

PMIN 212: Catholic Social Teaching

Rev. Simon C. Kim, PhD

Winter 2022: January 15 - March 19

Saturday Classes 9AM - 3PM: January 15, February 12, and March 19

(Diocesan Center, 485 Church St, Monterrey, CA)

Online: Tuesdays 6 - 8PM

Office Hours Online by Appointment

Course Objective

This course examines 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 the pastoral implications of its key themes and core commitments. (A foundational Theological Ethics course; 4 units).

Texts

- Kenneth R. Himes, et al., *Modern Catholic Social Teaching: Commentaries and Interpretations* (Washington, D.C.: Georgetown University Press, 2004)
- Encyclicals and Council documents available at www.vatican.va
- US Bishop documents available at www.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>
- Case Studies and other pdfs available on Camino

Expected Learning Outcomes

- Students will be able to identify and explain sources, core principles, and main themes of CST;
- Locate and articulate the role of CST in theological reflection;
- Communicate the dynamic relationship between the theological, social, and pastoral relevance of CST;
- Integrate the perspective of the poor and the marginalized on theological and pastoral issues

Topics

- Historical development of modern Catholic social thought
- Seven major themes of Catholic social thought
- Globalization and development
- Solidarity
- Principle of subsidiarity
- Migrants, refugees, and stateless people
- Racism and discrimination
- Creation and the environment

Course Expectations

Intellectual engagement: 20%

This seminar-style course requires students to actively participate by reading all assigned materials before the beginning of class. Attendance is only a precondition for participation since intellectual engagement will be measured by your consistent, dynamic contributions to our class discussions; thoughtful discussion of assigned texts and lecture topics; and respectful engagement of classmates and instructor. Therefore, students are expected to prepare for class by critically reading church documents along with the corresponding commentaries (findings, evaluations, and conclusions will be shared with others during class).

Seminar presentation: 20%

Each student will be expected to lead a discussion on an assigned church document to help the rest of the class better understand the context under examination. Students will give a **10-15 minute** presentation that appropriates the central theses of the chapter (historical, theological, moral) for our contemporary context and a question/issue/problem for us to discuss. A brief presentation will challenge presenters to identify the heart of the matter (historical context and key elements of social encyclical) and the ongoing reception within the ecclesial and social context.

Theological papers engaging method and content (3 total): 30%

Theological papers are four to five pages in length (typed, double-spaced, 12-point font). No late paper submissions will be accepted without prior approval. Papers will require you to engage the text in light of course themes and to do comparative work with other church documents and/or disciplines.

Final project: 30%

For the final class presentation, students are asked to carry out a research project bringing together insights from Catholic social thought to a real-world situation along with a ministry you are interested in. The goal of this project is to apply knowledge from this course to an issue students may encounter and want to address on a parochial level. The result of this research can be a catechetical workshop, youth ministry session, chaplaincy workshop, booklet, website, social media campaign, etc. Your presentation must include proper citations through a handout, PowerPoint, Prezi, etc. demonstrating your thought process/rationale and have a thesis advocating some specific position defended by the presentation.

Course Outline

1/15 Monterrey, CA

Introduction: *Theological & Ethical Methods and the Role of Catholic Social Teaching*
Read: *MCST*, Chapters 5 & 16; Selections from *Rerum novarum & Laborem exercens*;
Introduction, Chapters 1 (Scripture) & 3 (Ecclesiology).

1/25 The Dignity of Work and the Rights of Workers **Paper #1 Due**
Read: *MCST*, Chapters 5 & 16; Selections from *Rerum novarum & Laborem exercens*;
Case Study on Camino

2/1 Life and Dignity of the Human Person
Read: *MCST*, Chapters 6 & 10; Selections from *Quadragesimo anno & Dignitatis humanae*; Case Study on Camino

2/8 Solidarity
Read: *MCST*, Chapters 8 & 12; Selections from *Mater et magistra & Populorum progressio*; Case study on Camino

2/12 Monterrey, CA **Paper #2 Due**
From Vatican II to CELAM; Preferential Option for the Poor; Christological Perspectives in Catholic Social Teaching
Read: *MCST*, Chapter 11; Selections from *Gaudium et spes*; CELAM Documents (Medellín & Puebla)

2/22 CST in the United States
Read: *MCST*, Chapters 19 & 20; Selections from *Economic Justice for All & The Challenge of Peace*; Case Study on Camino

3/1 Rights and Responsibilities **Paper #3 Due**
Read: *MCST*, Chapters 9 & 18; Selections from *Pacem in terris & Centesimus annus*;
Case Study on Camino

3/8 Call to Family, Community, and Participation
Read: *MCST*, Chapters 14 & 15; Selections from *Justitia in mundo & Familiaris consortio*; Case Study on Camino

3/15 Care for God's Creation
Read: *Laudato Si*; Case Study on Camino

3/19 Monterrey, CA
Imagining the Future of CST
Final Project Presentations

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. Violations include plagiarism, cheating, outsourcing, and destruction of library or other materials needed for a course. Students found to have engaged in any form of academic dishonesty will, at the least, receive zero points for the piece of work concerned. 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.

Office of Accessible Education

If you have a disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216, <http://www.scu.edu/oea> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through the OAE, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am here to assist you in any way I can, I am unable to provide accommodations until I have received verification from OAE. The OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). OAE must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The OAE would be grateful for advance notice of at least two weeks. For more information, you may contact OAE at 408-554-4109.

Accommodations for Pregnancy and Parenting

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 medically related needs. 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 that impact major life activities.

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, tell someone immediately. 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, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.