

CE604 – CRN123
Franciscan Spirituality and Ethics in the Digital Age
Fall Semester 2017

Prof: Martín CARBAJO NÚÑEZ, OFM
Fall Semester 2017 – Franciscan School of Theology
Tuesday 1:00 - 4:00 pm
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Course Description

This course will study some of the major ethical challenges and opportunities that Information and Communication technologies (=ICT) present today. The digital and mass mediated culture compels us to redefine the role of parents and teachers in accompanying the “mobile born” generations in the use of new media. Something similar can be said about the use of new technologies in running the parish and celebrating the liturgy. Besides this focus on the ethical use of new media in education and pastoral care, the course will also analyze some specific problems such as cyberbullying and exhibitionism in social networks. The analysis will be done from the perspective of the Franciscan Spirituality.

Some goals:

- Understand the relationship that exists between the use of ICT and being true to him/herself as a person
- To stimulate the moral imagination
- To develop the ability for critical analysis on the moral values involved in the use of ICT (reflection)
- To acquire the capacity of publicly sustaining a reasonable position while being open to dialogue and pluralism (argument)
- To strengthen the sense of moral responsibility (life)

Student Learning Outcomes

- Students will be expected:

- To become aware of the current relevance of the Franciscan Spirituality and Charism, being able to apply its values and principles to the use of ICT.
- To become familiar with the main documents issued by the Catholic Church regarding ICT and the basic truths, values and anthropology they propose.

- To understand how ICT shape our society and the challenges they create for ethics, identity, relationships and religion.
- To acquire a basic knowledge of the evolution of communication and be able to illuminate the ethical challenges of today with the reflection already made in earlier times.
- To offer constructive responses to ICT dilemmas in the light of the Franciscan Intellectual Tradition.
- To explore the possibilities of using the new ICT for Pastoral care, liturgy, and evangelization
- To participate appropriately and ethically in the new digital environment.

Required Texts:

1. QUINN, Michael J., *Ethics for the Information Age*, Pearson, Boston 2013 (7th edition 2016), ISBN-13: 978-0133741629 List price: \$106. The 6th edition will be also valid: List price: \$35, ISBN-10: 0133741621 (QUINN).
2. CARBAJO NÚÑEZ, Martín, *A free and fraternal economy. The Franciscan perspective*, Ed. Tau Publishing, Phoenix, AZ, 2017, 245 pages. ISBN 978-1-61956-564-7. List price: \$17.

Recommended:

3. SPADARO, Antonio, *Cybertheology. Thinking Christianity in the Era of the Internet*, Fordham Univ. Press, New York 2014 (*Spadaro*).
4. PONTIFICAL COUNCIL FOR JUSTICE AND PEACE, *Compendium of the Social Doctrine of the Church* (Available online - hereafter: CSDC)

Expectations

- Before the class

- The week before, a student will be assigned as leader to start the discussion for each document/commentary with a five-minute presentation.
- Students will be required to read the texts that will be the focus of discussions in the class.
- Students will come to class having read all the material assigned and having submitted a half a page written reflection on one of the required readings. Those materials indicated as “other readings (optional)” are recommended, but not required.

- Class Format:

- Every lesson will have two different sections: one will develop the topics indicated for the day in a systematic way; the second one will focus on the discussion of the aspects proposed by the readings.
- Consistently thoughtful and active participation in class is essential to the success of this course. Attendance is only a precondition for participation, not the measure of it.
- Students are expected to provide well-reasoned contributions to class discussions and be prepared to raise questions in response to the readings.

- Final exam:

- There will be a final exam that could be preceded by a mid-term.

Weekly assignments and written reflection

- You should not attempt to cover everything, but simply make one or two points that clarify some aspect of the reading and stimulate thought.
- You can follow these steps outlined by Richard Gula:
 - A) Identify the subject of the reading (just one brief sentence)
 - B) Critical Reflection:
 - 2) How does this article/unit affirm your present understanding of the topic. *In this article I relearned that ...*
 - 3) What new insight(s) did you gain from this article/unit? *I was surprised to learn that ...*
 - 4) What questions does this article raise for you? *I need to think more about ...*
 - C) Appropriation:
 - 5) Share an anecdote from your life that illustrates your experience with the insights of this article/unit. *I remember when ...*
 - 6) What would it be like to incorporate the insights from this unit to how I think and live? *If I act upon these insights ...*

- Students who have a disability requiring accommodation should contact the FST Title IX Coordinator (Garrett Galvin) or Assistant (Donna Foley).

Components of the Class (Evaluation procedure)

Participation	30%
Weekly Assignments	35%
Final exam	35%

Grading Scale

A	100-95%
A-	94-91%
B+	90-88%
B	87-80%

Course Outline & Schedule

September 5:

- 1. Course overview: Syllabus, course description and requirements
- 2. Evolution of communication: from oral to digital culture (part 1: to be continued in the following lessons)

September 12: (Lesson online: this week I will be lecturing in Colombia/Perú)

- 1. The Spirit of Assisi: Dialogue to face the current ethical challenges.
- “The Spirit of Assisi: the contribution by religions to peaceful coexistence in society:
 - See this video: <https://youtu.be/xZqGVLDiKYc> (50 minutes)
 - Text with footnotes (see)
 - Powerpoint presentation (see)
- Read:
 - JOHN PAUL II, “Pace con Dio creatore, pace con tutto il creato”, XXIII Giornata Mondiale della Pace 1990.
 - BENEDICT XVI, “Message to Bishop Domenico Sorrentino on the occasion of the 20th anniversary of the interreligious meeting of prayer for peace”, 2-09-2006, in *AAS* 98 (2006) 749-754.

September 19:

- **1. The Church and Internet**
- **2. Digital Age challenges**
- Read:
 - CARBAJO NÚÑEZ, Martin, «Digital Age Challenges and Consecrated Life», in *Studia Moralia* 53/2 (2015) 269-291.
 - PCSC, “Ethics in Internet”
- Other readings (optional):
 - PCSC, “The Church and Internet”
 - JOHN PAUL II, “Internet: A New Forum for Proclaiming the Gospel”

September 26:

- **1. Current relevance of the Franciscan spirituality and charism**

- Read:

- MCN 1-8, 39-42
- CARBAJO NÚÑEZ, Martin, “Current relevance of the Franciscan perspective”, in *Verdad y Vida*, 2017.

- Other readings (optional):

- OSBORNE, Kenan B., “A Scotistic foundation for Christian spirituality”, in *Franciscan Studies* 64 (2006) 363-405.
- The Internet: Between Theology and Technology (Spadaro 1-19)

October 3:

- 1. Science, technology and the Franciscan tradition
- 2. From oral to digital culture (part 3)

- Read:

- MCN 67-99
- CARBAJO NÚÑEZ M., “Franciscan contribution to the process of rationalization,” (that is the key factor of Modernity), in *Verdad y Vida*, 2017.

- Other readings (optional):

- PCCS, Pastoral instruction “*Aetatis Novae*” on Social Communications
- GRAY, Mark M. – GAUTIER, Mary L., *Catholic New media use in the United States*, Center for applied research in the apostolate, Georgetown univ., Washington DC 2012.
- “The Internet: Between Theology and Technology” (Spadaro 1-19)

October 10:

- 1. What is ethics? Introduction to Ethics in the Digital Era

- Read:

- MCN 67-68, 121-122
- QUINN cap 2: “Introduction to Ethics” and cap. 9: “Professional Ethics”
- USCCB, *Family Guide for using Media*

- Other readings (optional):

- Hacker Ethics and Christian vision (Spadaro 51-71)
- WHITTIER, David, “Cyber-ethics in the Googling Age”, in *The Journal of Education* 187/2 (2006) 1-86.
- VATICAN II, Decree *Inter Mirifica*

October 17 (Reading week)

October 24:

- 1. Pastoral and Evangelization in the Digital Age. The use of new technologies in liturgy
- 2. Mass Media theories: How information technology influences human behavior

- Read:

- Liturgy, Sacraments, and Virtual Presence (*Spadaro* 71-92)
- BENEDICT XVI, “The Priest and Pastoral Ministry in a Digital World: New Media at the Service of the Word”, (44th World Communications Day), 2010
- MURPHY, Debra D., “PowerPointless. Video screens in worship”, in *Christian Century* (July 25, 2006), 10-11.
- New Zealand Catholic Bishops Conference, On the use of Ipads, tablets, mobile phones etc in liturgy (1 page)

- Other readings (optional):

- PCSC, Pastoral instruction *Communio et progressio*
- JOHN PAUL II, “Internet: A New Forum for Proclaiming the Gospel”, 36th World Communications Day, 2002
- LABBO, Linda D., “What I learned about new literacies in Church”, in *Nera journal* 43/1 (2007) 8-14.

October 31:

- 1. What is authentic communication in the Digital Age?

- Read:

- CSDC n. 59, Gen 1.
- QUINN cap 3: “Networked communications”
- BENEDICT XVI, “Truth, Proclamation and Authenticity of Life in the Digital Age”, (45th World Communications Day) 2011.
- USCCB, “Social media guidelines”.

- Other readings (optional):

- PCCS, *Ethics in Communication*.
- “Social Media”, in VALKENBURG, Patti M. – PIOTROWSKI, Jessica T. *Plugged in*, Yale University Press, Yale 2017, 218-243.

November 7:

- 1. The paradigm of Freedom
- 2. Ethical principles to regulate the Media

- Read:

- CSDC n. 105-151 (The personalist principle)
- MCN 11-19, 42-46, 99-101, 122-132
- QUINN, cap. 7: “Computer and Network security”
- JOHN PAUL II, “Social Communications in the Service of Responsible Human Freedom”, (15th World Communications Day), 1981.

- Other readings (optional):

- BENEDICT XVI, “Social Networks: portals of truth and faith; new spaces for evangelization”, 47th World Communications Day, 2013.
- ROSEN, Christine, “Virtual Friendship and the New Narcissism”, in *The New Atlantis* 17 (2007) 15-31.

November 14:

- 1. Gratuitousness and the Way of Beauty
- 2. Communication techniques used by Christians along history

- Read:

- CSDC n. 185-191 (The principle of subsidiarity)
- MCN 20-26, 46-52, **132-137**
- CSDC n. 20-27
- Pope FRANCIS, “Communication and Mercy: A Fruitful Encounter” (50th World Communications Day), 2016

- Other readings (optional):

- Pope FRANCIS, “Communicating the Family: A Privileged Place of Encounter with the Gift of Love” (49th World Communications Day), 2015.
- BRITTON, Karla, *Constructing the ineffable: contemporary sacred architecture*, Yale Univ. press, New Haven CT 2011.
- SEASOLTZ, R. Kevin, *A sense of the sacred: theological foundations of Christian architecture and art*, Continuum, New York 2008.

November 21:

- 1. The ethical principle of Fraternity
- 2. Privacy

- Read:

- CSDC n. 192-208 (The principle of solidarity)
- MCN 26-31, 55-63, 107-109, 137-141.
- QUINN, cap. 5: “Information privacy”

- Other readings (optional):

- Pope FRANCIS, “Communications at the Service of an Authentic Culture of Encounter” (48th World Communications Day), June 1, 2014
- BENEDICT XVI, “New Technologies, New Relationships. Promoting a Culture of Respect, Dialogue and Friendship”, (43rd World Communications Day), 2009.
- JOHN PAUL II, “The communications Media: At the service of understanding among peoples”, (39th World Communications Day), 2005.
- HUSSAIN, Irshad et al., “Getting closer being apart: Living in the Age of Information and communication technologies”, in *New Horizons* 11/1 (2017) 145-160.

November 28:

- The ethical principle of the Common good
- Private property

- Read:

- CSDC n. 164-184 (The principle of the common good)
- MCN 32-38, 63-65, 109-120, **141-145**
- QUINN, cap. 7: “Intellectual property”

- Other readings (optional):

- BENEDICT XVI, “The Media: A Network for Communication, Communion and Cooperation”, (40th World Communications Day) 2006.
- JOHN PAUL II, “The Communications Media and the Unity and Progress of the Human Family”, (25th World Communications Day), 1991-
- Social media and the problem of community, in MILLER, Vincent, *Understanding Digital culture*, Sage, Los Angeles 2011, 184-205.

December 5:

- 1. The grace of working
- 2. Media and the Church: seven reasons of a complex relationship

- Read:

- CSDC n. 255-322 (Human work)
- MCN 48-55, 101-106, 163-164
- QUINN, cap. 10: “Work and Wealth”

- Other readings (optional):

- PCSC, Ethics in advertising.

December 12:

- 1. Cyberbullying, exhibitionism, pornography and other online addictions

- Read:

- PONTIFICAL COUNCIL FOR SOCIAL COMMUNICATIONS, “Pornography and violence in the communications media: a pastoral response”, May 7, 1989.
- Education... Technological Fast (*Lynch* 63-76)

- Other readings (optional):

- HONG, Fu-Yuan – CHIU Su-Lin, “Influencing Facebook Addictive Tendency in University Students”, in *Sites and Health* 32 (2016) 117-127.
- LIPTON, Jacquelin D., “Combating Cyber-Victimization”, in *Berkeley Technology Law Journal* 26/2 (Spring 2011) 1103-1155.
- COSTA, Elisabetta, “Visual posting: Showing off and shifting boundaries between private and public”, in *Social Media in Southeast Turkey* <http://www.jstor.org/stable/j.ctt1g69z14.7>
- RODGERS, Rachel F., “Internet addiction symptoms, disordered eating, and body image avoidance”, in *Cyberpsychology, Behavior, and Social Networking* 16/1 (2013) 56-60.
- CHIANG, I-Ping, - SU, Yung-Hsiang, “Measuring and analyzing the causes of problematic Internet use”, in *Cyberpsychology, Behavior, and Social Networking* 15/11 (2012)

RUBRICS FOR WRITING PROJECTS

	“A” Range	“B” Range	“C” Range
Thesis and Purpose	The thesis and purpose of the project are clearly expressed.	The thesis and purpose are somewhat clear, with the boundaries and scope a bit vague.	The thesis is unclear and the purpose of the project is ill-defined.
Support	<ul style="list-style-type: none"> • The development of the thesis is well thought-out, includes all relevant evidence, and respects the inner logic of the material. • Use of quoted material does not substitute for 	<ul style="list-style-type: none"> • Supporting details are adequate though some important material is missing. • Resources are too limited. • Paper shows understanding of 	<ul style="list-style-type: none"> • Supporting material is disorganized and inadequate. • Analysis is superficial, shows signs of struggling to understand the relevant issues.

	“A” Range	“B” Range	“C” Range
	<p>student’s own development of the thesis.</p> <ul style="list-style-type: none"> • The paper is convincing, leaving no important aspect of the topic unaddressed. 	<p>relevant issues but lacks depth.</p> <ul style="list-style-type: none"> • Uses too many direct quotes to substitute for developing own argument. • Some of the key connections between ideas and concepts are missing or stand in isolation from others to which they are logically connected. 	<ul style="list-style-type: none"> • Lacks connections between related ideas, concepts, and themes. • Uses too many quotations so that own development gets lost, or uses no quotations to make own development the sole authority.
Organization	<ul style="list-style-type: none"> • Introduction draws the reader in, and the conclusion leaves the reader with a sense of resolution. • Material is presented in an orderly fashion. • Paragraphs are well-focused and coherent. • Transitions are thoughtful and show how ideas are connected with major sections and subdivisions clearly marked. • Major points are clear with the subordinate points clearly distinguished from the key, controlling ones. 	<ul style="list-style-type: none"> • Introduction does not create a strong sense of anticipation and the conclusion does not tie the paper together into a coherent whole. • Ideas generally ordered, though key connections between ideas are missing. • Transitions leave connections between ideas fuzzy. • Opening paragraph(s) do(es) not give clear direction of project and conclusion does not bring together key themes. 	<ul style="list-style-type: none"> • There is no clear set-up of the project and the conclusion does not wrap things up. • Logical ordering of material is vague with major points undeveloped. • Transitions are absent or weak. • Introduction does not capture the scope of the project and conclusion lacks focus.
Style	<ul style="list-style-type: none"> • Uses English effectively to communicate thesis. 	<ul style="list-style-type: none"> • Use of English is generally effective. 	<ul style="list-style-type: none"> • English is poorly used.

	“A” Range	“B” Range	“C” Range
	<ul style="list-style-type: none"> • Paragraphs are well-focused and coherent. • Uses technical terms accurately. • Few errors of grammar and punctuation guide the reader through the text. • Correctly uses headings and subheads. 	<ul style="list-style-type: none"> • Grammatical and punctuation errors distract from the flow of the presentation. • Use of technical terms is confusing. • Headings and subheads do not effectively present the relation of the material. 	<ul style="list-style-type: none"> • Too many grammatical and punctuation errors. • The material is not properly subdivided with headings and subheadings. • Quotations and summaries break the flow of the piece and do not seem to fit. • Errors in grammar distract and interfere with meaning.
Documentation	<ul style="list-style-type: none"> • All sources, footnotes and bibliographic form are clearly and consistently cited. 	<ul style="list-style-type: none"> • Citations are generally good. • Citations are too limited for the scope of the project. 	<ul style="list-style-type: none"> • Lacks appropriate citations. • Documentation form is inadequate.

Bibliography:

GARDNER, Howard – DAVIS, Katie, *The App generation. How today’s youth navigate identity, intimacy and imagination in a digital world*, Yale Univ. press, London 2013.

KRUSE, John V., *Discovering the Franciscan Intellectual Tradition: a life-giving vision*, Franciscan Institute publications, St. Bonaventure NY 2017.

LYNCH, Jonah, *The scent of lemons: technology and relationships in the age of Facebook*, Darton Longman & Todd, London 2012.

MILLER, Vincent, *Understanding digital culture*, Sage, London 2013 (reprint).

OSBORNE, Kenan B., ed., *The history of Franciscan theology*, The Franciscan Institute, St. Bonaventure NY 1994.

QUINN, Michael J., *Ethics for the Information Age*, 7th Ed., Pearson, Boston 2016.

SHORT, Bill, *Poverty and Joy: The Franciscan Tradition*, Orbis, Maryknoll NY 1999.

SPADARO, Antonio, *Cybertheology: thinking Christianity in the era of the Internet*, Fordham Univ. Press, New York 2014.

SPINELLO, Richard A., *CyberEthics: Morality and Law in Cyberspace*, 6th edition, Jones & Barlett Learning, Burlington, MA 2017.

WARNER, Keith D., *Knowledge for Love: Franciscan Science as the Pursuit of Wisdom*, The Franciscan Institute, St. Bonaventure NY 2012.