

THE POLITICS OF POPE FRANCIS

POLS/CATH 2930 | Saint Louis University | Spring 2021

Prof. Matthew Baugh SJ
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Office Hours: W 8:15-9:15am, by appointment

TR 11:00am – 12:15pm
Boileau Hall Gallery
<https://slu.zoom.us/j/92410893720>

COURSE DESCRIPTION

This course examines Pope Francis' distinctive approach to politics and governance, considering both his own exercise of leadership in Argentina and in Rome and the ways in which he has articulated his political philosophy in articles, addresses, papal documents, and the like. At the heart of his thought stands the goal of reform. How does he understand the process of reform, both of society and of the Church, and the substantive ends to which it is ordered?

MATERIALS TO PURCHASE

James MacGregor Burns, *Transforming Leadership* (New York: Atlantic Monthly Press, 2003). [ISBN: 0802141188]

Pope Francis, *Let Us Dream* (New York: Simon & Schuster, 2020). [ISBN: 1982171863]

Austen Ivereigh, *The Great Reformer: Francis and the Making of a Radical Pope* (New York: Henry Holt, 2016). [ISBN: 1250074991]

Austen Ivereigh, *Wounded Shepherd: Pope Francis and His Struggle to Convert the Catholic Church* (New York: Henry Holt, 2019). [ISBN: 1250763657]

[All other required reading will be available for download from the course's [Google folder](#).]

LEARNING OBJECTIVES & ASSESSMENT

Upon successful completion of this course, students will be able to:

- (1) Identify 2 or more distinctive themes in Pope Francis' political thought and describe their significance in relation to the thought of other contemporary and historic world leaders. The Short Essay will be graded according to a rubric which specifically addresses

this learning objective, and the Midterm Exam will include questions that measure the achievement of this objective.

- (2) Describe at least 3 examples of Pope Francis' exercise of governance and their relation to his understanding of reform. The Profile of a recently appointed cardinal will be graded according to a rubric which specifically addresses this learning objective with respect to one example, and the Midterm Exam will include questions that measure the achievement of this objective with respect to other examples.
- (3) Explain how Pope Francis uses his international journeys to advance the goals of his pontificate and to apply the major themes of his pontificate to particular social contexts. The Final Paper and Presentation will be graded according to rubrics which specifically address this learning objective with respect to the particular journey chosen by the student.

Evaluations & Grading

(1) Class Participation (5%) Participation will be evaluated on the basis of both the frequency and quality of contributions. In addition to active regular participation, students will be responsible for serving as "class expert" on the day's readings once in the course of the semester when they can expect to be called upon more regularly.

(2) Short Essay (20%) Students will write an essay of 1200-1500 words (about 4-5 pp.) on Pope Francis' book *Let Us Dream*. The essay should: 1) identify one key theme in the text, 2) cite particular passages in which the Pope develops the theme, 3) articulate the Pope's argument in the student's own words, and 4) compare the Pope's perspective on crisis leadership to that of any one other world leader. The essay is due in class on February 18.

(3) Profile Paper and Slide (10%) Students will write a 450-600 word profile of one of the cardinals appointed by Pope Francis and create a slide to present in class that communicates the central significance of the appointment. The paper is due in class on March 9 and the slide should be uploaded to the class's shared Google Slide file by 11:59pm on March 8.

(4) Midterm Exam (30%) The exam will cover all the material in the course up to that day, including points raised in class discussions. It will take place in class on April 1.

(5) Final Paper (30%) Students will write a paper of 1800 – 2400 words (about 6-8 pp.) on Pope Francis' practice of international diplomacy, choosing one journey of his outside of Italy to analyze in close detail. Students will 1) briefly describe significant features of the Pope's itinerary, 2) identify particular gestures and words of the Pope that correspond to major themes of his pontificate, 3) explain how those gestures and words apply general themes to the particular circumstances of the country or region visited, and 4) comment on what the Pope sought to achieve by making the journey. The paper is due during exam week by the end of the time scheduled by the university for a final exam, which is 2:00pm on Tuesday, May 18.

(6) Final Presentation (5%) Students will make a 7-10 minute slide presentation on the subject of the international journey they have chosen for their final papers. The presentation should: 1) communicate in broad outline the aim and itinerary of the Pope's journey, 2) identify 2-3 significant gestures and/or quotes, and 3) explain their significance in light of the Pope's thought. The presentation should also include 2-3 illustrative photos of the journey. Since the presentations will be done in class over the final 5 weeks of the semester (and thus in some cases well before the final papers are due), they need not be as detailed as the final papers.

Assignments for Students in CATH 4960 Students taking the course as a Catholic Studies capstone will follow the requirements for all assignments except the final paper and final presentation. The paper will be 3600 words (about 12 pp.) and should explore in greater detail relevant themes from Francis' pontificate, drawing more extensively on direct citation of papal documents. The presentation, which may be scheduled outside of class time, will be 10-15 minutes long. Students may also propose, in lieu of a paper on one of the pope's international trips, to write on a subject in the Pope's thought that integrates in some way the subject matter of their primary major.

Grading Scale for Course Assignments

A: 93-100, A-: 90-92, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D: 60-70, F: <60

Course Schedule

| PART I: Crisis, Leadership, and Reform |

28 January

Uri Friedman, "What is a Populist? And is Donald Trump one?," *The Atlantic*: 27 Feb 2017.

Yasmeen Serhan, "The Pandemic Isn't a Death Knell for Populism," *The Atlantic*: 22 Aug 2020.

David Brooks, "The Future of American Politics," *New York Times*: 30 Jan 2020.

David Brooks, "How to Actually Make America Great," *New York Times*: 15 Oct 2020.

2 February

Burns, *Transforming Leadership*, chps. 1 – 4

4 February

Pope Francis, *Let Us Dream*, Prologue – Part II

9 February

Pope Francis, *Let Us Dream*, Part III – Epilogue

11 February

Burns, *Transforming Leadership*, chps. 8 – 11

| **PART II: Electing a Pope** |

16 February

Thomas J. Reese, “Papal Elections,” *Inside the Vatican: The Politics and Organization of the Catholic Church* (Cambridge, MA: Harvard University Press, 1996): pp. 74-89, 92-100.

Pope Benedict XVI, *Last Testament: In His Own Words* (New York: Bloomsbury, 2016): selections.

Gerard O’Connell, *The Election of Pope Francis* (Maryknoll, NY: Orbis, 2019): selections. [Pay special attention to pp. 124-126]

18 February

Ivereigh, *The Great Reformer*, pp. 1-32, 51-57, 89-123, 129-164.

→ Assignment due: Essay on *Let Us Dream* ←

23 February

Ivereigh, *The Great Reformer*, pp. 173-197, 224-230, 238-252, 265-272, 302-332.

25 February

Jorge Mario Bergoglio, “Leadership: The Big Picture and the Tiny Detail (1981),” *Studies in the Spirituality of Jesuits*, vol. 45, no. 4: pp. 17-29.

Massimo Borghesi, “A Horizon Marked by Profound Contrasts,” *The Mind of Pope Francis* (Collegeville, MN: Liturgical Press Academic, 2018): pp. 19-55.

| **PART III: Theory and Practice of Governance** |

2 March [Reform Vision & Principles of Governance]

Evangelii Gaudium, par. 220-237 (4 principles of governance), par. 24-49 (vision of reform), par. 50-75 (external context), par. 76-109 (internal challenges), par. 268-274 (being a people)

4 March [Governing from the Peripheries]

John L. Allen, Jr., "To understand this papacy, forget Rome—head to Lampedusa," *Crux*: 9 July 2020.

Pope Francis, "Homily at Lampedusa," 8 Jul 2013.

Ivereigh, *Wounded Shepherd*, chp. 6

9 March [Governing from the Peripheries]

Pierre de Charentenay, "The Geography of Pope Francis," *The Way*: Oct 2020.

Pope Francis, "Letter to Those Who Will Be Created Cardinals," 12 Jan 2014.

Pope Francis, "Homily at Mass with the New Cardinals," 23 Feb 2014.

Pope Francis, "Homily at the Consistory for the Creation of New Cardinals," 28 Nov 2020.

→ Assignment due: Profile of new cardinal (paper + slide) ←

11 March

// No Class //

16 March [Governance as Service]

Ivereigh, *Wounded Shepherd*, chp. 4

Pope Francis, "Christmas Greetings to the Roman Curia," 22 Dec 2014.

Pope Francis, "Christmas Greetings to the Roman Curia," 21 Dec 2017.

18 March [Governance as Discernment]

Massimo Faggioli, "Synod and Synodality in Pope Francis' Words," *The Way*: Oct 2020.

Pope Francis, *Episcopalis Communio: Apostolic Constitution on the Synod of Bishops*: 15 Sept 2018.

23 March [Institutional Crisis: Finances]

Ivereigh, *Wounded Shepherd*, chp. 3

John L. Allen, Jr., "Vatican cardinal linked to financial scandal resigns and loses rights," *Cruz*: 24 Sept 2020.

Allen, "With latest shakeup, has the music stopped on Vatican financial reform?," *Cruz*: 29 Dec 2020.

25 March [Institutional Crisis: Sexual Abuse]

Ivereigh, *Wounded Shepherd*, chp. 5

Pope Francis, *Letters of Tribulation* (Maryknoll, NY: Orbis, 2020): selections.

30 March [Criticism and Opposition]

Ivereigh, "Pope Francis: Reform and Resistance," *The Way*: Oct 2020.

Douthat, "What will happen to conservative Catholicism?," *New York Times*: 9 Nov 2019.

Francis, "Christmas Greetings to the Roman Curia," 21 Dec 2020.

1 April

Midterm Exam

| PART IV: Papal Diplomacy |

6 April [Influence of Values in World Politics]

Burns, *Transforming Leadership*, chps 12-13 and Epilogue

Allen Hertzke, "The Catholic Church and Catholicism in Global Politics," *Routledge Handbook of Religion and Politics* (New York: Routledge, 2016): pp. 36-49.

8 April [Engaging Historic Enemies]

Pope Francis, "Address at the Welcoming Ceremony in Cuba," 19 Sept 2015.

Pope Francis, "In-Flight Press Conference from Santiago de Cuba to Washington, D.C.," 22 Sept 2015.

Pope Francis, "Address to the Joint Session of the United States Congress," 24 Sept 2015.

13 April [War & Peace]

Pope Francis, "Address to the General Assembly of the United Nations," 25 Sept 2015.

Pope Francis, "Address to the 75th Session of the General Assembly of the United Nations," 25 Sept 2020.

Jason Horowitz, "Pope Francis, in Plea for South Sudan Peace, Stuns Leaders by Kissing Their Shoes," *New York Times*: 11 Apr 2019.

15 April [The "First Society": Families and Young People]

Pope Francis, *Amoris Laetitia: Post-Synodal Apostolic Exhortation on Love in the Family* (19 Mar 2016): par. 31-57, 313-325.

Pope Francis, *Christus Vivit: Post-Synodal Exhortation to Young People* (25 Mar 2019): par. 179-201.

20 April [Integral Ecology]

Pope Francis, *Laudato Sí: Encyclical Letter on Care for Our Common Home* (24 May 2015): par. 1-16, 101-136, 137-162, 163-201.

22 April [A Particular Case: The Amazon]

Pope Francis, *Querida Amazonía: Post-Synodal Apostolic Exhortation* (2 Feb 2020).

27 April [Pathologies of a Closed World]

Pope Francis, *Fratelli Tutti: Encyclical Letter on Fraternity and Social Friendship* (3 Oct 2020): par. 1-153.

29 April [Fostering Dialogue and Encounter]

Fratelli Tutti, par. 198-287.

4 May [A Better Politics: Popular not Populist]

Fratelli Tutti, par. 154-197.

Pope Francis, "Address to the Participants in the World Meeting of Popular Movements," 28 Oct 2014.

Elise Harris, "Pope says popular movements are 'antidote' to populism," *Crux*: 20 Aug 2019.

6 May

Class wrap-up

18 May

→ Final Paper due by 2:00pm ←

Course Policies & University-Wide Regulations

Attendance. See the University-wide policy on class attendance:

<https://catalog.slu.edu/academic-policies/academic-policies-procedures/attendance/> More than 3 unauthorized absences will result in a 0 for the "class participation" portion of the course grade. Students with 5 or more unauthorized absences should speak with the instructor about withdrawing in order to avoid failure of the course.

Electronic Devices. All cell phones and other devices used for social media must be turned off before class begins and remain off for the duration of class.

Written Work. All written work submitted for a grade in the course should be formatted as follows: double-spaced in 12-point font with 1-inch margins on all sides. A **word count** must also be included on the final page. Students are responsible for retaining copies of all submitted work and for reproducing any work that may fail to be transmitted in the course of submission.

Late Assignments and Make-up Exams. Since students are made aware of assignment deadlines at the beginning of the semester and have months to prepare them, the instructor does not, as a rule, grant extensions. Written material submitted within 48 hours of the deadline will be accepted with a 10% grade reduction for every 24 hour period the assignment is late. Written material will NOT be accepted more than 48 hours after the deadline without specific authorization.

Completion of All Assignments. Failure to submit any major assignment (#3-5 above) is grounds for failure of the course as a whole.

COVID-19 Precautions. The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Academic Integrity. Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found

on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf. Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Student Success. In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about: Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor. University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Disability Accommodations. Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course. Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Title IX. Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at https://www.lighthouse-services.com/_StandardCustomURL/LHILandingPage.asp. To view

SLU's policies, and for resources, please visit the following web addresses:
<https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Disclaimer. The instructor reserves the right to make adjustments to the schedule of readings and assignments as necessary throughout the semester and will make students aware of any changes well in advance.

Mandatory Statement on Face Masks (2020). The University's Interim Policy on Face Masks governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's ADA Policy. Inquires or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)

- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Distance Education Etiquette. Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.

3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.