CE 606, CRN 102
New Evangelization and Ethics in the Digital Age
Fall Semester 2018

Prof: Martín CARBAJO NÚÑEZ, OFM
Fall Semester 2018 – Franciscan School of Theology
Tuesday 1:00 - 4:00 pm
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Course Description

The Church "would feel guilty before the Lord" (EN 45) if she did not utilize the new media for evangelization, because for many people they are "the chief means of information and education, of guidance and inspiration" (RM 37). This course will study the ethical challenges in communication technology that are also boundless opportunities for evangelization. We will explore the new role of Parish priests, catechists and teachers in educating the "mobile-born" generations and facing some specific problems as cyberbullying and exhibitionism in social networks. We will also study the possible use of the new technologies in running the parish and celebrating the liturgy. Our analysis will be inspired at Catholic Social Teaching and Franciscan Spirituality.

Some goals:

- Understand the relationship that exists between the use of Information and Communication Technologies [=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 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 to be aware of the challenges they create for ethics and evangelization.

- 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 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.

Required Texts:

1. LYNCH, Jonah, *The scent of lemons: technology and relationships in the age of Facebook*, Darton Longman & Todd, London 2012. (hereafter: *Lynch*)
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. (hereafter: MCN)

Recommended:

3. 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 (hereafter: QUINN).
4. SPADARO, Antonio, *Cybertheology. Thinking Christianity in the Era of the Internet*, Fordham Univ. Press, New York 2014 (*Spadaro*).

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: the first will focus on one or two ICT document from the Catholic Magisterium; the second will develop a theme in a systematic way.
  - 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%

<h1 style="text-align:center">Course Outline & Schedule</h1>

September 4:

- 1. Course overview: Syllabus, course description and requirements

- 2. **Evolution of communication: from oral to digital culture** (part 1)

- Read:
  - Setting the Scene (*Lynch* 1-18)
  - Other readings (optional):
    - o FRANCIS, "Communicating the Family: A Privileged Place of Encounter with the Gift of Love"
    - o JOHN PAUL II, "Television and family: guidelines for good viewing"
    - o JOHN PAUL II, "The Media and the Family: A Risk and a Richness"

September 11:

- 1. Read: Vatican II, "Decree *Inter Mirifica*"

- 2. A) **Evolution of communication: from oral to digital culture** (part 2).
     B) **Current relevance of the Franciscan spirituality and charism** (part 1)

- Read:
  - CARBAJO NÚÑEZ, Martin, "Current relevance of the Franciscan perspective", in *Verdad y Vida*, 2017.
  - Other readings (optional):
    - o "The Internet: Between Theology and Technology" (Spadaro 1-19)
    - o "Orality and Literacy" (Mooij 41-62)
    - o USCCB, "Family Guide for using Media"

September 18:

- 1. Read: PCCS, "Pastoral instruction *Communio et progressio*"

- 2. A) **Evolution of communication: from oral to digital culture** (part 3).
     B) **Current relevance of the Franciscan spirituality and charism (part 2)**

- Read:
  - "The Technology of the Book… Evolution of the Species" (*Lynch* 19-42)
  - Other readings (optional):

- o John Paul II, "The Communications Media at the Service of Authentic Peace in the Light of 'Pacem in Terris'"
- o Benedict XVI, "The Media: A Network for Communication, Communion and Cooperation"
- o "In intimacy, new solitudes" (Turkle 151-186; 241-264)

September 25:

- 1. Read: PCCS, "Pastoral instruction *Aetatis Novae* on Social Communications"

- 2. A) **Ethical challenges in communication technology** (part 1)

- Read:
- Carbajo Núñez, Martin, «Digital Age Challenges and Consecrated Life», in *Studia Moralia* 53/2 (2015) 269-291.
- Other readings (optional):
  - o "Talk about Technologies" (Gardner 15-34)
  - o "Ethics after the Information Revolution" (Floridi 3-19)

October 2:

- 1. Read: Benedict XVI, "Social Networks: portals of truth and faith; new spaces for evangelization"

- 2. A) **Ethical challenges in communication technology** (part 2)
    B) Communication, communion and community

- Read:
- MCN 57-66 (Unity in diversity)
- Education… Technological Fast (*Lynch* 63-76)
- Other readings (optional):
  - o Rainie Lee - Kathryn Zickhur, "Americans' Views on Mobile Etiquette," *Pew Research Center*, 2015.
  - o Hussain, Ishad et al., "Getting closer Being Apart: living in the age of information and communication technologies," in *New Horizons* 2/1 (2017) 1145-147.
  - o John Paul II, "Cinema: Communicator of Culture and of Values"

October 9:

- 1. Read:
- XV Ordinary General Assembly of the Synod of Bishops, *Preparatory Document: "Young People, the Faith and Vocational Discernment*," Jan. 13, 2017, LEV, Vatican City 2017.

- 2. A) **Hyper-connected generation and discernment**

- Read:
  - CARBAJO NÚÑEZ, Martín, «Hyper-connected generation and discernment. A Franciscan perspective»
  - Other readings (optional):
    - JOHN PAUL II, "Mass media: a friendly companion for those in search of the Father"
    - On the diminishing empathy: KONRATH Sara -Edward H. O'BRIEN - Courtney Hsing, "Changes in Dispositional Empathy in American College Students over Time: a Meta-analysis," in *Personality and Social Psychology Review* 15/2 (2011) 180-198.
    - 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.

October 16 (Reading week)

October 23:

- 1. Read:
  - PCSC, "Ethics in Internet"
  - PCSC, "The Church and Internet"

- 2. A) **What is ethics?** Codes of ethic
     B) **The use of new technologies in liturgy**

- Read:
  - New Zealand Catholic Bishops Conference, On the use of Ipads, tablets, mobile phones etc in liturgy (1 page)
  - QUINN cap 2: "Introduction to Ethics" and cap. 9: "Professional Ethics
  - Other readings (optional):
    - BENEDICT XVI, "The Priest and Pastoral Ministry in a Digital World: New Media at the Service of the Word", (44th World Communications Day), 2010
    - WHITTIER, David, "Cyber-ethics in the Googling Age", in *The Journal of Education* 187/2 (2006) 1-86.
    - "Liturgy, Sacraments, and Virtual Presence" (*Spadaro* 71-92)

October 30:

- 1) Read:
  - USCCB, Family Guide for using Media (4 pages)
  - USCCB, "Social media guidelines".

- 2. A) **Mass Media theories**: How information technology influences human behavior
      B) **Franciscan contribution to Science and technology**

- Read:
   - CARBAJO NÚÑEZ M., "Franciscan contribution to the process of rationalization," (key factor of Modernity), in *Verdad y Vida*, 2017.
   - Other readings (optional):
     - WHITTIER, David, "Cyber-ethics in the Googling Age", in *The Journal of Education* 187/2 (2006) 1-86.
     - "Social Media", in VALKENBURG, Patti M. – PIOTROWSKI, Jessica T. *Plugged in*, Yale University Press, Yale 2017, 218-243.

November 6:

- 1) Read: PCCS, "Ethics in Communication".

- 2. A) **Ethical principles to regulate the Media**
      B) The Franciscan principle of Freedom

- Read:
   - MCN 121-131
   - The Obstinacy of the Physical (*Lynch* 43-62)
   - Other readings (optional):
     - JOHN PAUL II, "Social Communications in the Service of Responsible Human Freedom", (15th World Communications Day), 1981.
     - 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.
     - BENEDICT XVI, "The Media: At the Crossroads between Self-Promotion and Service. Searching for the Truth in order to Share it with Others".

November 13:

- 1) Read: FRANCIS, "Fake news and journalism for peace" (52nd World Communications Day), 2018

- 2. A) **Communication techniques used by Christians along history**
      B) **The Spirit of Assisi**: Dialogue to face the current ethical challenges

- Read:
   - "The Spirit of Assisi: the contribution by religions to peaceful coexistence in society" (PDF)

- Other readings (optional)
  - FRANCIS, "Communicating Hope and Trust in our Time" (51st World Communications Day), 2017
  - 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.
  - FRANCIS, "Communication and Mercy: A Fruitful Encounter" (50th World Communications Day), 2016.
  - BRITTON, Karla, *Constructing the ineffable: contemporary sacred architecture,* Yale Univ. press, New Haven CT 2011.

November 20:

- 1) Read: PCSC, "Ethics in advertising."

- 2. A) **Privacy**
  B) **The Franciscan principle of gratuitousness**

- Read:
  - MCN 132-136
  - Other readings (optional):
    - QUINN, cap. 5: "Information privacy"
    - BENEDICT XVI, "New Technologies, New Relationships. Promoting a Culture of Respect, Dialogue and Friendship", (43rd World Communications Day), 2009.
    - "Everyone is Watching: Privacy and Surveillance in Digital Life" (Miller 111-132)

November 27:

- 1) Read: PCSC, "Pornography and Violence in the Communications Media: a pastoral response"

- 2) A) **Pornography and Violence in the Media**
  B) **The Franciscan principles of fraternity & Common Good**

- Read:
  - MCN 137-146

- Other readings (optional):
  - "Pornography in Cyberspace and Content Controls" (Spinello 65-78).
  - LIPTON, Jacquelin D., "Combating Cyber-Victimization", in *Berkeley Technology Law Journal* 26/2 (Spring 2011) 1103-1155.
  - JOHN PAUL II, "The communications Media: At the service of understanding among peoples", (39th World Communications Day), 2005.

December 4:

- 1) Read:
    - BENEDICT XVI, "Silence and Word: Path of Evangelization"
    - BENEDICT XVI, "Social Networks: portals of truth and faith; new spaces for evangelization"
    - John PAUL II, "Internet: A New Forum for Proclaiming the Gospel"

- 2. A) **Evangelization in the Digital Era**
    B) **Media and the Church**: seven reasons of a complex relationship

    - 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 11:

- 1) Read:
    - BENEDICT XV: "Children and the Media: A Challenge for Education"
    - FRANCIS, "Communication at the Service of an Authentic Culture of Encounter"

- 2. A) **Cyberbullying, exhibitionism, and other online addictions**
    B) **Current values in line with the Franciscan tradition**

- Read:
    - MCN 159-167
    - Other readings (optional):
        - HONG, Fu-Yuan – CHIU Su-Lin, "Influencing Facebook Addictive Tendency in University Students", in *Sites and Health* 32 (2016) 117-127.
        - 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	• 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 student's own development of the thesis. • The paper is convincing, leaving no important aspect of the topic unaddressed.	• Supporting details are adequate though some important material is missing. • Resources are too limited. • Paper shows understanding of relevant issues but lacks depth. • 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.	• Supporting material is disorganized and inadequate. • Analysis is superficial, shows signs of struggling to understand the relevant issues. • 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	• 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.	• 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.	• 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.

	"A" Range	"B" Range	"C" Range
	• 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.	• 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.	• Transitions are absent or weak. • Introduction does not capture the scope of the project and conclusion lacks focus.
Style	• Uses English effectively to communicate thesis. • 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.	• Use of English is generally effective. • 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.	• English is poorly used. • 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	• All sources, footnotes and bibliographic form are clearly and consistently cited.	• Citations are generally good. • Citations are too limited for the scope of the project.	• 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.

BLUM Christopher O. - Joshua P. HOCHSCHILD, *A Mind at Peace: Reclaiming an Ordered Soul in the Age of Distraction*, Sophia Institute Press, Manchester 2017.

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

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

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.

TURKLE, Sherry, *Alone Together Why We Expect More from Technology and Less from Each Other*, 3rd ed., Basic Books, New York 2017.