**Semester:** Spring 2017  
**Course:** YMM 6193 A; YSM 6193 A  
**Room:** Bishop Nold Bldg. Room 203  
**Class Time:** M/W 1315-1405  

**Professor:** The Reverend Paul E. Lockey, Ph.D.  
**Email:** lockeyp@stthom.edu  
**Phone:** campus: 713.686.4345 ext. 273;  
**Office Hours:** by appointment

**Required books:**

- **Catholic Social Thought: The Documentary Heritage** [Expanded edition; paperback]  
  Editors and Authors: David J. O’Brien and Thomas A. Shannon  
  Orbis Books; Updated/Expanded edition (October 30, 2010)  
  ISBN-10: 1570758913  

- **Catholic Social Teaching** [Paperback]  
  Author: Daniel Schwindt  
  Agnus Dei Publishing; June 19, 2015  

- **Christian Social Teachings** [Paperback]  
  Authors: George Forell and James Childs  
  Fortress Press: September 1, 2012  

- **Catechism of the Catholic Church: Second Edition** [Hardcover]  
  Author: Catholic Church  
  ISBN-10: 0385508190  

- **Laudato Si – On Care for Our Common Home**  
  Author: Pope Francis  
  Our Sunday Visitor (July 18, 2015)  
  ISBN-10: 1612783864  

**A. Course Description:** The Church’s social doctrine finds its essential foundation in Biblical Revelation and in the Tradition of the Church. This course will study key document history of the social teachings of the Church from the Early Church Fathers through the present day Holy Father, Pope Benedict XVI.

**B. Course Objectives:**
- To foster, through reading and discussion of the primary texts themselves, a better understanding and a greater familiarity with Catholic social teaching.
- To recognize the importance and public significance of the life and teaching of the Church and its implications for social structures as well as for the conduct of men and woman living in society.
- To situate this teaching within a broader understanding of the Church’s relationship with the larger society, its mission and vocation in the world.
C. Course Methodology: This course is planned as more of a seminar-styled study with class discussions that will try to touch upon the most significant Church documents over the past 2000 years, and in particular, the recent documents of the past two centuries. Each week we will consider documents through class discussion and individual student presentations. Weekly participation, including attendance as well as informed participation, a mid-term exam, a class presentation, and a final fulfill the requirements for the course.

D. Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Paper</td>
<td>25</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
</tr>
<tr>
<td>Paper and Presentation with Leadership of Discussion</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

GRADING STANDARDS
An “A” paper is superior in content, organization, and construction. An “A” paper contains no major distracting errors in grammar, sentence structure, paragraph structure, word usage, and/or punctuation, and including textual citations (footnotes, endnotes) and bibliographic references. Papers with superior content contain a clear sense of purpose; original main ideas; unusually compelling evidence; descriptive details; personal experiences; and/or extensive explanation of examples, viewpoints, complex concepts, claims, and most written statements. Papers with superior content demonstrate clear evidence of thought, planning, and audience awareness on the writer’s part.

A “B” paper is above average in content, organization, and construction. “B” Papers with above average content generally contain a clear sense of purpose; ideas; details; personal experiences and so forth. Papers with above average content demonstrate clear evidence of thought and planning and are written with a minimum of distracting errors in grammar, sentence structure, paragraph structure, word usage, and/or punctuation.

A “C” paper is a competent effort that fulfills the minimum paper assignment requirements. A "C" paper may be generally clear, concise, and coherent, but it is occasionally marred by lack of development, mistakes in mechanics, illogical sentence structure, and/or paragraphing errors. The "C" paper carries out the assignment in a routine way, such as a paper written without attention to the prewriting, planning, and revising stages of the writing process. The errors in a "C" paper are not distracting, the reader can follow and understand without difficulty, but the writing is neither vigorous nor well-developed, with few fresh perspectives offered by the writer and/or little development of the paper’s purpose.

A “D” paper is an unintelligible and underdeveloped response to the assignment; it may relate to the assignment but does not state or support a commitment to the topic in terms of both focus and organization. The "D" paper contains frequent grammatical errors which make the paper difficult to understand. Alternatively, it is characterized by irrelevant, inaccurate, inconsistent, and/or trivial content. A paper that does not fulfill all the stated content requirements of the assignment can fit into this category.

An “F” paper is unintelligible in terms of both organization and mechanics. It contains incoherent sentences and paragraphs; illogical, unrecognizable, or slang word choices; and it is factually inaccurate, logically inconsistent, and/or irrelevant to the assigned topic. The "F" paper is so poorly
organized and so carelessly written that a reader finds it difficult if not impossible to understand. A plagiarized paper can fit into this category.

Incompletes
An incomplete, or “I”, will be posted as a grade only in extenuating circumstances and after discussion with the student. Tardiness in submitting papers is not a reason for seeking/awarding an “I.” Incomplete marks in this class are not offered unless circumstances meet the UST requirements. Incompletes are rarely granted.

Attendance
Attendance: Students are required to attend each class in accordance with the standards of the University of St. Thomas and St. Mary’s. Absences: Students will not receive participation points or attendance credit for a missed class. Second class absence will be penalized double; third class absence will penalized triple, and so forth, unless express permission for extenuating circumstances is granted.

Participation
You need to come to class prepared to engage in and contribute to discussions and activities based on the readings for the day and week. Each student is expected to participate in all class activities. Lack of participation will affect a student’s grade as follows: liability of possible -1 point(s) deduction per activity and/or class and/or up to-10 points for lack of class participation during the semester.

Late Assignments
Late assignments are not accepted without extreme extenuating circumstances prevailing, in which case, a thorough and prior to the class discussion has been held with the professor.

Writing Standards
All papers must be submitted in the format prescribed by the professor as announced in the class. The mechanics of student papers and work will be evaluated as well as the content (including grammar, sentence structure, paragraph structure, word usage, and/or punctuation, spelling, textual citations (footnotes, endnotes) and bibliographic references, all properly formatted according to the announced prescribed usage). It is imperative that guidelines be reviewed before an assignment is begun. It is also important that the required submission format be followed in compiling the final paper or assignment. Failure to comply with either acceptable writing standards or prescribed formatting will result in point deduction.

Presentation Standards
All presentations are subject to presentation standards are outlined in the classroom. Presenter led discussions must be stimulating, on topic point for the document being considered, and lead to a deeper understanding of the issues within the document. Presenter led discussions which are “cute” or “innovative” but not highly relevant to the issues will result in a reduction of possible points.

E. Academic Honesty:
Cheating, plagiarism, and other forms of academic dishonesty will be subject to University policy. The penalty for an incident of academic dishonesty is a 0 for the work in question and subsequent incidents of academic dishonesty will lead to dismissal from the University according to University policy. The University trusts that each student will maintain high standards of honesty and ethical behavior. All assignments submitted in fulfillment of course requirements must be the student’s own work.
Plagiarism will not be tolerated. Students who are detected plagiarizing may receive a zero grade on that assignment and may be subject to further disciplinary action by the University.

If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Also, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

Academic dishonesty in a campus learning environment could involve:
- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation.

F. Reasonable Accommodations Policy: Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me within the first few weeks of class. While all discussions will remain confidential, in addition, students with disabilities will need to contact Counseling and Disability Services in Crooker Center (713-525-6953 or 3162).

G. Reading Assignments for Spring 2017: (Revisions may occur based on course progression)

January
M 16 – Martin Luther King Holiday
W 18 – Orientation to Class; beginning Introduction to Justice
M 23 – Introduction to Catholic Social Justice: Schwindt, pp. 1-62
W 25 – Schwindt, pp. 1-62
M 30 – Scriptural Foundations and Early Church Fathers from Christian Social Teachings

February
W 01 – Medieval Fathers from Christian Social Teachings
M 06 – Jesuit Legacy and Francisco de Suarez from Christian Social Teachings
W 08 – Rerum Novarum
M 13 – Rerum Novarum
W 15 – Rerum Novarum
M 20 – Rerum Novarum
W 22 – Mid-Term Exam
M 27 – Mater et Magistra and Schwindt – Wieck

March
W 01 – Mater et Magistra and Schwindt – Rodriguez Gomez
M 06 – Pacem in Terris and Schwindt – Ortega
W 08 – Pacem in Terris and Schwindt – Van Horn
M 13 & W 15 – Spring Break
M 20 – Populorum Progressio and Schwindt – Gutierrez
W 22 – Populorum Progressio and Schwindt – Foltyn
M 27 – Laborem Exercens and Schwindt – Suniga
W 29 – Laborem Exercens and Schwindt – Dinh
April
M 03 – *Solicitudo Rei Socialis* and Schwindt – Cuellar
W 05 – *Solicitudo Rei Socialis* and Schwindt – Hust
M 10 – *Centissimus Annus* and Schwindt – Sr. Tran
W 19 – *Centissimus Annus* and Schwindt – Dorman
W 12 & M 17 – **Easter Break**
W 19 – *Caritas in Veritate* and Schwindt – Huber
M 24 – *Caritas in Veritate* and Schwindt – Onate-Vargas
W 26 – *Laudato Si* and Schwindt – Hust

May
M 1 – *Laudato Si* and Schwindt -- Suniga
W 3 – Final Exam