

Syllabus: **PMIN 212 Catholic Social Teaching**

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Winter 2021

Zoom Sessions: Mondays 6-8PM

Saturday Classes: January 9, February 13, March 13 (also on Zoom)

Section #

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January 9-March 13

An examination of the vibrant and living tradition of Catholic social thought. It explores key features of Christian social responsibility through analysis of the official encyclicals and pastorals that comprise Catholic social teaching. In addition to surveying the encyclical tradition as it has developed over the past 125 years, its theological foundations, and its function, it explores pastoral implications of its key themes and core commitments. (Ethics Foundational Course, 4 Units)

**Texts:**

Encyclicals and Council documents available at [Vatican.va](http://Vatican.va)

US Bishop documents available at [USCCB.org](http://USCCB.org)

World Synod of Bishops' document *Justice in the World* hosted at

<https://www.cctwincities.org/wp-content/uploads/2015/10/Justicia-in-Mundo.pdf>

Other texts available on Camino

Recommended: Kenneth R. Himes, et al., *Modern Catholic Social Teaching: Commentaries and Interpretations* (Washington, D.C.: Georgetown University Press, 2004). ISBN: 1589010531

(listed as "textbook" on syllabus)

**Expected Learning Outcomes:**

- 1A. *Students will demonstrate an understanding of Ethics according to the competencies articulated by this area.*
- 4B. *Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.*

**Topics:**

History and origins of modern Catholic social thought

Seven major themes of Catholic social thought

Working class and poverty in an industrialized nation

Globalization and development

International conflict and nuclear war

Dignity of work in modern world

Immigration policies

Racism

Anthropogenic climate change

Human brother/sisterhood

**Assignments:**

In class participation: Throughout term, worth 40% of grade

Students are expected to participate diligently each class. They should have done the readings before Zoom sessions or in-person classes. Participation ordinarily can include asking questions, volunteering answers, answering when called on and actively participating in group discussion

One Quarter of this total (10% of total points) will come from Saturday class sessions through active engagement with group discussion and case studies.

A further quarter will come from facilitating discussion for one of the Zoom classes. Students are asked to, individually or as a group, facilitate discussions for one of the weekly Zoom topics. This includes presenting historic information about the readings, posing challenging questions to promote discussion among students, connecting the topic to current events, etc. If done in a group, students should communicate and coordinate how to carry this work out together. If done separately, students should communicate with each other their planned activities to prevent overlap.

**Summary papers: Due 1/29, 2/19 and 3/5, worth 20% of grade**

Students are expected to write summaries of the lessons and readings three times in the term. Summaries are expected to be 2 pages long and include key insights, overviews of the topic and questions for further investigation and learning. Students can either split the assignments as covering two different weeks' worth of topics or focus on one week with two pages.

**Final Project: Due March 14, worth 40% of grade.**

For a final project, students are asked to carry out a research project bringing together key understandings from Catholic social thought to a real-world problem. The goal of this project is to apply knowledge from this course to an issue students may encounter. Students must inform the instructor by February 27 of both the format and topic they will be working on through submitting a proposal. Suggested formats for this project are as follows:

A) 7-10 page, double-spaced, 12 point font research paper attending some specific social problem and how CST informs our response to it. This paper should include proper citations, be well-organized and have a thesis advocating some specific position defended by the text.

B) Curriculum sample for religious education in a parish or diocese, either for youth or adults on some specific local issue (considering, e.g., the principle of subsidiarity and specific problems for your community) and how CST informs it. This should include an outline for the curriculum, activities, discussion points, learning materials and any other relevant aids or metrics for pedagogical purposes.

C) A presentation intended to provide information on a specific concern in our modern world using the resources of CST. This can be a video, Prezi or booklet. While artistic ability is not a concern for this presentation, one should note that accuracy, digestibility, relevance and thoroughness are expected for this. For a video, the presentation should be around 10 minutes long; for a booklet, 10-15 pages double-spaced with reasonable accommodations for graphics. Students must also be sure to properly cite their sources and information.

OR

D) Another appropriate project focusing on some specific issue bringing to bear CST as pre-approved by the instructor and amounting to roughly the same amount of work as other examples.

**Class format:**

Because of the COVID-19 pandemic, all classes will be held virtually. Classes will be held Monday nights, 6-8PM Pacific from January 12 through March 9. Additionally, there will be three Saturday classes scheduled to run 9AM-3PM on January 9, February 13 and March 13. Please see format for these different classes below

Saturday classes: Ordinarily, Saturday classes should run a full 6 hours, from 9AM-3PM. 6 hours of looking at a screen is very tiring, and does not guarantee full and active participation. As such, a recorded lecture will be prepared in advance, and students should anticipate 4 hours for the class session, starting at **10AM**, with a break provided. Students should complete all relevant readings and view all lectures on Camino before Saturday class and be ready to discuss (**please note: there are readings for the first class**). Class sessions will focus on discussion and furthering understanding and application of the material.

Monday Classes: Monday classes will typically run from 6-8PM. There will be no pre-recorded lecture for these sessions. On Mondays directly following a Saturday class (i.e. January 11 and February 15), class will be one hour long, from 6-7PM. Monday classes will include student presentations (see above), lecture and discussion.

### **Office hours:**

I encourage students to contact me with any questions or concerns they have, or just to get a better understanding of the class, or really anything else. We all are on a common journey in the area of ministry, so I take it to be part of my task as your teacher to be available. I am willing to talk to students before or after class or at other times that are convenient through Zoom. Please let me know ahead of time if you would like to talk and I will be sure to arrange something that works.

## **SCU Policies**

### **Academic Integrity**

*The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:*

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

*Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).*

Students are encouraged to use the rich ideas of the heritage of our faith in their assignments, but must do so with proper attribution. Direct quotes of 3 or more words should have quotation marks around them, and quotes and paraphrases should have citations to proper sources.

### **Office of Accessible Education (formerly Disabilities Resources)**

*If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oea>, 408-554-*

4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

### **Accommodations for Pregnant and Parenting Students**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

### **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

### **In-Class Recordings**

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.

