

**TESP 43: Catholic Social Thought**  
Winter 2010

Professor: Kristin Heyer, Ph.D.

MW 2:15PM - 4:00PM

Kennedy 109

Office Hours: MW 11:00AM-12:00PM and by appointment; Kenna 300D

[khey@scu.edu](mailto:khey@scu.edu), 551-3000 x4758

Arrupe Partnerships office located in Sobrato Commons B

Contact: Rosa Guerra-Sarabia, Program Director: 408-554-5011, [rguerrasarabia@scu.edu](mailto:rguerrasarabia@scu.edu)

**Course Description:**

This course, which fulfills the RTC 2 and ELSJ requirements for the core curriculum, explores the tradition of Catholic social thought in its theoretical and lived forms. It explores foundations and implications of Christian social responsibility through analysis of the official encyclicals and pastorals that comprise Catholic social teaching in conjunction with other theological and secular analyses of domestic and international injustices. The course will also consider lived dimensions of the tradition through students' required Arrupe placements and case studies.

**Course Goals**

1. Students will become familiar with the core theological, ethical, and methodological principles of Catholic social thought.
2. Students will be able to critically analyze contemporary social issues in light of Catholic social thought.
3. Direct service with marginalized communities will facilitate students' comprehension of the connections between academic reflection and social action.

**Departmental Goals**

1. Students question and probe religion for what it reveals about human beings, their diverse societies, traditions, convictions and aspirations.
2. Students use diverse materials and demonstrate formal postures of inquiry into religion in order to go beyond simple description of religion to reflective engagement with it.
3. Students propose and investigate the "big questions"—that is, the meta-reflective questions that ask how and why we ask the questions we do about religion.

**Core Curriculum Learning Goals and Objectives**

*This course fulfills Santa Clara's Core Requirement for RTC 2*

- 2.1 Be able to analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.) (Complexity; Critical Thinking)
- 2.2 Be able to integrate and compare several different disciplinary approaches to a coherent set of religious phenomena. (Complexity of Content as well as of Method; Critical Thinking)
- 2.3 Be able to clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence. (Reflection; Critical Thinking)

## **Assessment and Grading:**

### **Arrupe Partnerships placement**

A carefully selected Arrupe Partnerships placement explicitly approved by the professor that offers sustained direct contact with the poor or socially marginalized on a weekly basis is essential to the course. The clients and staff at the placements will serve as teachers and conversation partners, providing valuable experiences and insights that will deepen and broaden students' understanding of the assigned course texts and our in-class lectures and discussions.

Students are required to undertake a 16-hour commitment in their Arrupe placements, ideally a 2-hour, weekly commitment.

*NB: The clients and staff at your placements are conversation partners and should be treated with utmost care and respect. Your attendance at your placement, as at class, is integral to your successful completion of the course. Site supervisors' evaluations of students' respectful and timely completion of the agreed-upon components of the placement assignment will comprise half of the course participation grade (see below).*

### **Total course participation: 30%**

The total course participation component includes consistently active, thoughtful participation in classroom discussions and competent, thorough engagement of the Arrupe Partnerships placement. In terms of classroom participation, students will be expected to prepare written reflections on assigned readings in advance, which will serve to support inclusive, thoughtful engagement of the texts and to assess the quality of comprehension and critical reflection. These reflections will be collected periodically, and will serve to guide small group and class-wide discussions. When specific writing prompts are not given, students should simply bring reading notes to class that outline main points and connect to ongoing course themes.

Arrupe Partnerships participation includes timely sign-up for placement, attendance at required orientation, completion of Arrupe Placements-facilitated reflection session (week 6), and submission of the completed weekly engagement attendance record with the final course paper.

**OUTSIDE LECTURES RELEVANT TO COURSE:** Included in the syllabus are four opportunities to attend on-campus lectures occurring outside of class that are relevant to the course's subject matter (January 7, January 12, February 17, February 24). You may choose **one** to attend (make sure I see you there), take notes, and be prepared to share connections to the course with the class on the following class meeting for "extra credit" toward your significant course participation grade. (Feel free to attend more than one for personal enrichment, of course!)

### **Midterm exam: 25%**

A midterm exam based upon course texts and lecture material will be given in class on **February 8**. The midterm will include both objective and essay questions.

### **Integration paper: 15%**

A 4-page integration paper will ask students to critically reflect on course texts in light of their service placement experiences. Specific guiding questions will be distributed that

directly ask students to identify elements of the Catholic social tradition at play in the lives of clients in their placements (e.g. relevant signs of the times, human rights violations, and social sins) and then to compare different responses to the injustices identified in terms of contrasting paradigms (e.g. biblical and secular conceptions of justice or liberalism and communitarianism). Papers will be graded on the basis of the quality of the integration of the texts with concrete service experiences; conceptual accuracy; evaluative perceptiveness; and writing quality. Papers due **at the beginning of class on February 17.**

**Final paper: 30%**

Students are expected to submit a final paper appropriating Catholic social thought in light of a contemporary justice issue in lieu of taking a final exam. Students will choose final project topics related to the course in consultation with the professor, and they will be expected to integrate course texts, outside research, and insights gained from service placement experiences. Students might appropriate Catholic social thought in light of, for example, aspects of worker justice, gender justice, domestic poverty, international development, migration policy, ecological concerns, health care access, criminal justice, racial discrimination, educational policy, torture or the relationship of religion to politics more generally. **Final Paper is due Monday March 15 by 5:00 p.m. to Professor Heyer's office (Kenna 300D)**

**Policies:**

Attendance:

Regular attendance is required. More than two absences (whether excused or unexcused) will negatively impact one's final grade, and more than three tardy arrivals will count as one absence.

Disability Accommodations:

To request academic accommodations for a disability, students must contact Disability Resources located on the second floor of Benson Center. (408) 554-4111; TTY (408) 554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.

Academic Integrity:

Please see the university's policy regarding academic integrity:

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>.

Violations of academic integrity through cheating or plagiarism will result in a failed grade for the assignment and potentially for the course.

**Required Texts:**

Michael Hornsby-Smith, *An Introduction to Catholic Social Thought* (Cambridge, 2006)

David J. O'Brien and Thomas A. Shannon, *Catholic Social Thought: The Documentary Heritage* (Orbis, 1992)

John P. Hogan, *Credible Signs of Christ Alive* (Rowman & Littlefield, 2003)

Additional articles on ANGEL reserve

**Electronic Resources:**

**Official Documents of Catholic Social Thought:**

The papal encyclicals and bishops' statements we will read from the O'Brien and Shannon text may also be accessed online via the [Vatican's website](http://www.vatican.va/) (<http://www.vatican.va/>) or at [a site sponsored by the Diocese of Minneapolis/St. Paul](http://www.osjspm.org/social_teaching_documents.aspx) ([http://www.osjspm.org/social\\_teaching\\_documents.aspx](http://www.osjspm.org/social_teaching_documents.aspx)). Note that all translations of these texts are numbered by section or paragraph, not page (**reading assignments will be noted by paragraph number, not page number, in syllabus**). Refer to this paragraph or section number when citing specific passages in official texts.

### **ANGEL Readings:**

Additional articles will be posted on the course website in the ANGEL course management system. Students must sign-up for this course on ANGEL in order to access the material. ANGEL is accessible from the SCU main web page, in the drop-down menu in the bottom left corner. If you do not have an ANGEL account you will need to create one. Once into your ANGEL account, on "My Page," click on "find a course" under the "Courses" banner. Search for this course (by instructor's name is probably easiest: "Heyer"). Once you have located the course (TESP 43) click on it to enroll. You will need the password "CST" in order to enroll. Once enrolled, you will be able to access all readings not in the books available for purchase, as well other important course information. The readings will appear in the "lessons" folder.

### **Class Schedule**

#### **I. Beginning with Experience: Signs of the Times**

##### **January 4: Overview of Course: Catholic Social Thought's Relevance Today**

-View: documentary excerpt to orient the course in terms of global signs of the times  
-Rosa Guerra-Sarabia, Program Director, Ignatian Center for Jesuit Education, provides orientation to Arrupe Partnerships and procedures

##### **January 6: Taking Faith Public: From the Civil Rights Era to Today**

Read: 1) Martin Luther King, Jr., "Letter from Birmingham Jail"  
<http://www.mtholyoke.edu/acad/intrel/mlkbirm.htm> (please bring printed version with you to class)

2) Daniel Groody, "Martin Luther King, Jr. and Rosa Parks: Icons of Human Rights"  
ANGEL

**DUE IN CLASS: 1-page, single-spaced reflection on the relationship of the church to wider society and social issues based on King's "Letter from Birmingham Jail"—2 paragraphs tracing metaphors and images King uses to describe the role of church in wider society or with respect to social issues; 1 final paragraph relating your own perception of the role of churches in wider society in the contemporary United States context**

**Thursday, January 7:** Lecture: "Catholic Social Teaching and White Privilege in the Age of Obama," Dr. Alex Mikulich, Research Fellow, Jesuit Social Research Institute, Loyola University, New Orleans. Co-sponsored by the Office for Multicultural Learning, Office of the Provost, and the Multicultural Center, 5 p.m., Wiegand Room, Arts and Science Building

**FRIDAY, JANUARY 8: hard deadline for Arrupe Placement Sign-up**

### **January 11: Church and Politics: African and U.S. Contexts**

Read: 1) A. E. Orobator, "Church, State, and Catholic Ethics: The Kenyan Dilemma" (182-185) ANGEL\*

2) Lisa Sowle Cahill, "Religion and Politics: USA" 186-191 ANGEL\*

\*both articles appear on ANGEL together as one document

Guest speaker in conjunction with campus visit: Agbonkhianmeghe E. Orobator, S.J.; please come with two written questions to ask and submit in light of the assigned article by Orobator

*Agbonkhianmeghe E. Orobator, S.J.*, is a Jesuit priest from Nigeria and Provincial of East Africa. He teaches theology and religious studies at Hekima College Jesuit School of Theology and Peace Studies in Nairobi, Kenya, where he is also rector. He is author of several books, including *From Crisis to Kairos: The Mission of the Church in the Time of HIV/AIDS, Refugees, and Poverty* and *Theology Brewed in an African Pot*.

**Tuesday, January 12:** Campus Lecture, Agbonkhianmeghe E. Orobator, S.J. "Church and Politics in Africa" 4:30 p.m., Kennedy Commons

### **January 13: Discipleship and Citizenship in the Catholic Tradition**

Read: 1) Hornsby-Smith, chapter four

2) "Justice in the World" (in O'Brien & Shannon or online resources)

**January 18:** Martin Luther King holiday: No Class

## **II. Catholic Social Thought: Foundations and Principles**

### **January 20: Biblical, Theological and Anthropological Foundations**

Read: 1) USCCB "Economic Justice for All," no. 28-62 (available in O'Brien & Shannon or online resources)

2) *Gaudium et spes*, no. 12-45 (O'Brien & Shannon or online resources)

### **January 25: Methodology and Core Principles**

Read: 1) U.S. Bishops, "Forming Consciences for Faithful Citizenship," (PDF available at <http://www.faithfulcitizenship.org>) no. 40-88 (pp. 12-33)

2) Hornsby-Smith, 16-18; 104-117

### **January 27: Justice and Human Rights**

Read: 1) "Economic Justice for All" no. 64-84 (O'Brien & Shannon or online)

2) *Pacem in terris* no. 8-79 (O'Brien & Shannon or online resources)

2) David Hollenbach, S.J., "The Politics of Justice," available at

<http://theologytoday.ptsem.edu/jan1982/v38-4-article5.htm>

*January 29: Last day to declare P/NP grading option and Last day to withdraw without a W grade*

### **February 1: Economic Life across CST**

Read: 1) Hornsby-Smith, chapter 8

2) Essays on economic aspects of *Caritas in Veritate* (Uelmen, Hanson, Heyer) at [http://www.americamagazine.org/content/article.cfm?article\\_id=12021](http://www.americamagazine.org/content/article.cfm?article_id=12021)  
Recommended: *Caritas in veritate*  
([http://www.vatican.va/holy\\_father/benedict\\_xvi/encyclicals/documents/hf\\_ben-xvi\\_enc\\_20090629\\_caritas-in-veritate\\_en.html](http://www.vatican.va/holy_father/benedict_xvi/encyclicals/documents/hf_ben-xvi_enc_20090629_caritas-in-veritate_en.html)); Hornsby-Smith, chapter 2

**February 3: Authentic Development and International Justice across CST**

Read: Hornsby-Smith, chapter 10

**February 8: In-class Midterm Exam (please bring a green “blue book”)**

**III. CST: Contemporary Applications**

**February 10: Environmental Injustice and CST**

Complete the “ecological footprint” quiz available at [http://www.myfootprint.org/Be\\_honest](http://www.myfootprint.org/Be_honest) and bring your “score” to class

Read: 1) Social Affairs Commission, Canadian Conference of Catholic Bishops, “You love all that exists...all things are Yours, God, lover of life,” A Pastoral Letter on the Christian Ecological Imperative (October 4, 2003) available at [http://faculty.theo.mu.edu/schaefer/ChurchonEcologicalDegradation/documents/Canada\\_npastoralletter\\_000.pdf](http://faculty.theo.mu.edu/schaefer/ChurchonEcologicalDegradation/documents/Canada_npastoralletter_000.pdf)

2) Bryan Massingale, “An Ethical Reflection on Environmental Racism in the light of Catholic Social Teaching” (Blackboard)

In class: “Climate Check” by Aileen A. O’Donoghue

[http://www.americamagazine.org/content/article.cfm?article\\_id=12021](http://www.americamagazine.org/content/article.cfm?article_id=12021)

**February 15: President’s Day: No Class**

**February 17: Integration Papers Due**

In class: Arrupe Partnerships dialogue

**Wednesday, February 17:** Ethics at Noon: “Charity in Truth: Implications of an Encyclical for Business, Higher Education, and the Public,” Kirk Hanson, Executive Director, Markkula Center for Applied Ethics, and University Professor of Organizations and Society; Professor Kristin Heyer, SCU Religious Studies; James Stormes, S.J., Lo Schiavo Chair in Catholic Studies and Social Thought, University of San Francisco, 12 p.m., Wiegand Room, Arts and Sciences Building

*February 19: Last day to withdraw from classes*

**February 22: Globalization and CST**

Read: 1) Kenneth Himes, “Globalization with a Human Face: Catholic Social Teaching and Globalization” ANGEL

2) David Hollenbach, S.J., “The Life of the Human Community,” available at <http://www.americamagazine.org/gettext.cfm?articleTypeID=1&textID=2581&issueID=410>

**February 24:** Ethics at Noon: "Alleviating Poverty Through Profitable Partnerships: Reflections on Markets and the Bottom Billion," Professor Dennis Moberg, Wilkinson Professor of Management and Ethics, SCU Management, and Nicholas Santos, S.J., Visiting Scholar, Markkula Center for Applied Ethics, 12 p.m., Wiegand Room, Arts and Sciences Building

**February 24: Immigration and CST**

Read: 1) Go to webpage for the Catholic Campaign for Immigration Reform and read the "Facts and Figures" page plus one article or homily of your choice on the homepage at <http://justiceforimmigrants.org> (complete each link); then explore other links of interest on the site. Make sure to familiarize yourself with recent/pending immigration legislation via the site's links.

2) Catholic Bishops from Mexico and the United States, "Strangers No Longer: Together on the Journey of Hope: A Pastoral Letter Concerning Migration from the Catholic Bishops of Mexico and the United States" available at <http://www.nccbuscc.org/mrs/stranger.shtml>

In class: View *Dying to Live: A Migrants Journey*

**IV. Lived Catholic Social Thought**

**March 1:** Community Organizing I

Read: Hogan, chapters 1-3

Choose one case (chapter) to prepare to present in class (DPJA, TWSC or CCOP)

**March 3:** Community Organizing II

Read: Hogan, chapters 4-6

Choose one case (chapter) to prepare to present in class (CCI, ADP, CEM)

**March 8:** Social Justice and the Jesuit University

1) Dean Brackley, S.J., "Higher Standards for Higher Education: The Christian University and Solidarity," available at

<http://www.creighton.edu/CollaborativeMinistry/brackley.html>

2) Peter-Hans Kolvenbach, S.J., "The Service of Faith and the Promotion of Justice in American Jesuit Higher Education," available at

<http://www.loyola.edu/Justice/commitment/kolvenbach.html>

**March 10:** student presentations on final papers

**Final Paper due Monday, March 15 by 5:00 p.m. to Professor Heyer's office (Kenna 300D)**