

Catholic Social Thought



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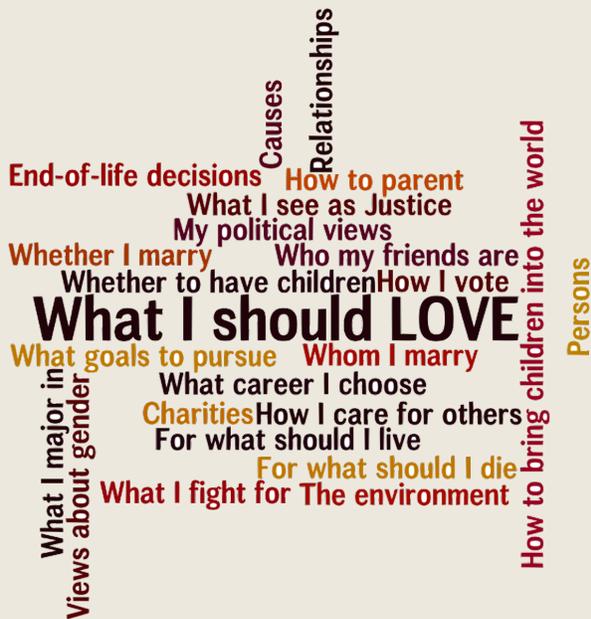
incandela.youcanbook.me



Course Description

What is the Church's proper role in social and political life? What are Catholics to think and do in a world which poses ever more difficult moral quandaries involving life and death? This course examines the foundational elements of the Church's social tradition and their application to contemporary issues such as poverty and homelessness, health care, capital punishment, and war. We will situate those discussions by first examining ethical questions relating to both the front and back ends of life (abortion, reproductive technologies, euthanasia), and look at various cases in which one's role as a believer may conflict with one's role as a citizen. The readings present a wide range of moral and theological points of view. Some of them will be critical of the official Catholic position. But listening to such critical voices is crucial for what we do here: for to understand and evaluate the Catholic position better, we need to listen to non-Catholics; to understand and evaluate theological arguments better, we need to examine secular ones as well. And since many of these issues impact rather directly upon women, it is especially important to hear *their* voices. The *goal* of this course, ultimately, is not just to enable you to reproduce the positions of the Catholic Church, but to produce positions of your own and to examine them (and *yourself*) in light of Catholic social teaching.

Why take this class?



There are few things that define us as individuals more thoroughly than the moral commitments we each hold. Therefore, when we study what we believe to be right or wrong, we encounter ourselves in profound ways and come to learn who we are. And learning who we are gets us through life and opens up our respective journeys before us.

In the Word Cloud at the left, you see how many things our moral commitments affect. Add those up, and you come close to the person you are. Therefore ...

Think of this course as a Moral Selfie.



- ◆ If you are Catholic, **welcome!** You will read things you probably have never read before and have the opportunity to “freely and critically study the rich heritage of the Catholic tradition” (Saint Mary’s College Statement of Philosophy and Purpose) by examining fundamental questions and fascinating problems. You should gain a deeper appreciation for all the areas of life that Catholicism touches.
- ◆ If you belong to another faith tradition (or to no faith tradition), **welcome!** Diversity of viewpoints will *always* enrich our discussions. You learn little when everyone agrees with you. Students from other traditions have frequently told me in the past that this course has allowed them to appreciate and appropriate their own background more fully.
- ◆ Whatever your background, know that I distinguish: **THEOLOGY** (what you can learn in a classroom, be graded upon, etc.), **FAITH** (what you personally accept of what you learn), and **RELIGION** (what you do with what you accept). I don’t (and can’t) grade your faith or religion.
- ◆ **For all students**, this course aims to develop skills of critical thinking and problem-solving (which most employers say are among the most important qualities needed for success in the contemporary workplace). It also seeks to enhance your ethical sensitivity and talents for creative expression and give you practical experience with computer-based technologies, increasingly essential in today’s marketplace as well.

Learning Outcomes & Assessment

These outcomes are what you'll learn how to do in this course.

These requirements are how you'll demonstrate that you've learned them.

LO1 Sophia Outcomes:† A Saint Mary's student ...	LO3 Sophia Outcomes:* A Saint Mary's student ...	Course Outcomes: "Catholic Social Thought" students will be able to ...	C L A S S	P R E P Q U I Z	V O I C E T H E A D	P A P E R S	P R O J E C T	F I N A L
... applies the broadened understanding of religion gained in the first course to a detailed examination of elements important to the Catholic Christian tradition (such as sacred or theological texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender).		explain official Catholic moral teachings on the issues we cover (that is, you will be able to describe what the Church teaches on these various topics)	✓	✓	✓	✓		✓
		appraise official Catholic moral teachings critically and reflectively (that is, you will be able to say something about Church teachings with your own informed views explaining why you agree with what you do or why you disagree with what you do)	✓	✓	✓		✓	
... analyzes issues or questions that arise in relation to those elements.	... evaluates social conditions (SRA ₁) ... discerns human needs (SRA ₂)	form your conscience and argue as ethicists do—namely, you will: <ul style="list-style-type: none"> ● take a position on a debatable issue ● support this position with evidence (namely, reasons drawn from a variety of sources— theological, philosophical, scientific, experiential, legal, etc.— which are brought forward in relation to your position or thesis) ● draw a normative conclusion based upon this evidence (viz., 'this is right' or 'this is wrong') 	✓		✓	✓		✓
		demonstrate through written and spoken words habits of critical thinking and problem solving	✓	✓	✓	✓	✓	✓

†Religious Traditions II

*Social Responsibility A & B, Academic Experiential Learning

These outcomes are what you'll learn how to do in this course.

These requirements are how you'll demonstrate that you've learned them.

<p>LO1 Sophia Outcomes:† A Saint Mary's student . . .</p>	<p>LO3 Sophia Outcomes:* A Saint Mary's student . . .</p>	<p>Course Outcomes: "Catholic Social Thought" students will be able to . . .</p>	<p>C L A S S</p>	<p>P R E P Q U I Z S</p>	<p>V O I C E T H E A D</p>	<p>P A P E R S</p>	<p>P R O J E C T</p>	<p>F I N A L</p>
<p>... engages perspectives that are new to her, both empathically and critically, and engages in informed, civil, and open discourse about religious differences</p>	<p>... evaluates social conditions (SRA₁)</p>	<p>assess (esp. experientially) how Catholic social thought touches lives, and especially the lives of those on the margins of society</p>	✓		✓		✓	
	<p>... discerns human needs (SRA₂)</p>		✓		✓		✓	
	<p>... is able to respond as an agent of change (SRB)</p>		✓		✓		✓	
	<p>... applies particular theories or concepts (such as from readings, lectures, or discussions) to an analysis of lived experiences in the settings provided by the course or program (AEL1)</p>		✓		✓		✓	
<p>... evaluates the meaning of theological claims and, in response to those claims, reflects critically on her own religious perspectives</p>	<p>... evaluates social conditions (SRA₁)</p>	<p>generate questions and insights that reveal the challenges, difficulties and struggles of Christian living at the dawn of this new millennium as they are evident in the different issues we take up</p>	✓		✓	✓	✓	✓
	<p>... is able to respond as an agent of change (SRB)</p>		✓		✓	✓	✓	✓
	<p>... articulates the impact of her experiential learning on her understanding of her education, her decision-making or problem solving, or her place in the world (AEL2)</p>		✓		✓	✓	✓	✓
	<p>... applies theological claims to society and self</p>	✓		✓	✓	✓	✓	

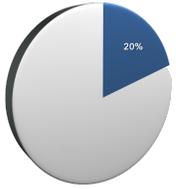
†Religious Traditions II

*Social Responsibility A & B, Academic Experiential Learning

Requirements & Grading



The requirements listed below serve the Sophia- and Course learning outcomes listed above. If the learning outcomes are the **destination**, the requirements are the **map** for how we'll get there. To complete this course successfully, you must ① contribute orally to class discussion and assess your participation each day, ② prepare for each class by taking a short online quiz the night before, ③ prepare for each class by submitting or reviewing Voicethread contributions on the readings or media for the following day, ④ compose two 5-page (approx.) ethical analysis essays, ⑤ complete one semester project, and ⑥ submit a final take-home essay assignment.



Class Contributions & Self-Assessment

I want you think of this not as your individual participation but rather as your oral *contributions* to everyone's learning, including your own. **These include:** asking or responding to questions (*especially* those directed to or posed by another student), relating personal experience to class topics, and referring to particular passages in the text to advance or reorient the discussion (a value-added behavior that puts your contributions over the top!). For each day on the syllabus, you will find learning outcomes for you to work towards on your own ("Pre-class Learning Outcomes") and more advanced learning outcomes we will work on together in class ("In-class Learning Outcomes"). The learning outcomes are what you should get out of each class and will form the basis for that day's discussion.

At the end of each class, I will give you some time to assess in writing your own contributions for that class and respond to one or more questions I'll ask about *your learning* of that day's topic. I will then assign a grade to you for that day based upon your performance. I will drop your two lowest grades to allow for the two unexcused absences you're allotted. An especially good (or poor) self-assessment could raise (or lower) your grade for the day.

How will my Class Contributions be graded?

✓+ (4.0/4.0 scale) = > 1 contribution*

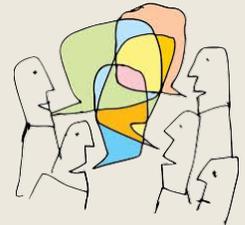
✓ (2.8/4.0 scale) = 1 contribution

✓- (1.6/4.0 scale) = 0 contributions

* A ✓+ is at least 2 'regular' oral contributions, or doing *either* of the following value-added contributions **just once**: (a) reading or quoting a relevant section from the text or assignment in your contribution, or (b) directly addressing or inviting another student to share her thoughts, especially if in a group.

How class will be run:

You learn better and retain more in a relaxed and challenging environment where everyone's views are respected and differences are valued for promoting deeper thinking on everyone's part. And you will be more interested in what you learn if class is fun and enjoyable. Therefore, we will strive for class sessions that are lively, fun, and informative. But all of that requires that students come to class ready to work and to be actively engaged with the material and with each other. Active learning that gets you interacting with each other (to apply, debate, analyze, construct meaning, confirm understanding) or up and out of your seats has been shown to be more lasting and stimulating. *Content delivery will happen online and outside of class time.* We will not just be 'going over the reading' in class, as that rewards people who didn't prepare and is boring for those who did. Class time is for discussing, clearing up questions, and *applying* the reading; and for good-natured (and *always-respectful*) argument. The way I respect student voices is by making space in our meetings for prepared individuals to advance their learning in dialogue with their classmates and me. At the start of each class, I'll give you a roadmap for what we'll do that day, as well as some questions I'll ask you to write about briefly at the end of each period. When you then reflect on your learning, you *think about your thinking*, and that *metacognition* makes your learning deeper. I will also ask you each day to evaluate yourself and what you contributed to everyone else's learning for that class. So please bring a notepad or something on which to write.





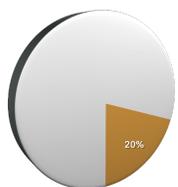
Class-Prep Quizzes

It's important that you have a basic understanding of the material *before* class, so that we can discuss its deeper implications *during* class. To prepare you for class each day, you'll be given a **5-minute** (3-5 question), **low-stakes**, online quiz over the Pre-Class Learning Outcomes. The quiz will be based on the assignment as well as what I say online in my introduction to the topic on the Voicethread for that day (see next section). The quizzes can be accessed on the second-to-last Voicethread slide. These open-book, open-note, open-browser quizzes will due by 6:00 am on the days we have class. At some time later in the morning of the days we meet, you'll be emailed your score + the correct answers for that day's quiz. **No new entries can come in after grades are mailed back.** Seeing how everyone did will then help me focus the class for that day, and knowing how you yourself did will help you know what questions you need to ask. As before, I'll drop your two lowest scores.



How will Class-Prep Quizzes be graded?

The percentage of your correct answers will be multiplied by 4 to get a grade on a 4.0 scale. (See "Grade Calculation" page below.)



Voicethreads

Voicethread, the other way you'll prepare for class, is a group audio blog that allows your spoken comments to be shared with others in the class. Voicethreads will be due for every class on which this icon () appears above the date on the syllabus. But only *half* the students will leave them at one time. (Under **Who We Are** on the course website, I've divided the class by alphabet into **red** and **blue** groups. Before Fall Break, **reds** will do Monday Voicethreads, and **blues** will do Wednesday. After Fall Break, we'll switch the order since it's harder to do a Voicethread from Monday to Wednesday than it is from Wednesday to Monday.) You'll find the Voicethread for each day in the Sidebar of the main

page of the course website in the same place you find online readings (see "Electronic Resources" below). Go to the class date under "Online Readings & Voicethreads," and click on it. You'll now see on the left any online readings assigned for that day; and then as you scroll down, you'll see a Voicethread. Click the Play button at the bottom middle of the page. I will have some initial commentary or give you some background about the topic for the next class. Usually on the last slide you'll find the Voicethread prompt for the following day in which I'll ask you to respond to a given reading or video or idea. You will listen to any other students who spoke before you, as the Voicethread will cycle through their comments. Then it's your turn.

Voicethread serves the course learning outcome of respectful dialogue about controversial issues. It has been said that 21st-century students gravitate towards learning experiences that are social and will connect them to their peers. Voicethread enables that kind of learning.

Deadline: Voicethreads will need to be completed by (at the latest) **8:00 pm** on the night before the class where we take up the particular issue on which you're posting. **Anything coming in beyond 8:00 will receive no credit.** Make your posting earlier that day if you have a previous evening commitment.



How will Voicethreads be graded?

Voicethreads will be graded on a 4-point scale:

- 1 point for a posting that is between 1 1/2 - 2 minutes in length (Voicethread shows you how long you spoke)
- 1 point for engaging the issues of the prompt in a way that demonstrates reflection, originality (meaning, you don't just repeat what someone else said), and thought on your part
- 1 point for analyzing or commenting on specific passages or ideas from one of the assigned readings or media
- 1 point for referring to (by name) and respectfully commenting on something a classmate said (or something I said if you're the first person to contribute)

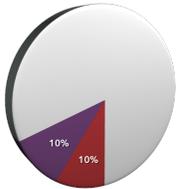
On the days in which your half of the class is **not** doing a Voicethread, you will be expected to listen to the Voicethreads left by the other half of the class and respond to a prompt that will ask for your reflection on what you heard. Type up about one side of a page (but not more than that) of commentary on the Voicethreads of your classmates and come to class with it the following day (that's the reason for the 8:00 pm deadline so that you have time to listen to the Voicethreads and respond.).

How will Reflections on Voicethreads be graded?

Voicethread reflections will be graded on a 4-point scale:

- 1 point for a reflection that is about (but not over) one double-spaced page in length
- 1 point for engaging the issues of the prompt in a way that demonstrates reflection, originality, and thought on your part
- 1 point for referring to classmates by name and respectfully commenting on what you heard in their Voicethreads
- 1 point for then using what you said on this paper to make a comment in class

For both your own Voicethreads and your reflections on those of others, I will drop the two lowest grades to allow for two unexcused absences. Beyond this, these cannot be made up because they involve collaboration with others.



Your two papers will involve critical ethical analysis of the issue under consideration. You must take a position and defend it with reasons. Writing clarifies thinking and integrates new ideas into what you already know. Each of these papers should be approximately 5 pages typed and double-spaced. The first one will be due on Friday, September 25th by 5:00 pm in your Google Drive folder. The second will be due on Friday, October 16th by 5:00 pm in the same place. Video instructions are available for how to do this in the **HOW TO** folder in the Navigator box at the right middle of the home page on the website. Precise topics and formatting instructions are also available in the Navigator in the **Ethical Analysis Papers** folder.

Late Papers: Papers not turned in by 5:00 pm on the due date will be considered late. One-day extensions are possible, but they must be approved in advance. Papers granted extensions and still not turned in by the new due date will be lowered 1 whole letter grade per day late.



The grade you earn on your essays is based on the following **five criteria**:

- ★ **Understanding of Material:** demonstrated and accurate grasp of ideas, concepts, and theories presented in the readings and in class
- ★ **Development/Organization:** apparent, understandable, and orderly presentation of ideas; understandable progression of your points; structured thinking, careful arrangement of what you say
- ★ **Reasoning/Evidence:** demonstrated critical and interpretative skills, rational manipulation of ideas and dexterity in handling them in relation to the weight of the reasons backing them up, keen and fair assessment of views; coherent construction of a discernible position or defense of a particular side of an issue
- ★ **Originality/Creativity:** exhibited creativity, personal appropriation of the issues and questions surrounding the topic; supporting your claims from your own insights, examples, illustrations, analogies, or reasoning rather than those borrowed from class or the text; going beyond others' views to formulate some creative ideas of your own, taking chances with the material and showing creativity. In general, I should be able to hear your own voice (which means that it's perfectly acceptable to use "I").
- ★ **Professionalism/Presentation:** sound grammar, spelling, writing style, punctuation, and sentence structure. Good writing is precise writing, and mistakes in grammar, spelling, or proofreading do not contribute to precision. In general, I expect professionalism in the presentation of your work.

How will Papers be graded?

Individualized rubrics for both papers, based upon the above criteria, are in the Papers folder on the website. These will tell you exactly what I'm looking for and provide a scoring guide for your work.

"The Church forcefully maintains this link between life ethics and social ethics, fully aware that 'a society lacks solid foundations when, on the one hand, it asserts values such as the dignity of the person, justice and peace, but then, on the other hand, radically acts to the contrary by allowing or tolerating a variety of ways in which human life is devalued and violated, especially where it is weak or marginalized.'"

—Pope Benedict XVI, *Caritas in Veritate*, 515



Semester Project

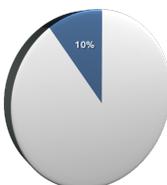
Your semester project is due on Friday, December 4th by 5:00 pm and will be your opportunity for more experiential engagement with one particular aspect of Catholic social teaching. You will have a choice among three options, and all require at least 15 hours of your time over the course of the semester: one deals with homelessness and will place you at the Center for the Homeless downtown. Another deals with violence prevention and will have you going into area schools or agencies to teach in the TakeTen program. The third will have you writing to death row inmates to experience from their eyes the institution of capital punishment in the United States.

Longer descriptions of all these are found on the website in the Semester Project Folder in the Navigator.



How will the Project be graded?

Projects will be graded on the same five criteria as papers. A rubric is available on the website for each of the three options.



Take-Home Final

The final will be take-home and involve two or three essay questions. You will receive the questions during the last week of class and have the beginning of Finals Week in which to work on them. Turn in through your Google Drive folder by 5:00 pm on Tuesday, December 15th.

How will the Take-Home Final be graded?

You will be able to view the rubric against which your Take-Home Final will be evaluated.



Key to Syllabus Icons:



Reading in the Course Reader



Video on the Course website



Link to online reading on Course website



Article to download from Course website



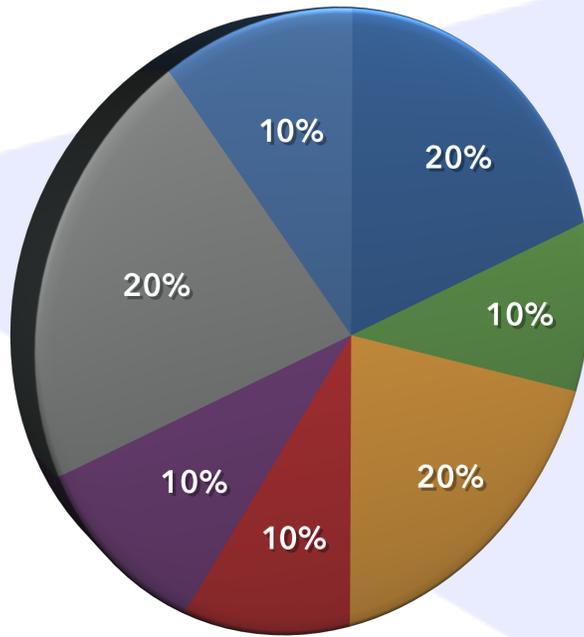
Audio file on Course website



Voicethread due for 1/2 of the class (**red** or **blue**), written commentary for the other

Grade Calculation

The grade you receive at the end of the semester is calculated on the basis of the following percentages for each particular component of the class:



- Class Contributions & Self-Assessments
- Class-Prep Quizzes
- Voicethreads
- Paper 1
- Paper 2
- Semester Project
- Take-Home Final



TIP

You can check an estimate of your grade at any time by going to the course website and clicking on **My Grade** under the course banner. Always feel free to see me to discuss your progress.

How to calculate your grade:

For your final grade and for your paper and project grades, this class uses the regular 4.0 Saint Mary's grade-point scale.

✓+ (4.0)	→	A	4.00
		A-	3.66
		B+	3.33
✓ (2.8)	→	B	3.00
		B-	2.66
		C	2.00
✓- (1.6)	→	C-	1.66
		D+	1.33
		D	1.00
0	→	F	0.00

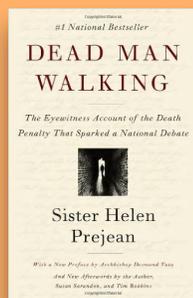


Texts & Electronic Resources

You will need the following readings for the course:



- ① **Course Reader.** This compilation of articles will be provided to you at no cost. An electronic version is also available as a PDF file through the course website.



- ② **Book.** Prejean, Sr. Helen. *Dead Man Walking*. New York: Vintage Books, 1994. (ISBN: 978-0679751311). We'll use this book around Thanksgiving time. It's available at our Bookstore (\$8.25-\$15.00) or on Amazon (\$11.61 + shipping, or \$9.99 for Kindle). It's also on Library Reserve.

Electronic Resources

This class has its own website and will make extensive use of computer-assisted instruction. We will be using **PBworks** as our classroom management system. You should have received an email invitation from me to join. The course syllabus, online readings, and paper assignments are available through this site, as well as some videos that I'll ask you to view for class. I provide video tutorials for how to use different elements of the website should anything be unclear (see the "HOW TO..." folder in the "Navigator" box at the middle of the right side of the website listed below, or at the QR code above):



Note that no one outside our class has access to anything on this site. So when you sign up after receiving the email invitation, I want you to use your full name.

Class Policies & Resources



Academic Honesty: The College's policy on academic honesty is in effect. This policy may be found on pp. 65-67 of the 2014-2015 *Saint Mary's College Bulletin* (<http://tinyurl.com/SMC-Academic-Honesty>). You are responsible for knowing and following it. Failure to do so will result in an F for the individual assignment. Repeated instances of academic dishonesty may merit an F for the course depending upon their frequency and severity.

Attendance policy: You are expected to attend class regularly. Your presence in class is a kind of participation. Therefore, more than 2 unexcused absences will lower your grade. More than 4 such absences may result in failure of the course. In rare circumstances, even an excessive number of total (unexcused + excused) absences (7 or more) may not allow you to pass this course. *It is your responsibility to inform me of any extenuating circumstances affecting attendance or class performance. Note that there will be one evening meeting of the class this semester (Tuesday, October 27th, from 6:00-7:30, for a trip to the South Bend Center for the Homeless).* Plan your schedule now accordingly.

Cellphone etiquette: Cellphones may be brought to class (we may even use them to take polls, etc.), but please remember to silence them and put them away. If you are expecting an urgent call about a private matter, you are exempt from this policy; but please let me know about this ahead of time.

Class cancellation policy: If I ever need to cancel a class at any other time for unexpected reasons, I will email you all or make arrangements for you to be notified of the cancellation. We would make up the work as best we can in our remaining class meetings.



Laptop/tablet policy: You are welcome to bring laptops or tablets to class. Because many of our readings are online, having internet access might be helpful. It could also allow more efficient searching for particular passages or even help in looking up questions that arise in our discussion. If your computer becomes a hindrance to your active participation in discussion or a distraction for others, I will ask you not to bring it to subsequent classes. *If you have a laptop or tablet, please do not sit in the last row.*

Late Word: Papers or Projects not turned in by the time listed on the due date will be considered late. One-day extensions are possible, but they must be approved in advance. Unless you have some emergency, I will not accept a late paper or project unless you have previously asked for an extension or told me ahead of time (= at least 1 day before the due date by noon) that it will be late. No extensions are possible for the Voicethreads, Quizzes, or Final Take-Home Essay.

QR Reader: Search on iTunes or Google Play for free phone apps to read the square QR codes such as the one above, and those elsewhere on the syllabus.

Respect: In general, I expect the kind of professional behavior from you that you would appreciate were you in the front of the room. This means making eye contact, sitting up straight, and being engaged, attentive, and interested. Respect for others' opinions is absolutely vital in a learning community such as this where we will be discussing controversial subjects—both in class and online—about which some may have deeply felt convictions. Most any issue we take up will elicit diverse views. You will not and cannot agree with all of them, but you need to respect the person who says something with which you disagree and engage her, if you choose, on the level of ideas. We are here to challenge *ideas*, not *individuals*; and doing that means that we strive, collectively, towards a greater truth than any one of us has on our own. For this reason, behavior not conducive to learning (e.g., not listening, extraneous side conversations, texting during class, disrespectful comments, interrupting, eye-rolling, etc.) will not be tolerated. And so that everyone feels safe in what she says, let's stipulate that what's said in class *stays* in class.

Students with Disabilities: Any student who is eligible for accommodations based upon a learning disability should contact Iris Giamo in the Disabilities Resource Office (103C Madeleva Hall, phone 284-4262, e-mail igiamo@saintmarys.edu) for an appointment to review documentation and arrange for appropriate accommodations. Students who suspect they may have a disability are also encouraged to contact the Disabilities Resource Office.

Students who are Victims of Sexual Assault: Any student who has experienced sexual assault, relationship violence, and/or stalking is encouraged to contact Connie Adams, Director of the Belles Against Violence Office (33 Holy Cross Hall, phone 284-4081, email cadams@saintmarys.edu). These three Saint Mary's departments have confidential staff: (1) BAVO (director), (2) Campus Ministry (pastoral ministers), and (3) Health and Counseling Services (counselors, nurses, and nurse practitioner). If your experience is directly impacting your academic performance, you may also consider contacting the Office of Academic Affairs (121 Le Mans Hall, phone 284-4594).

Course Outline

I A Beginner's Guide to Catholic Christian Ethics

Date	Topic	Assignment	Learning Outcomes
Aug 24	Ethics	▶ Robert Simon, "The Paralysis of Absolutophobia" (CR, pp. 1-6)	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of moral relativism and its opposite ☑ Demonstrate understanding of the "hidden contradictions" in moral relativism <p>In-Class</p> <ul style="list-style-type: none"> ☑ Identify potential sources of moral relativism ☑ Evaluate the author's objections to moral relativism and what he suggests to replace it
Aug 26	Christian Ethics	🎥 Sean McDowell, "Objective Morality" (Video on course website)	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of the difference between what's <i>true</i> about the world and what's <i>known</i> about the world ☑ Demonstrate understanding of the source of the disagreement about morality in this video <p>In-Class</p> <ul style="list-style-type: none"> ☑ Distinguish three questions to ask about the morality of any action ☑ Relate morality and purpose to reveal the role of theology in ethics

Date	Topic	Assignment	Learning Outcomes
 Aug 31	Catholic Christian Ethics	 Fr. Thomas Massaro, "The Four Sources of Christian Ethics" (Download on course website)	Pre-Class <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify examples of each of Fr. Massaro's 4 sources <input checked="" type="checkbox"/> Demonstrate understanding of "the fundamental belief of a natural law approach to ethics" In-Class <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Derive which of the four sources are most appropriate for which ethical issues <input checked="" type="checkbox"/> Uncover limitations of each of the 4 sources

II

Ethics at the Edges of Life

Date	Topic	Assignment	Learning Outcomes
 Sept 2	Church Teaching on Birth Control	<ul style="list-style-type: none">  Pope Paul VI, <i>Humanae Vitae</i>, §§1-18 required, §§19-31 optional (CR, pp. 7-12)  "Natural Law and Human Sexuality" (CR, pp. 13-19) 	Pre-Class <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of the purposes of sex according to <i>Humanae Vitae</i> <input checked="" type="checkbox"/> Demonstrate understanding of the relation between artificial and natural forms of birth control In-Class <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine what Pope Paul meant by "open to the transmission of life" (§11) <input checked="" type="checkbox"/> Evaluate the natural law reasoning and implications of <i>Humanae Vitae</i>

BIRTH CONTROL

Date	Topic	Assignment	Learning Outcomes
 Sept 7	Responses to <i>Humanae Vitae</i> & Catholic Teaching on Conscience	<ul style="list-style-type: none"> ▶ Regina Bambrick-Rust, "Love Naturally: Reflections on Natural Family Planning" (CR, pp. 20-23) ▶ Lisa Fullam, "Does Method Matter? Contraception and Catholic Identity: Unnatural Vision?" (CR, pp. 24-27) ▶ "Can the Pope ever be wrong?" ▶ Michael G. Lawler & Todd Salzman, "Following Faithfully: The Catholic Way to Choose the Good" (CR, pp. 28-33) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of the competing senses of what's natural in the first two essays ☑ Demonstrate understanding of the priority of conscience in the video and last reading <p>In-Class</p> <ul style="list-style-type: none"> ☑ Assess the different views of what's natural where birth control is concerned, and what these mean especially for women ☑ Illustrate the lines of authority in the Catholic Church in terms of the teaching about individual conscience
 Sept 9	<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 10px;">APPLICATION</div> Two Examples of Religious Freedom: Gay Marriage & the Contraception Mandate	<ul style="list-style-type: none"> ▶ Fr. James Martin, SJ, "Simply Loving" (CR, pp. 34-35) ▶ U.S. Conference of Catholic Bishops, "Between Man and Woman: Questions and Answers about Marriage and Same-Sex Unions" (Click link on course website) ▶ Bishop William Lori, "Beyond the Fortnight: Emerging challenges to religious freedom in the United States" (CR, pp. 36-40) ▶ Associated Press, "Court Won't Exempt ND from Obama Birth Control Provision" (CR, p. 41) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate an understanding of the religious liberty concerns about gay marriage ☑ Demonstrate an understanding of the religious liberty concerns with the contraception mandate of the Affordable Care Act <p>In-Class</p> <ul style="list-style-type: none"> ☑ Assess the validity of the religious liberty concerns about gay marriage ☑ Assess the validity of the religious liberty concerns about the contraception mandate
 Sept 14	Church vs. Supreme Court on Abortion	<ul style="list-style-type: none"> ▶ Congregation for the Doctrine of the Faith, "Declaration on Procured Abortion" (CR, pp. 42-49) ▶ U.S. Supreme Court, "Roe v. Wade: Majority Opinion" (CR, pp. 50-53) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of personhood for Church & Court ☑ Demonstrate understanding of the conclusions each reaches <p>In-Class</p> <ul style="list-style-type: none"> ☑ Explain the reasoning both documents use for their conclusions ☑ Explain how each reasons about personhood

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Sept 16	Indirect Abortion and the Principle of Double Effect	<ul style="list-style-type: none"> ⬇ Susan Teft Nicholson, "The Roman Catholic Doctrine of Therapeutic Abortion" (Download on course website) ➤ Fr. Tad Pacholczyk, "When Pregnancy Goes Awry" (CR, p. 54) ➤ Daniel P. Sulmasy, "Heart and Soul: The Case of the Conjoined Twins" (CR, pp. 55-59) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of what an indirect abortion is ☑ Demonstrate understanding of the Principle of Double Effect <p>In-Class</p> <ul style="list-style-type: none"> ☑ Assess Church teaching about indirect abortion ☑ Appraise conjoined twins case as analogy for indirect abortion
Sept 21	Challenges to Personhood & Choice	<ul style="list-style-type: none"> ➤ Carol Tauer, "The Moral Status of the Early Embryo" (CR, pp. 60-62) ➤ Mary Ann Warren, "On the Moral and Legal Status of Abortion" (CR, pp. 63-68) ➤ Daniel Callahan, "An Ethical Challenge to Prochoice Activists" (CR, pp. 69-75) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of different points for personhood ☑ Demonstrate understanding of Callahan's challenge to prochoice position on abortion <p>In-Class</p> <ul style="list-style-type: none"> ☑ Consider the implications of twinning and Warren's criteria for personhood ☑ Assess Callahan's critique of choice and its implications for feminism
Sept 23	Abortion and Politics	<ul style="list-style-type: none"> ➤ Governor Mario Cuomo, "Religious Belief and Public Morality: A Catholic Governor's Perspective" (CR, pp. 76-87) ➤ Fr. Tad Pacholczyk, "Imposing our Beliefs' on Others" (CR, pp. 88-89) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of Mario Cuomo's position on abortion & politics ☑ Demonstrate understanding of Fr. Pacholczyk's views on law and religion <p>In-Class</p> <ul style="list-style-type: none"> ☑ Apply Church teaching on abortion to put Cuomo's and Pacholczyk's positions into respectful dialogue ☑ Evaluate their views for your upcoming paper on the duties of the Catholic politician on abortion

Sept. 22



POPE FRANCIS 2015
UNITED STATES OF AMERICA



Sept. 27

Date	Topic	Assignment	Learning Outcomes
 Sept 28	Church Teaching on Reproductive Technologies	<ul style="list-style-type: none"> ▶ Congregation for the Doctrine of the Faith, "Instruction on Respect for Human Life in its Origin" (<i>Donum Vitae</i>), Roman Numeral II (CR, pp. 90-96) ▶ Patrick T. Reardon, "Where do babies come from? The Church and IVF" (CR, pp. 97-103) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of Catholic teaching on assisted reproduction through the "two fundamental values" mentioned in <i>Donum Vitae</i>, II.B.4.a ☑ Place this teaching in the context of <i>Humanae Vitae</i> and the <i>Declaration on Abortion</i> <p>In-Class</p> <ul style="list-style-type: none"> ☑ Form your views on assisted reproduction by shopping online at a sperm bank or filling out a cryopreservation permit for embryos ☑ Compare and contrast the Church's teaching on homologous vs. heterologous reproduction
 Sept 30	Surrogate Motherhood	<ul style="list-style-type: none"> 🔗 Search egg donor database or surrogate database and explore costs of surrogacy (Course website) 📺 "Donors, Daddies, Surrogates, Lawyers" (Video) 📺 "Fertility Doctor Offers Low Cost Surrogates to Foreigners" (Video) ▶ Thomas Shannon, "Against Surrogate Motherhood" (CR, pp. 104-106) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Inspect online egg donor/surrogate database ☑ Demonstrate understanding of moral issues involved with surrogacy <p>In-Class</p> <ul style="list-style-type: none"> ☑ Roleplay a surrogacy arrangement ☑ Examine the morality of surrogacy in light of this simulation, especially in relation to the possible exploitation of women worldwide
 Oct 5	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> APPLICATION </div> Embryonic Life: Stem Cells & Vaccines	<ul style="list-style-type: none"> 📺 "Human Embryonic Stem Cells" (Video) ▶ Congregation for the Doctrine of the Faith, Instruction on the Dignity of the Person on Certain Bioethical Issues" (<i>Dignitas Personae</i>), §§31-32 (CR, pp. 107-108) ▶ Right to Life of Michigan, "Vaccines, Abortion, and Fetal Tissue" (CR, pp. 109-113) ▶ Pontifical Academy for Life, "Moral Reflections on Vaccines Prepared from Cells Derived from Aborted Human Fetuses" (CR, pp. 114-118) 	<p>Pre-Class</p> <ul style="list-style-type: none"> ☑ Demonstrate understanding of moral issues relating to embryonic stem cells ☑ Demonstrate understanding of moral issues relating to development of certain vaccines <p>In-Class</p> <ul style="list-style-type: none"> ☑ Suggest public policy for the use of embryonic stem cells ☑ Draw careful distinctions about complicity in relation to the development of vaccines

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 Oct 7	Church Teaching on Euthanasia	<ul style="list-style-type: none"> ▶ Congregation for the Doctrine of the Faith, "Declaration on Euthanasia" (CR, pp. 119-123) ▶ Daniel P. Sulmasy, "The Last Word: The Catholic case for advance directives" (CR, pp. 124-129) ▶ "Terminally Ill California Mom Speaks Out Against Assisted Suicide" (Audio on course website) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of the values informing the Church's teaching on euthanasia <input checked="" type="checkbox"/> Distinguish ordinary vs. extraordinary treatment <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complete a Living Will to inform our discussion about end-of-life decisions <input checked="" type="checkbox"/> Put that exercise in the context of Christian theological values about end-of-life care
 Oct 12	Physician-Assisted Suicide	<ul style="list-style-type: none"> ▶ Brittany Maynard ▶ Louis Vernacchio "Physician-Assisted Suicide: Reflections of a Young Doctor" (CR, pp. 130-133) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of arguments for and against physician-assisted suicide <input checked="" type="checkbox"/> Apply the Principle of Double Effect to assisted suicide <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review Brittany Maynard's choice and assess its implications for patients and doctors <input checked="" type="checkbox"/> Examine Oregon Death with Dignity forms
Oct 14	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> APPLICATION </div> Ordinary Care or Extraordinary Treatment? Should Feeding Tubes be Removed?	<ul style="list-style-type: none"> ▶ <i>Nightline</i> on the Nancy Cruzan Case ▶ Gerald D. Coleman, "What's Extraordinary? Catholic wisdom on end-of-life care" (CR, pp. 134-138) ▶ Gilbert Meilaender, "On Removing Food and Water: Against the Grain" (CR, pp. 139-141) ▶ Patrick Derr, "Why Food and Fluids Can Never be Denied" (CR, p. 142-144) ▶ Catholic Bishops of Texas, "On Withdrawing Artificial Nutrition and Hydration" (CR, p. 145-146) ▶ Fr. Richard McCormick, SR, "Caring or Starving?" (CR, pp. 147-151) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of current Church teaching about feeding tubes <input checked="" type="checkbox"/> Demonstrate understanding of the Cruzan case <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Church teaching on euthanasia to debate the morality of removing Nancy Cruzan's feeding tube <input checked="" type="checkbox"/> Categorize her feeding tube as basic care or unnecessary treatment

FALL BREAK

III Love, Justice, and Society



Oct 26

Poverty and Perceptions of the Poor

- ▶ African American Policy Forum, "Structural Discrimination: The Unequal Opportunity Race"
- ▶ Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (CR, pp. 152-157)
- ▶ David Crary, "Behind the Poverty Statistics: Real Lives, Real Pain" (CR, pp. 158-167)
- ▶ Damaris Zehner, "Anger at the Poor" (CR, pp. 168-172)
- ▶ Emily Badger, "The Double-Standard of making the poor prove they're worthy of government benefits" (read this article or see the video embedded in it, entitled "3 ways making the poor prove they're worthy of benefits is problematic" or watch the video on the course website, "If you think only Poor People need Welfare, wait till you see what really rich folks do with it"

- Pre-Class
- Demonstrate understanding of hidden benefits and penalties affecting economic wellbeing
 - Demonstrate understanding of 'double standard' relating to government benefits

- In-Class
- Consider how factors not up to the individual relate to one another and compound their negative effects
 - Hypothesize why the poor are frequently victims of anger and negative stereotyping

Date	Topic	Assignment	Learning Outcomes
Oct 27 (Tuesday)		Trip to the South Bend Center for the Homeless (6:00-7:30 PM) (For directions on getting down to the Center, see the class website for this day.)	
Oct 28	Poverty Through Christian Eyes	<ul style="list-style-type: none"> ▶ United States Catholic Bishops, <i>Economic Justice for All</i>, §§13-16, 61-70, 88 (CR, pp. 173-177) ▶ Roberto S. Goizueta, "How can we be a Church of the Poor?" (CR, pp. 178-183) ▶ John Scalzi, "Being Poor" (CR, pp. 184-187) ▶  60 Minutes, "Hard Times Generation: Families Living in Cars" 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Distinguish charity and justice <input checked="" type="checkbox"/> Demonstrate understanding of the three foundational principles of Catholic social teaching <hr/> <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply the video and third reading for today as examples to illustrate the foundational principles of Catholic social teaching <input checked="" type="checkbox"/> Analyze the relationship between justice and equality in light of the Church's <i>preference</i> for the poor
 Nov 2	Jesus and the Preferential Option for the Poor	<ul style="list-style-type: none"> ▶  Meghan J. Clark, "The Biblical Roots of Catholic Social Teaching" ▶  Ed Brown, "Homeless Jesus Statue Rejected by Cathedrals Finds a Home" ▶ Peter J. Vaghi, "An Itinerant Preacher: Following the poor Jesus" (CR, pp. 188-191) ▶ Fr. John Dear, "Jesus' illegal Holy Week activity" (CR, pp. 192-194) ▶ Fr. Richard P. McBrien, "What is 'the Kingdom of God?'" (CR, pp. 195-199) ▶ Fr. Donald Senior, "For us and our salvation: Fr. Donald Senior on the Passion" (CR, pp. 200-205) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of Jesus's identity with the poor in his teaching and in his execution <input checked="" type="checkbox"/> Demonstrate understanding of what the Kingdom of God means <hr/> <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Imagine your own representation of the political significance of Jesus <input checked="" type="checkbox"/> Determine whether and in what sense Fr. Dear's description of Jesus as "a revolutionary" is appropriate

Date	Topic	Assignment	Learning Outcomes
 Nov 4	Romero: the Church and Poor	 <i>Romero</i>  Fr. John Dear, "Romero's Resurrection" (CR, pp. 206-209)  John Allen, "35 Years after Romero and El Salvador is still at war" (CR, pp. 210-214)  Zachary M. Seward, "Pope Francis: 'We can no longer trust in the unseen forces and the invisible hand of the market'" (CR, pp. 215-222)	Pre-Class  Demonstrate understanding of the events in <i>Romero</i> and of the current situation in El Salvador  Demonstrate understanding of Pope Francis's criticisms of the global economy <hr/> In-Class  Analyze the theme of political neutrality as depicted in <i>Romero</i>  Identify links or similarities between <i>Romero</i> and Pope Francis's teaching in <i>Evangelii Gaudium (The Joy of the Gospel)</i>
 Nov 9	Immigration	 <i>Designed to Care</i>  Kaitlyn Rabach, "Undocumented Saint Mary's student speaks out" (CR, pp. 223-225)  David M. Perry, "Should Colleges Help Undocumented Students?" (CR, pp. 226-231)  United States Conference of Catholic Bishops, "Catholic Church's Position on Immigration Reform"	Pre-Class  Demonstrate understanding of Catholic teaching on immigration  Demonstrate understanding of the causes of immigration <hr/> In-Class  Apply Church teaching on economic justice to the topic of immigration  Apply Church teaching on immigration to Saint Mary's policies on undocumented students
 Nov 11	Human Rights and Health Care	 <i>Unnatural Causes</i> (excerpt)  <i>Wealth Equals Health</i>  "Accumulating Advantage: How is health impacted by race and, consequently, class?"  Sen. Bernie Sanders, "Is Poverty a Death Sentence?" (CR, pp. 232-233)	Pre-Class  Demonstrate understanding of the concept of a right  Demonstrate understanding of the relationship between poverty and poor health <hr/> In-Class  Assess the impact of a lack of health care on opportunity and economic wellbeing  Predict Catholic teaching about access to health care

	Date	Topic	Assignment	Learning Outcomes
HEALTH CARE	 Nov 16	The Affordable Care Act and Catholic Social Teaching	<ul style="list-style-type: none">  Keith Hughes, "ObamaCare for Dummies: The Affordable Care Act Explained"  Sr. Carol Keehan, D.C., "It's time to take our medicine" (CR, pp. 234-240) <u>or</u> watch this video, "5 Questions with Sr. Carol Keehan, DC on health care reform"  Michael R. Strain, "End Obamacare and people could die. That's okay." (CR, pp. 241-244) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of the <u>A</u>ffordable <u>C</u>are <u>A</u>ct (ACA) <input checked="" type="checkbox"/> Demonstrate understanding of both Catholic support (and Catholic concern) about the ACA <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assess the ACA's alignment with Catholic principles for health care <input checked="" type="checkbox"/> Evaluate Michael Strain's argument that a greater number of deaths is a morally acceptable consequence of government policy about health care
ENVIRONMENT	 Nov 18	Rights for the Earth? The Church and the Environment	<ul style="list-style-type: none">  Pope Francis, <i>Laudato Si': On Care for Our Common Home</i> (excerpts) (CR, pp. 245-258) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of the origin of Catholic concern for the environment <input checked="" type="checkbox"/> Demonstrate understanding of what "the universal destination of goods" (§§93, 158) means <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interpret what Pope Francis means when he repeatedly says that "Everything is connected" <input checked="" type="checkbox"/> Evaluate some reactions to this encyclical
FEMALE PRIESTS	 Nov 23	Rights for Women in the Church? The Ordination of Women Priests	<ul style="list-style-type: none">  <i>Pink Smoke Over the Vatican</i> (excerpt)  Sr. Sandra M. Schneiders, "Did Jesus Exclude Women from Priesthood?" (CR, pp. 259-262)  Congregation for the Doctrine of the Faith, "Commentary on the Declaration <i>Inter Insigniores</i>," §§21-58 & 80-111 (CR, pp. 263-274) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of arguments in favor of women's ordination <input checked="" type="checkbox"/> Demonstrate understanding of the Church's position that <i>not</i> ordaining women is <i>not</i> an injustice <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluate the Church's arguments against ordaining women <input checked="" type="checkbox"/> Assess the analogy in the video between exclusion of women from ordination and exclusion of individuals based upon race



Thanksgiving

	Date	Topic	Assignment	Learning Outcomes
CAPITAL PUNISHMENT	Nov 30	Should Christians support the death penalty?	<ul style="list-style-type: none"> ▶ Sheldon Vanaucken, "The Death Penalty: What Should be the Christian Attitude?" (CR, pp. 275-276) ▶ Sr. John Paul II, <i>The Gospel of Life</i>, §§9, 56 (CR, pp. 277-278) ▶ Adrienne Haslet-Davis, "Why the Death Penalty Should Live" (CR, pp. 279-280) ▶ Sr. Helen Prejean, <i>Dead Man Walking</i> 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of Christian arguments for capital punishment and of contemporary Catholic teaching against it <input checked="" type="checkbox"/> Demonstrate understanding of the events in <i>Dead Man Walking</i>; and pick a particular passage/episode/scene that stood out for you and be ready to comment upon it in class <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze arguments for and against the morality of the death penalty <input checked="" type="checkbox"/> Discuss major themes that emerge from <i>Dead Man Walking</i> about the death penalty and Christian commitment
WAR & PEACE	 Dec 2	Christian Nonviolence	<ul style="list-style-type: none"> ▶ Rev. Martin Luther King, Nonviolence vs. Nonresistance ▶ D. Brent Laytham, "Loyalty Oath: A Matter of Ultimate Allegiance" (CR, p. 281) ▶ Benjamin J. Corey, "If American Became a Christian Nation (They Probably Wouldn't Like What it Looked Like)" (CR, pp. 282-285) ▶ Derek Flood, "Is There a Nonviolent Response to ISIS?" (CR, pp. 286-289) 	<p>Pre-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrate understanding of the roots of Christian nonviolence <input checked="" type="checkbox"/> Demonstrate understanding of the difference between nonviolence and nonresistance <p>In-Class</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assess the implications of a commitment to nonviolence on one's relationship to one's country <input checked="" type="checkbox"/> Consider whether nonviolence can be a practical strategy for dealing with evil

Date	Topic	Assignment	Learning Outcomes
 Dec 7	Just War	<ul style="list-style-type: none"> ▶ MAJ Peter Kilner, "War is Necessary" ▶ Gregory S. Clapper, "Wounds of War" (CR, pp. 290-293) ▶ United States Conference of Catholic Bishops, <i>The Challenge of Peace</i>, §§56-62, 73-110 (CR, pp. 294-302) ▶ Editors of <i>America</i>, "Our Sacred Dead" (CR, pp. 303-305) 	Pre-Class <ul style="list-style-type: none"> ☑ Demonstrate understanding of the Just War criteria ☑ Demonstrate understanding of the case for Christian participation in violence—especially the "not yet" dimension of the Kingdom In-Class <ul style="list-style-type: none"> ☑ Evaluate the reasoning behind the Just(ified) War position ☑ Apply Just War criteria to particular cases, such as Iraq
Dec 9	Torture and Terrorism	<ul style="list-style-type: none"> ▶ Editors of <i>America</i>, "Torture is still with us" (CR, pp. 306-308) ▶ Denise C. McAllister, "Yes, Christians can support torture" (CR, pp. 309-320) ▶ Stephen M. Colecchi, "No Excuses for Torture" (CR, pp. 321-324) 	Pre-Class <ul style="list-style-type: none"> ☑ Demonstrate understanding of the case for the morality of torture ☑ Demonstrate understanding of the Catholic case against torture In-Class <ul style="list-style-type: none"> ☑ Debate whether torture is ever morally justified ☑ Apply the Church's teaching about human dignity to both the tortured as well as he <i>torturer</i>

If
 you
 WANT
 PEACE,
 WORK
 FOR
 JUSTICE

—Pope Paul VI