripture, natural law tradition, and virtue formation.

"We should try to live in such a way that if the Gospels were lost, they could be re-written by looking at us." Metropolitan Anthony of Sourozh,

Course Goals

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 their alignment with course goal. Subscript indicators align with list of goals in Appendix A)

1. *MaTh1,2;MDiv1,3;GTU1* Understand how human experience, scripture, reason, and ecclesiology, and virtue theory informs the Church's response to the Gospel call to justice.
2. *MaTh1;MDiv 2; GTU 2* Possess foundational knowledge of the Catholic Church's social teaching on economic justice, human rights, non-violence and peace, environmental justice as understood in local, national, regional, and global contexts.
3. *MaTh 4; GTU 3* Acquire skills to *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. *MaTh 3; MDiv 3; GTU 3* Develop a facility to articulate orally and in writing the Catholic Church's social justice theory and praxis.
5. *MaTh 4; MDiv 4* Identify ways that the Church's social teachings can animate the formation of the faithful in their vocations in Church and society.

We meet these goals through Course Requirements (Details in section D)

1. 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.

Every Class, Every Voice

2. 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. Weekly Essay/Report Writing
4. 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. See DSPT Student Handbook pp 26-28.

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. See Appendix B(Also review Grade Valuations in DSPT Student Handbook page 33).

C. Course Materials:

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

1. Bushlack, Thomas J. *Politics for a Pilgrim Church: A Thomistic Theory of Civic Virtue*. Grand Rapids, MI: W.B. Eerdmans Publishing), 2015. \$35.00 Kindle or Book ISBN-13: 978-0802870902
2. Himes, Kenneth R. (Editor). *Modern Catholic Social Teaching*. Georgetown: University Press, 2018. ISBN-13: 978-1626165144 \$32.74 **2nd Edition**
3. Holland, Joe and Peter Henriot, S.J. *Social Analysis: Linking Faith and Justice* Maryknoll, NY. Orbis Books. 1980. ISBN-13: 978-0883444627. \$21.00
4. 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>))
5. Pope Francis' recent encyclicals, *Laudato si* and *Fratelli Tutti*, or download a copy from the Vatican website. <http://www.vatican.va>

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>

Journals: *Society of Christian Ethics, Theological Investigations, Journal of Ethics, Ethics* (University of Chicago), *Journal of Ethics and Social Philosophy* [on-line]

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 two Group Presentations.

First: Regional Social Justice Concerns

Second: Animating Catholic Social Teaching for our Communities

2. Class Writing

- a. Weekly Submissions: Some will be papers handed in on Mondays. Other submissions will be in the form of a moodle post (30 points)

- b. Final paper. **Social Justice and the Church's Apostolic Mission**. Follow Turabian Format. 12pt Times Roman Font. Double spaced. Use footnotes and include bibliography or works cited for each assignment (3,500 words/apx. 12-14 pages, 30 points).

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? Give an outline and rationale for your project (4 pages). What authors, or even faith traditions, would you solicit and why? (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, argue for what you believe is the Church's role in conflict resolution. Use a conflict present in the USA or other places in the world as your case study. How effectively 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? Include the encyclicals and material from class as well as recent journal articles in your paper.

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

Week 1: September 11

Personal Introduction. *Share about yourself, your program of study and how this course fits into your program.*

Discussion: *Catholic Social Teaching: A Call for Justice & A Call to Synodality*

Gospel: Luke 4:16-23

Texts/Documents:

Synod of Bishops, Justice in the World, 1971

Himes, Chapter 14

Synod on Synodality (On Moodle)

Himes, *Modern Catholic Social Teaching*: Introduction

Bushlack, Introduction.

Week 2: September 18 Catholic Social Teaching: Foundations

Scripture and Natural Law as a Foundation for Right Practical Reason

Texts: Himes, Chapters 1 and 2

Document:

Pope Francis, *Fratelli Tutti*, Chapter 1 and 2

Social Justice and Human Flourishing: Who is my Neighbor?

Week 3: September 25 Catholic Social Teaching: Foundations

Ecclesial Action

Texts and Document

Himes, Chapters 3 and 4 Ecclesiology and Social Teaching

Gaudium et spes and Himes, Chapter 11

Bushlack, Chapter 1, *The Theological Challenge of Political Authority*

Week 4: October 2: The Virtue of Justice

Texts:

Bushlack Chapters 2 and 3, *Civic Virtue in Thomas Aquinas' Account of Virtue, A Passion for Justice*

The Encyclical Process as Formation in the Faith

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

Week 5: October 9: World of Work and Work of the World

Introduction to Topic and Film STRIKE

Texts and Documents:

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.

- a. Fostering Social Justice in the World of Work and Work of the World: A Theology of Work?
- b. Church's evolving message about Labor Rights and Social Concern

Week 6: October 16: World of Work and Work of the World

Contemporary Concerns on Labor and Employment

Posting of Journal and Newspaper Articles and Websites by each student

Checking in: *Synod on Synodality*

SEE Moodle Postings

Text and Documents:

Encyclical: Pope Francis: *Fratelli Tutti*, Chapters 3 and 5

Bushlack: Chapters 4 and 5, *Civic Virtue & Natural Law, Civic Virtue & Contemporary Political Philosophy*

Week 7: October 30: Economic Justice: Integral Development

Text:

Holland Chapters 3, 4

Documents:

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

Mid-Term Evaluation

How is the class going?

What have been highlights?

What needs adjusting?

Week 8: November 6: Economic Justice: Integral Development--Global Perspectives.

Group Presentations on Economic Justice (Part II). Local Realities and Responses:

Reports from North America, South America, Africa, Asia posted on moodle and then general discussion on zoom meeting.

What are the challenges for contextual economic development?

Week 9: November 13: Environmental Justice

Taking Root: Film about Wangari Mathai

Texts: Journal articles and essays on *Communal Environmental Justice in Global Contexts* (On Moodle)

Documents:

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/>

Week 10: November 20: *Human Rights and Responsibilities*

Film: *Pray the Devil Back to Hell*

Document and Texts:

Encyclical: John XXIII *Peace on Earth*, 1963 and Pope Francis, *Fratelli Tutti*, Chapters 6-7
Himes, Chapters 9

What s Religious Peacebuilding?

Just Peace: <https://nonviolencejustpeace.net/> and Essays on Moodle

Week 11 and Week 12: November 27 and December 4: New Social Justice Concerns: *Active Solidarity as a Virtue for Our Times*

November 27: *Emerging Concerns*

Documents:

Pope Francis' Encyclical *Fratelli Tutti* Chapter 4

Immigration and Human Trafficking

Catholic Bishops of Mexico and United States *Strangers No Longer: Together on a Journey of Hope*, 2003 <https://www.usccb.org/issues-and-action/human-life-and-dignity/immigration/strangers-no-longer-together-on-the-journey-of-hope> Asian Bishops and Inculturation: <http://www.ucanews.com/html/fabc-papers/fabc-89.htm> International and Regional Statements of Civil and Religious Groups <http://www.usccb.org> and <http://www.humatrafficking.org> and <http://www.notforsale.org>

December 4: *Emerging Concerns (continued)*

Racism: Materials on Moodle

Bushlack, Chapter 6, *Toward a Constructive Account of Civic Virtue & Public Rhetoric*

Week 13: December 11 *Future of Catholic Social Teaching*

Animating Catholic Social Teaching for Our Communities: Vision and Leadership

Group Presentation: Catholic Social Justice: No Longer the “Best Kept Secret”!

Himes, Chapter 21

Bushlack, *Conclusion*

Holland, *Conclusion*

Document:

Pope Francis' Encyclical *Fratelli Tutti* Chapter 8

Appendix A

DSPT Goals and Outcomes

Pedagogical Goal: Deep Learning. Motivated by a thirst for truth, the disciplined inquirer is a life-long learner who recognizes fundamental principles in each field of inquiry and applies them in creative or innovative ways to broader contemporary issues which are of importance to Church, the academy, and/or society. Disciplined inquiry includes the following characteristics:

- A1. 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.
- A2. 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.
- A3. 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.

Vocational Goal: Collaborative Leadership. A collaborative leader inspires within others the desire to realize the common good by articulating to academy or society a coherent vision rooted in the mission of the Church, all the while leading by example.

- B1. 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.

Abbreviations: IGA1-Integrative Thinking, IGA2-Intellectual Humility, IGA3-Self-Direction, IGB1-Ability to Collaborate

MATh – Exam Option: Goals

- 1. a foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (reflected in the required core areas);
- 2. a specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;
- 3. the ability to communicate this knowledge effectively through scholarly research and writing;
- 4. the ability to integrate contemporary theological issues with the tradition of the Catholic Church, especially with the theological tradition of St. Thomas Aquinas.

Abbreviations: MAThEG1-foundational RC knowledge, MAThEG2-specialized knowledge, MAThEG3-communication skills, MAThEG4-integrating RC & Aquinas & contemporary theology.

MATh – Thesis Option: Goals

1. a foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology);
2. a specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;
3. the ability to communicate this knowledge effectively through scholarly writing;
4. the ability to communicate this knowledge effectively through oral presentations and discussions;
5. the ability to integrate contemporary theological issues with the tradition of the Catholic Church, and where possible with the theological tradition of St. Thomas Aquinas.

Abbreviations: MATHTG1-foundational RC knowledge, MATHTG2-specialized knowledge, MATHTG3-writing skills, MATHTG4-oral communication skills, MATHTG5-integrating RC & Aquinas & contemporary theol.

MDiv Outcomes

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

Abbreviations: MDivO1-communication, MDivO2-evaluation, MDivO3-application, MDivO4-collaboration, MDivO5-Church-uniting

GOALS of MA Program

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

<u>CE 3050 Course Goals:</u>	<u>Activities/Measure Outcomes</u>
<ol style="list-style-type: none"> 1. Understand how human experience, scripture, reason, and ecclesiology, and virtue theory informs the Church’s response to the Gospel call to justice. 2. Possess foundational knowledge of the Catholic Church’s social teaching on economic justice, human rights, non-violence and peace, environmental justice as understood in local, national, regional, and global contexts. 	<p>Research and Study of Course Material</p> <p>Class Attendance and Regular Contributions to Class Seminar and Small Group Discussions</p>
<ol style="list-style-type: none"> 3. Acquire skills to <i>investigate</i> contemporary social justice concerns, offer critical analysis about these problems or crises, and <i>argue</i> for creative solutions to fully address these social concerns and the needs of communities affected by them. 4. Develop a facility to articulate orally and in writing the Catholic Church’s social justice theory and praxis. 	<p>Group Presentations on Social Justice Concerns in the Regions of Africa, Asia, and Latin America</p> <p>Weekly Essay-Paper and Blog Writing based on the focus question drawn from readings and current newspaper reports</p>
<ol style="list-style-type: none"> 5. Identify ways that the Church’s social teachings can animate the formation of the faithful in their vocations in Church and society. 	<p>Mid-Term Essay Justice and a Virtue and Social Justice as an Ideal</p> <p>Final Paper: Social Justice and Apostolic Mission Topics: A. Environment or B. Global Peace</p>

**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
Comprehension Demonstrate an appropriation of ALL the class materials	Does not adequately draw from sources	Adequately draws from sources	Readily draws from a variety of sources	Consistently draws from a variety of sources
Analysis Identifies Key Points/Principles and demonstrates accuracy concerning teachings	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
Synthesis Illustrates how these principles contribute to ideas and approaches to an in depth understanding of human sexuality.	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>