

St. Jerome's University in the University of Waterloo
Department of Religious Studies
Fall 2018
RS 251 Catholic Social Thought
SJ1 3013 Monday 6:30 a.m. – 9:20 p.m.

Course Outline

Instructor: Professor David Perrin
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Office Hours: By appointment any time mutually agreeable; Tuesday and Thursday 12:00 p.m. – 12:45 p.m.; 2:30-3:30. Email messages sent Monday to Thursday will be responded to within 48 hours. Emails sent on Fridays before 12 noon will be responded to by 4 p.m. the same day. Emails sent after 12 noon on Fridays will be responded to by the end of the workday the following Monday.

Course Description:

This course will explore the origins, development, and contemporary challenges to Catholic social thought. The main focus will be on the critical and global influences of the past 100 years. Drawing on primary as well as secondary literature, the student will be introduced to the sources of and approaches to issues in Catholic social teaching. Specific themes to be studied with reference to the body of literature known as “Catholic Social Teaching” include: the foundations for human dignity, faith and politics, economic justice, war and peace, and care for the earth. This course will be conducted in a seminar-style based on the class readings.

[Note: This course fulfills an Area 2C requirement for Religious Studies majors.]

Learning Objectives:

- A. To understand the fundamental terms, concepts, and reasoning used in the articulation of Catholic social teaching.
- B. To appreciate how the study of Catholic social teaching draws on and intersects with other academic disciplines such as ethics, economics, business, sociology, history, Scripture, and theology.
- C. To develop a framework that will facilitate systematic and critical reflection on current issues reflected in Catholic social teaching.

- D. To assess critically key themes and sources in Catholic social teaching such as the meaning of work, globalization, conflict and security, and economic justice.
- E. To articulate personal but informed positions regarding contemporary issues in Catholic social teaching.

Required Texts:

- **REQUIRED:** *Copies of both required texts are on RESERVE at the SJU Library*

Charles E. Curran, *Catholic Social Teaching, 1891-present: A historical, theological, and ethical analysis*, Georgetown University Press, Washington: D.C., 2002.

J. Milburn Thompson, *Introducing Catholic Social Thought*, Orbis Books, Maryknoll, New York, 2010.

- **RECOMMENDED optional additional resources on RESERVE at SJU Library:**

101 Questions & Answers on Catholic Social Teaching, Kenneth R. Himes.

Catholic Social Teaching: An Historical Perspective, by Roger Aubert; David A. Boileau, editor.

From the Heart of the Church: The Catholic Social Tradition, Judith A. Merkle.

Globalization and Catholic Social Thought: Present Crisis, Future Hope, John A. Coleman and William F. Ryan, editors.

Introduction to Catholic Social Thought, Michael P. Hornsby-Smith.

Principles of Catholic Social Teaching, David A. Boileau, editor.

Official Vatican Foundational Documents (Encyclicals, letters, and other) on Catholic Social Teaching can be found at the Canadian Scarboro Missions site:

<https://www.scarboromissions.ca/justice-peace-and-integrity-of-creation/catholic-social-teaching>

Note, regular updates on developments in Catholic Social Thought in Canada and beyond are posted on the Scarboro Mission site. In addition American commentary on Catholic Social Teaching can be accessed through the Scarboro Mission website.

For updates on Catholic Social Thought from an American perspective see:

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

For succinct quotes from the documents of Catholic Social Teaching divided by major themes see:

<https://www.cctwincities.org/education-advocacy/catholic-social-teaching/>

Class Schedule (*Given this is a seminar-style course, with one of its goals to address the interests of the students, dates and themes of content may be revised as the course progresses; tests and due-dates for assignments will remain unchanged.*)

Week 1: Sept 10 Course Introduction: Review of Course Outline

Week 1: Sept 10 Modernity to Postmodernity: A Cultural Analysis.

The Development of Catholic Social Thought

Week 2: Sept 17 Definitions and Terms: Thompson, 1-11; Curran, 1-17.

Week 2: Sept 17 History of Catholic Social Thought: Thompson, 11-35.

Methodology in the Study of Catholic Social Thought I

Week 3: Sept 24 Theological Methodology: Curran, 21-51.

Week 3: Sept 24 Ethical Methodology: Curran, 53-80.

Methodology in the Study of Catholic Social Thought II

Week 4: Oct 1 A Shift in Methodology: The Personalist Approach: Curran, 80-100.

Week 4: Oct 1 Ecclesial Methodology: Curran, 101-124.

October 8 **Thanksgiving No Class**

Week 5: Oct 15 **In-Class Test I**

Faith and Politics I

Week 5: Oct 15 The Church and Politics: Thompson, 36-56.

Faith and Politics II

Week 6: Oct 22 Public Policy Development: Thompson, 57-77.

Economic and Social Justice I

Week 6: Oct 22 Economic Justice: Thompson, 78-88; Curran, 188-197.

Economic and Social Justice II

Week 7: Oct 29 Preferential Option for the Poor: Thompson, 89-101; Curran, 183-188.

Economic and Social Justice III

Week 7: Oct 29 Contributive Justice: Curran, 197-21

Week 8: Nov 5 **War and Peace I:** Thompson, 103-126; Curran, 159-164.

Week 8: Nov 5 **War and Peace II:** Thompson, 127-138.

Week 9: Nov 12 **In-Class Test II**

Week 9: Nov 12 **Care of the Earth I:** No Readings.

Week 10: Nov 19 **Care of the Earth II:**

Thompson, 139-164

E-Reserve: "Creation Proclaims the Glory of God," in *Essential Catholic Social Thought*," Bernard V. Brady, 199-207.

Week 10: Nov 19 **Care of the Earth III: E-Reserve:** Lynn White, "The Historical Roots of Our Ecologic Crisis"

Week 11: Nov 26 **End of Life Issues I:**

E-Reserve: "End-of-Life Care," in *Hope for Common Ground*, Julie Hanlon Rubio, 193-226.

“The Canadian Conference of Catholic Bishops and The Evangelical Fellowship of Canada – Declaration Against Euthanasia and Assisted Suicide”: <http://www.euthanasiadeclaration.ca/declaration/>

Week 11: Nov 26 **End of Life Issues II: *E-Reserve***: “Medical Ethics: Euthanasia,” Richard M. Gula

Week 12: Dec 3 Review: No Readings

Week 12: Dec 3 **In-Class Test III**

There is no final exam in this course.

Marking Scheme:

Class Preparation; Participation; Attendance: 10%

LEARN postings: 10%

In-Class Presentation One: 10%

In-Class Presentation Two: 10%

In-Class Test I: 15%

In-Class Test II: 20%

In-Class Test III: 25%

Important Dates to Remember:

- Be sure to record the date of your In-Class Presentations:
- _____ ;
- _____.

Oct15 In-Class Test One

Nov 12 In-Class Test Two

Nov 25 Last chance to post on LEARN

Dec 3 In-Class Test Three. Last class.

Instructions for Assignments/Essays/Tests/Classroom Decorum:

Policy on Food in the Classroom: No snacks or food of any kind is permitted in the classroom before class starts, during class breaks, or during class meeting times. There will be a scheduled break at approximately 7:45 p.m.. If you have brought food or snacks please locate yourself to a common lounge area, café, or cafeteria for its consumption. Only hot and cold drinks may be brought into the classroom and consumed during class meeting times.

In-Class Presentations:

Choose **two** (2) of the scheduled readings from the text books for this course. The two readings chosen must be on different dates. The in-class presentations take place on the day the reading is scheduled at the beginning of that class.

1. Prepare a 15-20 minute in-class presentation of the *highlights* from your chosen reading. Following this presentation facilitate a 5-10 minute class discussion based on questions you have prepared for the class and questions which may come from participants in the class. You may also use one or more of the Focus Questions provided by the Professor for the class that day.
2. Write up your highlights of the reading in 800 – 1,000 words and submit to the Professor via the Drop-Box on LEARN by 4 p.m. the following day. A sign-up sheet on a “first come – first served” basis will be circulated for this assignment on Sept 10.

Note: this assignment is intended to foster your capacity to synthesize and present core ideas present in a text. You are not being asked to “summarize” or “squeeze” all of the ideas from the reading into your class presentation. Ask yourself the following questions to assist in the preparation of your presentation:

- i. What is *the* big idea presented in the reading?
- ii. What are some significant related ideas?
- iii. What conclusion, if any, does the author present?
- iv. What did you find of personal interest?
- v. What questions arise for you based on this reading and/or topic?

Using the LEARN Drop-box

- i. Ensure that the name of your file does not include special characters such as symbols or punctuation. Such characters may cause problems when uploading your file. Keep a copy of your assignment in case of technical problems.
- ii. You will receive an Email Confirmation Receipt sent to your @uwaterloo.ca email address. If you do not receive an Email Confirmation Receipt, please double-check your submission and re-submit if necessary.
- iii. Keep all Email Confirmation Receipts until the course is over as proof of submission.

How to Submit to a Dropbox: For more detailed instructions, please go to [Waterloo LEARN Help: Dropboxes](#) via this link.

Participation: This course is designed to promote engaged critical thinking with the course readings, your personal experience, and the material presented in the classroom. In order to foster the skill of engaged critical thinking, I expect you to have done the readings prior to each class, come to the class with prepared questions and/or commentary on the readings, and interact with your colleagues during class discussion times.

On each day when readings are due you will be given the opportunity to provide brief comments and/or questions for discussion, that cover the readings for that day. Prepare your comments ahead of class. Both regular attendance and preparation are necessary for successful class meetings.

Attendance will be taken and factored into your participation mark.

You are encouraged to ask questions during lectures being given by the Professor. Raising your hand will signal you have a question. I'll stop to respond to the question at an opportune time shortly thereafter. However, depending on your question (which may be part of a latter part of the lecture), the question will be entertained immediately or held for a response a bit later in the lecture.

LEARN Postings: Your brief summaries of an assigned text, relevant principal points from an assigned text, your questions, or other reflections that engage your own experience based on the required readings which you post on the LEARN site, will be factored into your LEARN mark. You may also choose to respond to one of the Focus Questions. Your original LEARN postings must be a minimum of 5 sentences per posting, based on the above description, in order to be awarded the 1% per posting. Although students may read and comment on the postings of all students such comments/postings based on the work of other students do not count toward your mark awarded for LEARN postings. They will, however, be factored into your general participation mark for this course. Please note that the LEARN site closes at 10 p.m. the day

before each class; your material needs to be posted prior to that time. Students can read and comment on your postings.

Attendance Policy: Attendance will be taken and factored into your participation mark. Missing more than one (1) class meeting will result in the loss of one (1) mark out of the ten (10) Preparation/Participation/Attendance marks for each class missed. Arriving late or leaving early will also factor into your Preparation/Participation/Attendance mark. Health reasons, with submission of appropriate documentation from UW, the “[University of Waterloo Verification of Illness](#)”, may exempt you from this policy. Decisions will be made on a case by case basis.

Note: there are two classes back-to-back per week. These are divided by a break. Thus, missing one week of classes results in two (2) missed classes. Late arrival or early departures of more than 10 minutes accumulate against missed classes. Advance notice of absence from class to the Professor, although recommended as a courtesy, does not excuse from this policy.

Course Website Information: LEARN

Using your WatIAM username and password, you can access the course website at:
<http://learn.uwaterloo.ca>

LEARN is a web-based course management system that enables instructors to manage course materials (e.g. posting of resource materials), interact with their students (e.g. drop boxes for student submissions, on-line quizzes, discussion boards, and e-mail students), and provide feedback (e.g. grades and assignment comments). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor; therefore, you may find a large variance in how LEARN is being used from one course to another.

On the RS 251 course website, you will be able to:

- . Download select lecture slides
- . Submit your written assignments
- . Access some reading material
- . Read announcements
- . View important dates
- . View some of your grades

Important Note: The Professor’s select lecture slides posted on LEARN do not substitute for your own notetaking during class lectures. Not all slide presentations are posted on LEARN. Some lectures given by the Professor may be without the use of slide presentations. You are responsible for all material whether posted on LEARN or not.

For further help on LEARN you may visit the help website at:
<https://uwaterloo.ca/learn-help/students>

You may also contact support staff via e-mail at: learnhelp@uwaterloo.ca

Correspondence and Appointments: Students using email to contact me must include their first and last names, student number, and course in which they are enrolled *in the email subject line*. Your “@uwaterloo.ca” email account is the preferred account for email communications with the Professor in this course. Commercial email accounts (such as “Hotmail”) are sometimes blocked by spam filters. Email is not conducive to discussion of issues with the Professor – and thus will not be used for such -- and is not an alternative way to receive class material.

Professors welcome hearing from students, and emails are a great opportunity to practice your skills in professional communication. Good professional format includes a standard greeting (“Dear Professor [name],”); unless it’s well into the semester, identifying yourself (“I’m a student in your 9:00 section”); using your best grammar; proofreading; and signing off formally (“Sincerely, [your name]”). When you get a response, it’s a good habit to send a note of acknowledgment and, if appropriate, thanks.

Discussion of assignments, class material, or other issues that may arise is welcome at class or during meetings with the professor. In order to be sure I am available during office hours it may be necessary to make an appointment at least 24 hours ahead of the desired appointment time. However, if you want to take a chance, please feel free to drop by any time during office hours to see if I am available (for example, I may be with another student). If I am not available please send me an email to make an appointment.

What to call professors: “Professor” or “Doctor” works well for both men and women.

Late Work: Part of a university education is learning to organize yourself given the multiple demands on your time and talent. Planning and organizing ahead to ensure readings and assignments are completed within the deadlines is necessary. Unless an extension in writing is requested in writing (at least 48 hours ahead of a due time) – and granted in writing – a penalty of 20% is applied if assignments are not turned in at the time they are due. Thereafter, for each day the assignment is late – calculated as of 4 p.m. – a further 5% penalty is applied.

Absences: As a courtesy, please inform me ahead via email if you are going to be absent from class. If you miss an in-class test because of an absence for illness, I will require the “[University of Waterloo Verification of Illness](#)” form in order to entertain the possibility of a make-up test. Please see further information below.

Electronic Device Policy

- i. **Turn off** and **put away** your cellphone, tablet of any kind, smart-phone of any kind, and any other electronic devices *before entering the classroom*. They are to remain put away and out of sight -- even during breaks – while you are inside the classroom.
- ii. Use of cellular telephones, smart phones, and similar devices is *prohibited* in the classroom as these are disruptive to the work environment of the instructor and

- disruptive to other students. These are to be powered off and put away at all times while in the classroom. Students who ignore this ban and make available or use these types of devices in the classroom, during lectures and breaks while in the classroom will receive a 5% loss of their final grade for *each* transgression.
- iii. If you are wondering if the Professor has noticed your infraction of this “Electronic Device Policy” check: LEARN “Class Preparation and Participation” in the grades/comments section where infractions are recorded rather than disrupt class.
 - iv. Audio and video recording of lectures is strictly prohibited.
 - v. If students wish to use computers (laptops only) to take notes during the lectures, they must obtain permission to do so from the instructor. This involves the student **meeting with the Professor to sign a contract** agreeing that s/he will use the computing device exclusively to take notes and for visiting "Learn." No other surfing activity is permitted. Non-lecture-related use of computers is banned as it is disruptive to the instructor and disruptive to other students. ***Students who are "surfing" (e.g., visiting other websites, checking email, facebook, and the like) will receive a 5% reduction of their final mark for each transgression.***
 - vi. ***Those who use cellphones or other electronic devices in the classroom (other than a laptop with a duly signed agreement form) will receive a 5% reduction of their final mark for each transgression.***
 - vii. Feedback, infractions and penalties will be recorded on LEARN in the comment section for “Class Preparation and Participation.” Check this site when you are wondering whether a penalty has been applied to your activity in the classroom.

Policies Regarding Illness and Missed Tests; Other Information

[The University of Waterloo Examination Regulations](#) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “[University of Waterloo Verification of Illness](#)” form or it will not be accepted. This form can be obtained from Health Services or on the link provided above. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing

academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.