



UNIVERSITY OF NOTRE DAME

SYLLABUS Catholic Social Teaching (MNA 60130)

Fall 2020
August 11, 2020 – October 1, 2020

Class Times:
Tuesday & Thursday, 2:00 pm – 3:35 pm

Classroom:
110 Mendoza College of Business

Class Zoom Link:
<https://notredame.zoom.us/j/91752463796?pwd=RC8xLzIzUk9VSXRkWDRWYWIBQWIEUT09>

Instructor

Craig Iffland, Ph.D. student in Moral Theology
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Office Hours: Wednesday, 3:00 – 5:00pm (or by appointment)

Course Overview

In this course, we will examine the central texts that make up what has come to be understood as the “social teaching of the Catholic Church.” In doing so, particular attention will be placed on the immediate historical context that gave rise to each text as well as the relevance of the text for the

various political, social, and economic issues of our own day. Accordingly, we shall focus on a diverse range of topics raised by the texts, including: the morality of “liberalism” and “socialism,” the rights and responsibilities of private ownership, the principles of economic justice (e.g., in wages, domestic and international distribution of wealth), the prioritization of “labor” over “capital,” the twin values of subsidiarity and solidarity, the dignity of the human person and the importance of promoting “integral human development,” the purpose of “work,” “business,” and the “market,” the positive and negative roles played by technology and globalization, and the significance of truth, justice, and charity in advancing the common good of all persons. The aim of the course is to facilitate student engagement with these topics from a wider historical, anthropological, and moral perspective as well as to equip students to apply this perspective to their future work in the nonprofit sector.

Course Objectives

1. Know the historical context in which each text emerged, how this historical context shapes the particular claims made therein and may explain differences of emphasis or argument in each text;
2. Identify overarching moral commitments embedded in “Catholic Social Teaching;”
3. Explain how our understanding of the human person shapes our assessment of (a) certain economic theories (liberalism, socialism), (b) emerging socio-political trends (totalitarianism, consumerism), (c) the purpose of work, business, and the market, and (d) “authentic” v. “inauthentic” models of human development;
4. Recognize the connection between the different forms of economic justice (social, distributive, commutative), the social values of solidarity and subsidiarity, and a well-functioning political society oriented to the common good of all;
5. Apply some of the insights or moral analysis contained within the texts discussed to contemporary political, social, cultural, or economic debates;
6. Assess the relevance of “Catholic Social Teaching” to non-profit work (in general), and its usefulness for your own future work in the non-profit sector.

Course Materials

Cass, Oren. *The Once and Future Worker: A Vision for the Renewal of Work in America*. New York: Encounter Books, 2018.

Charles, Rodger S.J. *Christian Social Witness and Teaching: The Catholic Tradition from Genesis to Centesimus Annus*. 2 vols. Herefordshire: Fowler Wright Books, 1998.

Messner, Johannes. *Social Ethics: Natural Law in the Western World*. Translated by J.J. Doherty. St Louis: Herder, 1965.

Moody, Joseph N., ed. *Church and Society: Catholic Social and Political Thought and Movements 1789-1950*. New York: Arts Inc., 1953.

Otteson, James, ed. *What Adam Smith Knew: Moral Lessons on Capitalism from its Greatest Champions and Fiercest Opponents*. New York: Encounter Books, 2014.

Rajan, Raghuram. *The Third Pillar: How Markets and the State Leave the Community Behind*. New York: Penguin Press, 2019.

Ryan, John A. *Distributive Justice: The Right and Wrong of our Present Distribution of Wealth*. New York: The Macmillan Company, 1942.

All papal encyclicals can be accessed online at http://www.vatican.va/holy_father/index_it.htm.

All required readings, including the papal encyclicals, will be accessible through Sakai. Please let me know if there are any problems with accessing the readings.

Schedule of Classes

- 1) 8/18 Introduction to Catholic Moral Theology
- 2) 8/20 Introduction to Catholic Social Teaching [CST] and The Social Question
Readings: 1. "The Time of Constructive Achievement" (Moody, pp. 41-62)
2. "The Failure of the Social Order" (Messner, pp. 353-376)
3. "The Three Necessary Societies" (Russell Hittinger)
- 3) 8/25 Philosophical Antecedents to *Rerum Novarum*
Readings: 1. John Locke, *Second Treatise on Government* (WASK, 14-20)
2. David Hume, *Treatise on Human Nature* (WASK 131-144)
3. Marx & Engels, *The Communist Manifesto* (WASK 100-103)
- 4) 8/27 *Rerum Novarum* (1891)
Readings: 1. *Rerum Novarum* (Leo XII, para. 1-64)
2. *Christian Social Witness and Teaching* (Charles, pp. 3-30)
3. Thomas Aquinas, *Summa Theologiae* II-II 66.1-2 & 7
4. *Distributive Justice* (Ryan, pp. 45-54) [**optional**]
- 5) 9/1 *Quadragesimo Anno* (1931)
Readings: 1. *Quadragesimo Anno* (1931) (Pius XI, para. 41-110 & 127-141)
2. *Christian Social Witness and Teaching* (Charles, pp. 59-71)
- 6) 9/3 Application: Wage Justice & Superfluous Wealth
Readings: 1. "The Duty of Distributing Superfluous Wealth" (Ryan, pp. 233-246)
2. "The Minimum of Justice: a Living Wage" (Ryan, pp. 269-285)
- 7) 9/8 Mid-Term Exam

- 8) 9/10 *Laborem Exercens* (1981) para. 1-15; 24-27
Readings: 1. *Laborem Exercens* (John Paul II, para. 1-15; 24-27)
2. *Christian Social Witness and Teaching* (Charles, pp. 290 – 302)
- 9) 9/15 Application: An Economy of “Productive Pluralism”
Readings: 1. *The Once and Future Worker* (Oren Cass, pp. 1-57)
- 10) 9/17 *Centesimus Annus* (1991)
Readings: 1. *Centesimus Annus* (John Paul II, para. 30-58)
2. *Christian Social Witness and Teaching* (Charles, pp. 340 – 366)
- 11) 9/22 *Caritas in Veritate* (2009)
Readings: 1. *Caritas in Veritate* (Benedict XVI, para. 1-20, 34-52)
- 12) 9/24 Application: Markets, State, and Civil Society
Readings: 1. *The Third Pillar* (Rajan, pp. xi-xxviii, 1-29)
2. [“Removing the Blinders from Economic Policy”](#) (Cass)

Final Paper Due on September 28 (11:59pm)

- 13) 9/29 Virtues in Business w/ Dean Martijn Cremers
Readings: 1. “Faith, Flourishing, & Finance” (Cremers, pp. 1-9)
2. “What Corporate Governance Can Learn from CST” (Cremers)
- 14) 10/1 Group Presentations

Evaluation

Students will be evaluated on the basis of the following: (i) reading responses (20%), (ii) a mid-term exam (25%) (ii) one final paper (25%), (iii) one group presentation (20%), and (iv) class participation (10%).

- i) You are required to provide **brief, typed** “reading responses” for class sessions **three** through **ten (inclusive)**. The **main purpose** of these responses is to help me to focus our class discussions so that we get the most out of the readings and engage your own interests in the material. On the sessions where a papal encyclical is assigned, your response should focus on the encyclical. For any other session, your response can focus on any of the assigned readings. The prompts for each reading response can be found in the assignment portal of Sakai. Each reading response will be due by 11:59 EST the day prior to our class discussion. For example, the reading response for class session #3 will be due at 11:59 EST on Monday, August 24.
- ii) You will have one in-class mid-term exam on **September 8, 2020**. The exam will cover class sessions #1 - #6. A study guide will be provided to you by 9/1.
- iii) You are required to complete **one final paper**. The writing prompt for the final paper can be found in the assignment portal of Sakai. **The due date for the final paper is Monday, September 28 at 11:59pm EST.**
- iv) You are required to do **one** in-class group presentation. The presentation groups should be comprised of **four** students each. The length of the presentation should be approximately

ten minutes. After the presentation, there will be a Q+A with fellow students and the professor for approximately **five minutes**. **Each group member** should participate in the presentation and Q+A. The in-class group presentation prompt is provided below. The due date of the group presentation is **Thursday, October 1, 2020**.

- v) A student's participation grade will be evaluated on the basis of the following items
 - In-class Engagement
 - Class Attendance
 - Scheduling **two** meetings with the Professor during office hours

Grading

I follow the grading guidelines of the [*Academic Code of the Mendoza College of Business Graduate Programs*](#) (4.3). A student's grade will be based on the following approximate weights:

- Reading Responses (20%)
- Final Paper (25%)
- Group Presentation (20%)
- Mid-Term Exam (25%)
- Class participation (10%)

Honor Code

All students must comply with the [*Mendoza College of Business Graduate Academic Code of Honor*](#). Any violations of these policies will result in referral to the appropriate administrative body. Assignments are expected to be completed according to the specified conditions, without the assistance of others. Giving or receiving help of any kind on any of the individual assignments is a violation of the Honor Code. Plagiarism (i.e., use of sources without proper attribution) in one's work will be penalized with a failing grade for that assignment.

Office Hours

I will hold office hours via Zoom. Please email me (ciffland@nd.edu) in order to schedule an appointment.

Guidelines for Final Paper

The final paper should be at least **six pages**, double-spaced, one-inch margins on all sides, with 12-point font in Times New Roman (excluding bibliography or works cited page). You should include your name when submitting the paper via Sakai (e.g., Iffland_Final Paper). All sources should be explicitly cited using the [*Chicago Manual of Style*](#).

Class Participation

In-Class Engagement

Each student should come to class prepared to discuss the readings assigned for that particular day. This means that each student has read the assigned readings, reflected on them, and prepared to make an active contribution to that day's discussion. In addition, it means that each student makes

a genuine effort to engage one another in a respectful manner, to encourage contributions from others members of the class, and to share one's own views with a willingness to defend and (perhaps) amend those views in light of the constructive feedback of the class.

Class Attendance

Unexcused absences could be subject to a reduction in one's participation grade. I will permit one unexcused absence without penalty, but I will still expect a "reading response" from that student. If you know you will miss a class, for any reason, please me know as soon as possible.

Office Hours

Each student should schedule **two** meetings with me. The purpose of the **first** meeting, which I hope could be completed by the end of the first week of class, is simply for me to be better acquainted with the personal background, aspirations, and interests of each individual student. I will provide a sign-up sheet for these first meetings. The purpose of the **second** meeting is for the student to discuss his or her progress on the final paper. Ideally, this meeting would involve my giving feedback on a rough draft of the paper for the benefit of the student.

Students with Disabilities

If you have a documented disability that will require accommodation in this course, please contact the Office of Disability Services (<http://disabilityservices.nd.edu/>, 574-631-7157) for assistance in developing a plan to address your academic needs. I am eager to accommodate your needs, but I will be unable to do so without communication from Disability Services.

Health and Safety Protocols

In this class, as elsewhere on campus, students must comply with all University health and safety protocols. Until further notice, these protocols include:

- Face masks that completely cover the nose and mouth are to be worn by all students and instructors;
- Physical distancing is to be maintained in all instructional spaces;
- Students are to sit in assigned seats throughout the semester, which will be documented by faculty for purposes of any needed contact tracing; and
- Protocols for staged entry into and exit from classrooms and instructional spaces are to be followed.

Compliance with these protocols is an expectation for everyone enrolled in this course. If a student refuses to comply with the University's health and safety protocols, the student must leave the classroom and will earn an unexcused absence for the class period and any associated assignments for the day. Persistent deviation from expected health and safety guidelines may be considered a violation of the University's "[Standards of Conduct](#)" as articulated in [du Lac: A Guide for Student Life](#), and will be referred accordingly.

Health Checks and Attendance

Every morning, all members of the Notre Dame Community will be asked to complete a daily

health check and submit their information via the Return to Campus Advisor app. The health check app will indicate one of the following:

- a. Student is cleared for class and should attend class in person (“green pass”); or
- b. Student is advised to stay home to monitor symptoms and should participate in class virtually and complete all assignments and assessments (“red pass”); or
- c. Student must consult a healthcare provider and should contact University Health Services (UHS) for an assessment (“red pass”). In the meantime, the student should participate in class virtually and complete all assignments and assessments. Depending on the medical assessment, UHS will follow the University’s standard protocol for obtaining an excused absence for medical reasons.

Course Content Delivery

This course takes place in a classroom (Mendoza 110) that is designed to accommodate all registered students in person under the University’s safe-distancing protocols. All students who get a “green pass” from their daily health check app are expected to attend class in person.

The course is a “dual mode” course, however, which means each class will be simulcast on Zoom. If you receive a “red pass” on your health check app, you should attend class remotely via the Zoom link. You should then return to in-person attendance once you receive a “green pass.” Please communicate with your instructor if you have any questions. Please also see [“Here”](#) for further information and instructions regarding health and safety protocols.