

MO602DE: Catholic Social Teaching
Pontifical College Josephinum

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Catholic Social Teaching (CST) may well be the Church’s “best kept secret.” CST is rich in political insight. Yet, Catholics in recent years have had considerable difficulty reconciling their faith, including the explicit teachings of CST, with the political choices offered in American politics. This course introduces Catholic Social Teaching, its place within Catholic doctrine, and its response to contemporary challenges of society, politics, and economy. It also considers Catholic Social Teaching’s relation to contemporary American ideologies. The course is designed as a core intellectual component of deacon formation. However, any deacon candidate, deacon, or colleague in ministry may find this course useful for ongoing formation in Catholic teaching.

Course Objectives

At the conclusion of this course, students will have the ability to:

- Identify and explain the foundations of Catholic Social Teaching (CST) within Scripture, the Catholic tradition, and the Magisterium
- Describe the principal philosophical and theological commitments of CST
- Identify and explain seven themes of CST
- Locate CST within key Church documents
- Describe how CST differs from political, social, and economic ideologies
- Distinguish the works of charity from the works of social justice
- Apply CST to selected political, social & economic controversies, including war & peace; the environmental crisis; economic justice, poverty, and race relations; immigration; international economic development; abortion and capital punishment.

Required Texts

Catechism of the Catholic Church (CCC)
Pope Benedict XVI, *Deus Caritas Est (God is Love)*
Pope Francis, *Evangelii Gaudium (The Joy of the Gospel)*
Pope Francis, *Laudato Si’ (On Care for our Common Home)*
Bernard V. Brady, *Essential Catholic Social Thought* (Orbis Books, 2008)
Various articles & other documents (Doc)

Suggested: Pontifical Council for Peace and Justice, *Compendium of the Social Doctrine of the Church* (2004) (CSDC)

Grading (See pages 8-9 below for grading guidelines)

Individual Module Assignments (#3, 5, 7, 9, 11)	45%
Forum Discussions & Conference Calls (#1, 2, 4, 5, 6, 8, 10, 11)	30%
Final Project	25%

Course Outline

Note: In general, it is better to read the assignment for each Module BEFORE listening to the Module's lecture.

Note: See pages 10-11 below for other readings and helpful sources related to CST

Module One: Course Introduction – Goals and Objectives; Overview of Themes

Objectives

Describe Course Themes

Describe Course Goals

Define Catholic Social Teaching (CST) & “Catholic Social Doctrine” (CSD)

Consider the importance of CST/CSD for deacons

Distinguish Charity and Justice

Reading and Other Assignments

Brady, *Introduction*

Rev. Raniero Cantalamessa, "Not All Those Who Love Their Neighbor Love Christ, But All Those Who Love Christ Love Their Neighbor" (*Doc*)

Pope Benedict XVI, *Deus Caritas Est*, §§19-39

Conference Call

Module Two: The Catholic Social Tradition; CST Principles; CST in Action

Objectives

Identify and explain the foundations of Catholic Social Teaching (CST) within Catholic tradition and the Magisterium

Identify and explain seven themes of CST

Describe the meaning and importance of “persons” in CST

Identify the form of *decision-making* in matters related to CST

Describe how CST differs from political, social, and economic ideologies

Describe obstacles to CST in modern life

Reading and Other Assignments

Brady, *Chapters 1-2*

CCC, §§1699-1748

Peter Maurin – “Not a Liberal” “Not a Conservative” “A Radical Change” (*Doc*)

Interview with Kevin Ahern on “Movements of the Spirit”

http://americamagazine.org/sites/default/files/podcasts/2015/atw0819_1.mp3

CST 101: Life and Dignity of the Human Person (<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/index.cfm>)

Forum

Module Three: Scriptural Foundations

Objectives

- Discover the foundations of Catholic Social Teaching in Old Testament
- Discover the new dimensions introduced by Jesus and early Church
- Describe the political, social & economic dimensions of human dignity, justice, covenant & law, love, and Kingdom in Old and New Testaments
- Investigate how these themes undergird the “principles” of Catholic Social Teaching

Reading and Other Assignments

CSDC, *Chapter 1*

{http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#CHAPTER%20ONE}

Individual Assignment

Module Four: Aquinas; Rerum Novarum and After

Objectives

- Describe the Political Theology of St. Thomas Aquinas re: law & justice
- Describe how Natural Law thinking influences Catholic Social Teaching
- Relate briefly the period from Aquinas to the late 19th Century
- Articulate the context and teaching of *Rerum Novarum*
- Articulate the influence of *Rerum Novarum* on 20th century CST

Reading and Other Assignments

Brady, *Chapter 3*

CCC, §§1877-1933; 1950-1960

M. Cathleen Kaveny, “Law Morality, and Common Ground,” *America*, December 9, 2000 (<http://americamagazine.org/issue/391/article/law-morality-and-common-ground>)

Forum

Module Five: Economic Justice & Inequality

Objectives

- Apply the principle of social justice & other CSD principles to poverty, inequality, and economic controversies
- Critique the American economy from the perspective of CSD
- Assess the economic roles of individual, family, civil society, business, and government

Reading and Other Assignments

Gaudium et Spes, §§63-76

(http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html)

CCC, §§1934-1948; 2401-2463

Evangelii Gaudium, §§50-75, 176-216

David Carroll Cochran, “Plutocracy or Democracy?” *Commonweal*, February 10, 2012
(*Doc*)

Individual Assignment and Conference Call

Module Six: Personalism and Human Rights: Maritain, *Pacem in Terris*; Common Good; CST in America

Objectives

Articulate Personalism as foundation of 20th Century Catholic Social Teaching, especially the role of Jacques Maritain

Wrestle with the challenge that the American experience poses for Catholicism (and vice versa)

Describe how John Courtney Murray responded to that challenge

Identify the influence of the American experience and Murray’s response on the development of the theology of human rights, especially in *Pacem in Terris*

Characterize the Catholic Worker movement as a more “radical” expression of Personalism

Reading and Other Assignments

Brady, *Chapter 4*

CCC, §§2234-2257

Pope Francis, Address to U.S. Congress (9/24/15) (*Doc*)

Pope Francis, Address to United Nations General Assembly (9/25/15) (*Doc*)

Forum

Module Seven: Church in the World: Freedom, Conscience, Human Development

Objectives

Develop an appreciation of Vatican II’s opening to world

Explain the chief documents of Vatican II related to CSD and religious freedom

Explicate the Church’s teaching on freedom, conscience, and truth

Apply the principles of CSD to integral human development

Recognize and critique the U.S. bishops’ response to contemporary challenges to religious liberty

Reading and Other Assignments

Brady, *Chapter 5*

CCC, §§1730-1748, 2104-2109, 2245

USCCB, Ad Hoc Committee for Religious Liberty, “Our First, Most Cherished Liberty”
(*Doc*)

Pope Francis, Address to United States bishops (9/23/15) (*Doc*)

Individual Assignment

Module Eight: Liberation: Justice in the World; Justice and Evangelization

Objectives

Describe the messages of Pope Paul VI on justice in a globalized world
Distinguish the voices of the 3rd world on global justice
Evaluate the message of Liberation Theology
Recognize the relationship of violence to injustice
Recognize other appeals to liberation – women & sexual minorities
Illustrate the role of Catholic Social Doctrine in Evangelization
Question the role of deacons in action for social justice

Reading and Other Assignments

Brady, *Chapter 6*
Evangelii Gaudium, §§76-109

Forum

Module Nine: Human Work; Environment; Immigration

Objectives

Distinguish the impact of the long papacy of Pope St. John Paul II on CSD
Explain the teaching on work in *Laborem Exercens*
Describe how *Laudato Si'* develops CSD and extends Catholic teaching on the environment
Diagnose the implications of *Laudato Si'* for U.S. environmental policy
Apply CSD to contemporary migration & refugee crises

Reading and Other Assignments

Brady, *Chapter 7*
CCC, §§2415-2418, 2426-2436
Pope Francis, *Laudato Si'*
CST 101: Care for Creation (<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/index.cfm>)

Individual Assignment

Module Ten: Solidarity and Justice: Racism, Capital Punishment, and Consistent Ethic of Life

Objectives

Characterize the importance of solidarity in the social teaching of Pope St. John Paul II
Apply solidarity to integral development and to economic concepts
Explain the idea of “structures of sin” and of solidarity as a response
Apply solidarity to racism as a structure of sin
Describe the “consistent ethic of life” and controversies about the term
Apply the consistent ethic of life framework to abortion and the death penalty

Reading and Other Assignments

Brady, *Chapter 8*

CCC, §§2258-2330

Peter Steinfelds, "Beyond the Stalemate: Forty Years after 'Roe,'" *Commonweal*, June 14, 2013: 12-18. (<https://www.commonwealmagazine.org/beyond-stalemate>)

Forum

Module Eleven: Creating a Culture of Peace

Objectives

Explain how recent popes have regarded war & peace

Distinguish how *Centesimus Annus* restates and advances CSD, including the relation of social teaching to traditional Catholic teaching regarding war & peace

Describe traditional Just War Teaching

Diagnose challenges to Just War Teaching presented by terrorism & weapons of mass destruction

Explain alternatives in CSD to war as means of defense, including peacemaking, peacebuilding, pacificism, and nonviolence

Reading and Other Assignments

Brady, *Chapter 9*

CCC, §§2302-2317

Evangelii Gaudium, §§217-258

David Carroll Cochran, "What Slavery, Ordeals, Duels, and Lynching can Teach us about Abolishing War" (<http://wagingnonviolence.org/feature/slavery-ordeals-duels-lynching-can-teach-us-abolishing-war/>)

Timothy Kudo, "How we Learned to Kill," *NY Times Sunday Review*, February 27, 2015 (http://www.nytimes.com/2015/03/01/opinion/sunday/how-we-learned-to-kill.html?_r=0)

Daniel Allen, "Authoring Confusion: Iran, Islam, and Missing the Point" (*Doc*)

Individual Assignment and Conference Call

Module Twelve: Conclusion and Final Project

Reading and Other Assignments

Brady, *Conclusion*

Evangelii Gaudium, §§259-288

CSDC, chapter 12 & *Conclusion*

(http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#CHAPTER%20TWELVE)

(http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#CONCLUSION)

Jacob Lupfer, "What Catholics can teach America about polarized politics" (*Doc*)

Caesarius of Arles on Divine and Human Mercy (*Doc*)

Final Evaluation (Week Thirteen)

Select carefully ONE topic from Modules 5-11 about which there is substantial political and ideological polarization in the United States. Use material from the selected module to assess the topic and to describe the polarization.

You may also use Modules 1-4, in addition to the selected module.

Write a 6-8 page reflection paper describing the problem and the polarization around it. Show how CSD and Catholic social action can contribute to overcoming the polarization.

Note: you may not adopt as your own one side of the polarization or the other. Rather, you must demonstrate how there is a better way than both sides!

Note: the final section of the paper on overcoming the problem must constitute at least half of the entire paper. **This last requirement is crucial to your success in this assignment!**

Grading of Participation in Conference Calls and Discussion Forums:

Participation is important for the sake of other members of the class as well as the individual. The class is not simply a group of individuals but a unit in which mutual assistance in learning is necessary. As a seminar, learning in this course must come from the knowledge, experience, and questions of ALL participants.

Although a class participation grade is more impressionistic than grading a test or a paper, it performs a critical evaluative function. Class participation grades measure performance every day.

Grades will be on the following scale:

A = always participates in discussions and conversations; always demonstrates evidence of having done the required reading; asks thoughtful questions concerning reading and lectures; demonstrates open and fair mindedness; respects the materials and questions of others; shows serious interest in the material; demonstrates ability to reason carefully and to grasp logical argument and errors; is not afraid to demonstrate what he/she does not understand by asking questions; enjoys friendly, intellectual combat; does not attempt to dominate discussion.

B = frequent participation in discussions and conversations; frequently demonstrates evidence of having done the required reading; doesn't usually ask questions but is usually able to respond thoughtfully to questions; demonstrates open and fair mindedness; respects the materials and questions of others; shows serious interest in the material; demonstrates good ability to answer straight forward questions, but less ability to reason carefully and to handle logical argument and detect logical errors.

C = participates little; has not shown evidence of having done the required readings; displays average interest in the material; demonstrates average ability to reason verbally.

D = irregular participation.

F = no participation in online calls and discussion forums.

Grading of Individual writing Assignments

All written assignments will be graded as follows:

A = An excellent essay or paper; the organization is tight; the argument is carefully controlled; the facts are correct and appropriate to the thesis of the assignment; it exhibits unusual resourcefulness, insight, imagination, and sophistication. Such an essay can also see problems in materials; can articulate assumptions underlying arguments; and can state themes from their beginning to their conclusion. It is written in clear sentences, in readable standard English, with paragraphs organized to express coherent thought, using the correct words to say precisely what is meant; avoids vagueness and lack of clarity. A very good essay plus “pizzazz.”

B = A paper that is good to very good; it is well organized, factually correct, solidly documented, and thoughtfully argued; a solid piece of work. Such an essay shows knowledge of the materials, but does not show the connection between parts of the materials/or see the problems with the materials, at least not very clearly. It does not state the assumptions underlying the materials and/or does not trace themes from their beginning to their conclusion. This kind of essay is written in clear sentences and readable thought; mostly avoids vagueness and lack of clarity.

C = An adequate paper; the argument is somewhat routinely conceived; the organization is unwieldy or major points are omitted; some facts may be incorrect or inappropriate to the materials; but the paper covers the main points adequately. Such an essay faithfully repeats the points made by the readings or lectures, but shows little understanding of them beyond repetition. It sometimes uses unclear or incorrect terminology, and its paragraphs are not as clearly organized as possible.

D = A poor paper; badly organized; many facts are incorrect or inappropriate, or appropriate facts are missing; little self-consciousness about the point being made. Such an essay does not write clear sentences in readable standard English and/or does not organize coherent paragraphs and uses words imprecisely.

F = A paper which is not for this class, which answers a question that wasn't asked, or which is a half-hearted act of desperation. To receive an "F" a student must show little knowledge of the readings and discussions.

Resources for Catholic Social Doctrine

Recent Papal Encyclicals & Other Documents

John Paul II, *Sollicitudo Rei Socialis* (1987)
John Paul II, *Centesimus Annus* (1991)
John Paul II, *Evangelium Vitae* (1995)
Benedict XVI, *Deus Caritas Est* (2006)
Benedict XVI, *Caritas in Veritate* (2009)
Francis, *Evangelii Gaudium* (2013)
Francis. *Laudato Si'* (2015)

Vatican II Documents

Gaudium et Spes
Lumen Gentium
Dignitatis Humanae

Vatican Statement

Compendium of the Social Doctrine of the Church (2004)

U.S. Bishops' Statements

The Challenge of Peace: God's Promise and Our Response (1983)
A Good Friday Appeal to End the Death Penalty (1999)
Putting Children and Families First (1992)
Forming Consciences for Faithful Citizenship (2011)
Economic Justice for All (1986)
A Decade after Economic Justice for All (1996)
Living the Gospel of Life: A Challenge to American Catholics (1998)
Everyday Christianity: To Hunger and Thirst for Justice (1998)
Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice (2000)

Books

Benested, J. Brian, *Church, State, and Society: An Introduction to Catholic Social Doctrine* (Catholic University of America Press, 2011)
Charles, Rodger, S.J., *An Introduction to Catholic Social Teaching* (Ignatius Press, 1999)
Clark, Meghan J., *The Vision of Catholic Social Thought: The Virtue of Solidarity and the Praxis of Human Rights* (Fortress Press, 2014)
Cochran, Clarke E. and David Carroll Cochran, *Catholics, Politics, and Public Policy: Beyond Left and Right* (Orbis Press, 2003)
Cochran, Clarke E. and David Carroll Cochran, *The Catholic Vote: A Guide for the Perplexed* (Orbis, 2008)

- Heyer, Kristin E., *Prophetic and Public: The Social Witness of U.S. Catholicism* (Georgetown University Press, 2006)
- Himes, Kenneth R., OFM, *Responses to 101 Questions on Catholic Social Teaching*, 2nd ed. (Paulist Press, 2013)
- Massaro, Thomas, S.J., *Living Justice: Catholic Social Teaching in Action*, 2nd ed. (Rowman & Littlefield, 2011)
- Massaro, Thomas, S.J., and Thomas A. Shannon, eds., *American Catholic Social Teaching* (Liturgical Press, 2002)
- Mich, Marvin L. Krier, *Catholic Social Teaching and Movements* (Twenty-Third Publications, 1998)

Some Helpful Websites

- U.S. Catholic Bishops Poverty USA <http://www.usccb.org/>
<http://www.povertyusa.org/>
- Justice, Peace & Human Development (USCCB)
<http://www.usccb.org/about/justice-peace-and-human-development/>
- Catholic Social Thought Page www.saintmarys.edu/~incandel/cst.html
- Livesimply organization's Catholic Social Teaching Online
<http://www.catholicsocialteaching.org.uk/>
- Center of Concern's Education for Justice Project
<http://www.educationforjustice.org/>
- Archdiocese of Saint Paul and Minneapolis, Office for Social Justice's Document Collection
<http://www.osjspm.org/page.aspx?pid=491>
- Theology Library at Spring Hill College -- sections on Catholic social teaching generally and on specific issues
<http://www.shc.edu/theolibrary/>
- America (Jesuit weekly magazine) www.americamagazine.org
- Catholics in Alliance for the Common Good (liberal)
www.catholicsinalliance.org
- Commonweal magazine blog (liberal) www.commonwealmagazine.org/blog
- Network (liberal) www.networklobby.org
- First Things (conservative; ecumenical but Catholic foundations)
www.firstthings.com
- Catholic Answers (conservative) <http://www.catholic.com/>