

CE-607, CRN 104
Catholic Social Teaching & Laudato Si'
Fall Semester 2018

Prof: Martín CARBAJO NÚÑEZ, OFM
Fall Semester 2018 – Franciscan School of Theology
Monday 6:00 - 9:00 pm
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Course Description

“Catholic social teaching (CST) is a central and essential element of our faith” and so there is an urgent need of a strengthened commitment to sharing it “at every level of Catholic education and faith formation” (USCCB). This course will study CST, with a special focus on the encyclical *Laudato Si'*, in order to develop skills for critically applying this teaching to present ethical dilemmas and to topics related to social justice and integral ecology. The Franciscan Intellectual Tradition will be also a source of inspiration.

Main practical objectives

- To understand the profound relationship that exists between social life 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 of life in society (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 CST Foundational documents, basic truths and anthropology.
 - to identify the major values, principles, and themes which recur in the CST documents and be able to apply them in contemporary situations
 - to explore the ways in which the CST strike a balance between 1) the goods of individual dignity and liberty; and 2) concern for the community and the common good.
 - to identify the Franciscan roots of the encyclical *Laudato Si'* and the specificity of the CST approach to human relationship with nature and social life.

- to revise the dualistic anthropology that has led to the throwaway culture and to assume an integral ecology, and a spirituality that “can motivate us to a more passionate concern for the protection of our world” (LS 216)

Required Texts

1. HIMES, Kenneth R., ed., *Modern Catholic Social Teaching. Commentaries & interpretations*, Georgetown Univ. Press, Washington DC 2005 (MCST).
2. CARBAJO NÚÑEZ M., *Sister Mother Earth. Franciscan Roots of the Laudato Si'*, Tau Publishing, Phoenix (AZ) 2017, 265 pages, ISBN 978-1-61956-560-9, List price: \$19 (hereafter: MCN)
3. Major Papal, Vatican and USCB documents¹

Recommended Texts

1. DELIO I. – K.D. WARNER – P. WOOD, *Care for Creation. A Franciscan spirituality of the earth*, Franciscan media, Cincinnati 2007, ISBN-13: 978-0867168389. List price: \$14 (hereafter: CoC)
2. PONTIFICAL COUNCIL FOR JUSTICE AND PEACE, *Compendium of the Social Doctrine of the Church* (Available online - hereafter: CSDC)
3. 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: Mcn2).

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 both primary sources and secondary texts, which 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 possible readings” are recommended, but not required.
- Class Format:
 - Every lesson will have two different sections: the first will focus on one CST foundational document; the second will develop a social theme with the magisterial documents cited as part of the discussion.
 - 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.

¹ <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/foundational-documents.cfm>

- **Final exam:**

- There will be a final written or oral 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 10 - Introduction

- **Course overview:** Syllabus, course description and requirements
- Clarification of concepts: Morality and ethics; Specificity of the CST within Catholic theology, Vatican II orientations, CST major docs, etc.

- Read:
 - CSDC n. 60-86.
 - Other possible readings:
 - [Veritatis Splendor](#) (VS): 2, 8, 12, 15, 25-30, 83, 85, 109-117.
 - [Catechism](#) (CCC): 50-114, 131-133, **1691-1748**, 2052-2063, 2083-2087, 2090-2093.
The necessity of the Moral Law: 1959, 2070, 2242.
- Self-assessment:
 - Similarities and differences between a study on morality done by sociologists and one done by theologians
 - The Bible, the Tradition and the Magisterium are "sources" of moral theology. Why? Why even reason is a "source" (secondary)?
 - Distinguish between a moral value and other types of value?
 - Why is the moral value the most important and the one that defines people more deeply?

September 17: The social nature of human beings

- 1) Read: Encyclical *Rerum Novarum* (On the condition of labor)
 - Shannon, Thomas A., *Rerum novarum*, (MCST 127 – 150).
- 2) **The truth about man: theological anthropology & CST.**
 - Other anthropological theories: how CST differs from social, political, and economic ideologies.
- Read:
 - MCN 8-21
 - Other possible readings:
 - CSDC n. 105-151.
 - Pope, Stephen J. *Natural law in CST* (MCST 41-71)
 - The social nature of the human person (CCC, 1878-1889, 1929)
 - Trinitarian *communio* & social life (CCC 267, 738, 1693).

September 24:

- 1) Read: Encyclical *Quadragesimo anno* (After forty years)
 - Hinze, Christine F., *Quadragesimo anno* (MCST 151-174).
- 2) **Background and Foundations of Modern CST**
 - Biblical Roots and historical development
 - Sources, Methodology, Principles & Application
 - Key documents
- Read:
 - MCN 122-137 (Freedom as the origin and destiny of all that exists)
 - Other possible readings:

- CSDC n. 87-104.
- Donahue, John R., *The Bible and CST* (MCST 9-40).

October 1

- 1) Read: Encyclical *Mater et Magistra*, (Mother and Teacher)
 - Mich, Marvin L., *Mater et Magistra* (MCST 191-216).
- 2) **CST guiding principles: Human dignity and the Common good**
- Read:
 - MCN 211-220
 - Other possible readings:
 - CSDC n. 160-170.
 - Schuck, Michael J, *Early Modern Roman CST 1740-1890* (MCST 99-126)
 - USCCB, *Living the Gospel of Life: A Challenge to American Catholics*.

October 8

- 1) Read: Pastoral Constitution *Gaudium et Spes* (The Church in the Modern World)
 - Hollenbach, David, *Gaudium et Spes* (MCST 266 – 291).
- 2) **CST guiding principles: subsidiarity and solidarity** (fraternity)
 - Preferential option for the poor & Universal destination of goods
 - CST fundamental social values
 - CST most important documents.
- Read:
 - MCN 146-156 (a big family in Christ)
 - Other possible readings:
 - CSDC n. 171-208
 - U.S. Catholic Bishops, *Sharing Catholic Social Teaching: Challenges and Directions*, 1998.

October 15 (Reading week)

October 22

- 1) Read: Encyclical *Pacem in terris*, (Peace on Earth)
 - Christiansen, Drew, *Pacem in terris* (MCST 217-243).
- 2) **Peace: How to be builders of peace; war, violence, death penalty: a moral assessment**

- Read:

- MCN 43-50.
- Other possible readings:
 - Mcn2 40-46
 - CSDC n. 488-520.
 - USCCB, A culture of Life and the Penalty of Death.
 - USCCB, The Challenge of Peace: God's Promise and our Response
 - Curran, Charles E., *The reception of Catholic approaches to Peace and War in the USA* (MCST 493-521)
 - USCCB, *A Good Friday Appeal to End the Death Penalty*
 - USCCB, *Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice.*

October 29

- 1) Read: Apostolic letter *Octogesima adveniens*, (A call to action)

- Gudorf, Christine E., *Octogesima adveniens* (MCST 315-332)

- 2) **Human rights as an ethical peace project**

- Read:

- MCN 51-54 (Total good)
- Other possible readings:
 - CSDC n. 152-159
 - Pontifical Council for Justice and Peace, *The Church and Human rights.*
 - Statement of the Synod of Bishops, *Justice in the World*, 1971.

November 5

- 1) Read: Encyclical *Populorum progressio* (On the development of Peoples)

- Deck, Allan F. *Populorum progressio* (MCST 292-314).

- 2) **Social Justice and politics**

- Read:

- Carbajo Núñez M., «The contribution by religions to peaceful coexistence in society», in *Studia Moralia* 53/1 (2015) 83-101.
- Different types of justice (CCC, 2411-2412, 1807): Distributive (CCC, 2236-2411), Legal, Commutative, Social (CCC, 1928-42)
- Other possible readings:
 - Himes Kenneth R., *Justitia in Mundo* (MCST 333-362).
 - MCN 51-55; Mcn2 68-83 (Religion in a time of economic change)
 - CSDC n. 377-450
 - USCCB, *Forming Consciences for Faithful Citizenship*, 2015.

- *Evangelii Gaudium*, §§50-75, 176-258.
- Congregation for the Doctrine of Faith, [*Doctrinal Note on some question regarding the Participation of Catholics in Political Life*](#).
- Martin Luther King, Jr., *Letter from Birmingham Jail* (Role of Churches on social justice issues).

November 12

- 1) Read: Encyclical *Laborem exercens* (On human work)
 - Lamoureux, Patricia A., *Laborem exercens* (MCST 389 – 414).
- 2) **Dignity of work and workers**
- Read:
 - Mcn2 48-55; 101-106 (Labour)
 - Other possible readings:
 - CSDC n. 255-322.
 - USCCB, *Respecting the Just Rights of Workers*.

November 19

- 1) Read: Encyclical *Centesimus annus*, (The hundredth year)
 - Finn, Daniel (MCST 436-466).
- 2) **Private property**
- Read
 - MCN 138-146 (The logic of Gift)
 - Other possible readings:
 - PONTIFICAL COUNCIL FOR JUSTICE AND PEACE, *The Universal Purpose of created things*, (2011) (original 1979)
 - USCCB: “Economic Justice for All”, 1986, Intro & Chapter 2
 - USCCB, *Strangers No Longer: Together on a Journey of Hope*, 2003.

November 26

- 1) Read: Encyclical *Sollicitudo rei socialis*, (On social concern)
 - Curran, Charles E. – Himes, Kenneth R., *Sollicitudo rei socialis* (MCST 415-435).
- 2) **Franciscan Spirituality and Integral Ecology**
- Read:
 - Carbajo Núñez, Martin, «Franciscan Spirituality and Integral ecology. Relational bases vs the Throwaway culture», in *Islamochristiana* 43 (2017) 59-78.
 - Other possible readings:

- DELIO, Ilija, “[Evangelical life today living in the ecological Christ](#)”, in *Franciscan Studies* 64 (2006) 475-506.
- WARNER, Keith, “[Franciscan environmental ethics. Imagining creation as a community of care](#)”, in *Journal of the Society of Christian Ethics* 31/1 (2011) 143-160
- KIM, Yeongseon, “[St. Francis of Assisi and ecological conversion](#)”, in *Catholic Theology and Thought* 78 (2017) 47-86.

December 3:

- 1) Read: Encyclical *Caritas in Veritate* (Charity in Truth²).

- 2) Ecological sin and the Sacrament of Reconciliation

- Read:

- Carbajo Núñez, Martin, «Ecological sin and the Sacrament of Reconciliation», in *Verdad y Vida* 280 (2018).
- MCN 105-111; Mcn2 109-120
- Other possible readings:
 - CSDC n. 323-376.
 - Gaudium et Spes, §§ 63-76; CCC, §§2401-2463.
 - Curran, Charles E., The reception of Catholic Social and Economic Teaching in the USA (MCST 469-521).
 - Pontifical council for Justice and Peace, [Social and ethical aspects of economics](#), ²2011.

December 10

- 1) Read: FRANCESCO, Encyclical *Laudato Si'* (On care for our common home).

- 2) Global ethical challenges in the light of the Encyclical *Laudato Si'*

- Read:

- CSDC n. 451-487
- Carbajo Núñez, Martin, «Global ethical challenges in the light of the Encyclical *Laudato Si'* and the Jubilee of Mercy», in *Antonianum* 91/2 (2016) 333-360.
- DELIO – K.D. WARNER – P. WOOD, *Care for Creation. A Franciscan spirituality of the earth*, Franciscan Media, Cincinnati 2007, 81-93.
- Other possible readings:
 - USCCB, [Renewing the Earth](#)
 - EDWARDS, Denis, “[Ecological theology: Trinitarian perspectives](#)”, in *Catholic Theological Society of America (CTSA) proceedings* 72 (2017) 14-28.
 - DAMONTE, Marco, “[God, the Bible and the environment. An historical excursus on the relationship between Christian religion and ecology](#)”, in *Relations* 5.1 (2017) 27-45.

² Cf. Ef 4,15

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 student’s own development of the thesis. • The paper is convincing, leaving no important aspect of the topic unaddressed. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<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. 	<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. 	<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.

	“A” Range	“B” Range	“C” Range
	<ul style="list-style-type: none"> • 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"> • 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"> • 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. • 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"> • 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. 	<ul style="list-style-type: none"> • 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	<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:

- BENESTAD, J.Brian, *Church, State, and Society. An Introduction to Catholic Social Doctrine*, Catholic University of America Press, Washington, D.C. 2011.
- BRIGHAM, Erin M. *See, Judge, Act: Catholic Social Teaching and Service Learning*, Anselm Academic, Winona, MN, 2013.
- O'BRIEN, David J. - Shannon, Thomas A., *Catholic Social Thought. The Documentary Heritage*, Orbis Books, Maryknoll N.Y. 2010.
- CLARK, Meghan J., *The Vision of Catholic Social Thought: The Virtue of Solidarity and the Praxis of Human Rights*, Fortress Press, Minneapolis 2014.
- HIMES, Kenneth R., *Responses to 101 Questions on Catholic Social Teaching*, Paulist Press, New York ²2013.
- MASSARO, Thomas , S.J. *Living Justice, Catholic Social Teaching in Action*. New York: Rowman and Littlefield, Lanham ³2016.
- WILLIAMS, Thomas D. *The World as it Could Be, Catholic Social Thought for a New Generation*, Crossroads, New York 2011.