

Th. 318 Faith and Justice: The Gospel and Social Values



“To wash your feet, this is a symbol, a sign that I am at your service. But it also means that we have to help each other.” --- Pope Francis

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Office Hours: M-F:10:50-12:00; 1:00-2:00
(Appointments highly recommended)
Office: Lechner #218
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MWF: 10:00-10:50 S226

Purpose and Learning Objectives

This course will focus on the Catholic Church’s responses to particular social justice issues in our time as well as the guiding principles that inform the Church’s positions. Important issues such as economics, war, immigration, crime, gangs, and the environment, among others, will be read and discussed. By the end of the semester, students will be able to articulate the Catholic Church’s stance on social justice. Students also will develop a variety of skills: the ability to perform sophisticated textual analysis, critical and analytical thinking, the art of public speaking, the ability to write cogently and precisely, the craft of persuasively making an argument, and the skill of speaking extemporaneously in an articulate fashion, to name only a few.

FORMAT OF THE CLASS:

- The class will begin with a review of the previous lesson: the best way to learn something is by repetition.
- Classes will consist of lectures, close reading of primary texts, discussions, and (occasionally) videos.

TEXTBOOKS AND MATERIALS:

- Boyle, Fr. Greg. *Tattoos on the Heart: The Power of Boundless Compassion*. Free Press: New York, 2011 (ISBN 1439153159).
- O'Brien, David J. and Thomas A. Shannon. Editors *Catholic Social Thought: The Documentary Heritage*. Orbis Books: New York, 2010 (ISBN: 1570758913).
- Scott, Margaret. *The Eucharist and Social Justice*. Paulist Press: New York, 2009 (ISBN: 0809145669).
- A variety of other primary source material will also be used. This material will be found on LibGuide.

REQUIREMENTS:

- **Attendance:** Students may miss up to four classes for the semester. After that, the student will lose 50 points (12%). A student is counted present only when the student signs the attendance sheet at the beginning of the class. Athletes should determine how many classes will be missed due to travel games. The athlete needs to decide for him/herself at the beginning of the semester if the attendance grade will be able to be earned.
- **Quizzes.** Students will take 6 quizzes (10 questions). The student will have 15 minutes to take the quiz. Students may use open note and open texts.
- **Midterm and final exams.** Make sure your travel plans do not conflict with the course. You may not take the exams at any time other than when Brescia has specified.
- **A six-to-eight page essay.** There are three options: (1) volunteer at a Christian social justice organization at least two times; (2) conduct an interview with a person dealing with a social justice issue; (3) a creative project employing the student's unique skill sets.

Option 1. At least two times, volunteer at a Christian organization that has a specific social justice outreach (prison ministry, immigration ministry, soup kitchen, food pantry, etc.). Do not simply observe, be part of the work. Please dress appropriately.

This does not necessarily need to be a Catholic organization, but it must be Christian of some flavor.

Option 2. Do an interview with a person who is currently being challenged by a social justice issue (a prisoner, an illegal immigrant, a homeless person, etc.). When you conduct your interview, have a list of creative and specific questions. Do not just arrive and say "so, tell me about what it is like to be an illegal immigrant..."

Both options are designed to get you to move beyond the classroom and get you to try to experience Christianity in the “real world.” So, there are a number of issues that you could address that would make for an interesting essay in addition to the basic who, what, when, where, why, and how questions.

The list of questions I have provided below is not exhaustive; it is intended as a guide for *how* to think about your project. Devise some of your own questions as you interact with this assignment. **Please do not** simply take this list I have provided and "fill in the blanks." Rather, craft your paper into a cohesive essay that shows you have put serious thought and effort into this project.

- What did you learn about social justice through your project?
- How does your experience with this project relate to the class lectures, close reading of texts, class discussions and the book chapters?
- What do you find similar or different between your experience and lectures?
- What did you taste in your experience that could not come through in lectures?
- What were you surprised to learn?
- Did anything “click” in your experience that you had learned about in class but it wasn't until your project that it finally sunk in?
- What did you take from your experience that will last with you for a long time?
- How do the justice issues that we have discussed in this class relate to the day-to-day events in a church?

Option 3. If a student has a particular skill set that relates to this class, the student may choose to do a project using that skill set. This option must be approved by the teacher by week 11 of the class.

Style: The student will use: Times New Roman; 12 point font; double spacing; 1 inch margins.

Paper Submission Policy: The paper will be submitted to the teacher two different ways: (1) a hard copy will be given to the professor on the last day of class; (2) students will submit an electronic copy to Turnitin.com.

Grade Distribution:

Attendance: 50 points

Quizzes: 60 pts

Midterm: 100 pts

Final: 100 pts

Paper: 100 pts

Grading Scale:

Grade	Meaning	Equivalent
A	Excellent	100-92
A-		91-90
B+		89-87
B	Good	86-82
B-		81-80
C+		79-77
C	Satisfactory	76-72
C-		71-70
D	Lowest Passing	69-60
F	Failing	59-0

POLICIES AND EXPECTATIONS:

- If the student chooses to come to class, he or she must not be tardy, as arriving late is distracting to the instructor, disruptive to colleagues, and it is disrespectful. If the student is late, the student should sit in the row closest to the door so as to cause as little disturbance as possible.
- Students may submit assignments before the deadline. However, if a student turns in work after the deadline, 20% will be deducted from the grade. The sole exception to this policy is if the teacher hears from the Dean of Students due to a case of extreme emergency.
- Students must do all of the reading for the week and *bring* all of the texts that are assigned for the week to class. Students may not read their texts off of a computer or phone. Students must print the texts in the computer lab.
- There is to be no texting, emailing, or instant messaging during class.
- Students may not sleep in the class.
- Students must regularly check their Brescia email account as I will be emailing important information to it.
- **STUDENTS WITH DISABILITIES POLICY:** Any student who may need special accommodations needs to speak to me privately at the beginning of the semester. The instructor, student, and university will make any necessary accommodations to assist the student.
- **ACADEMIC INTEGRITY STATEMENT POLICY:** There is to be absolutely no plagiarism in this class. If you are unsure about what constitutes plagiarism, there are two things you should do **BEFORE** you submit an assignment: (1) read the plagiarism statement that is available on the Brescia University website; (2) ask the teacher. If a student is caught, he or she will be reported to the University and will fail the course.
- This class fulfills the major requirement for the Theology major and is a GER approved course.



SCHEDULE OF THE SEMESTER

Biblical Roots of Social Justice:

Wed. Jan. 15: *Genesis*, chapters 12 through 23; *Exodus*, chapters 19 through 20, 32 through 33; *Deuteronomy*, chapters 9 through 11 (handout).

Fri. Jan. 17: *The Book of Amos* (LibGuide).

Mon. Jan. 20: MLK DAY: NO CLASS

Wed. Jan. 22: *The Gospel According to Matthew* (LibGuide).

Fri. Jan. 24: United States Council of Catholic Bishops: *7 Themes of Catholic Social Justice*; *The Gospel According to John* Chapter 13; *Letter of James* Chapter 2; (LibGuide).

Liturgical Roots of Social Justice:

Mon. Jan. 27: *The Eucharist and Social Justice*, pp. 1-31

Wed. Jan. 29: *The Eucharist and Social Justice*, pp. 32-48

Fri. Jan. 31: *The Eucharist and Social Justice*, pp. 49-64

Mon. Feb. 3: *The Eucharist and Social Justice*, pp. 65-95

Wed. Feb. 5: *The Eucharist and Social Justice*, pp. 96-112

Fri. Feb. 7: **QUIZ.** *The Eucharist and Social Justice*, pp. 113-119

Social Justice and Economics:

Mon. Feb. 10: Pope Leo XIII, *Rerum Novarum: The Condition of Labor* sections 1 through 19 (in *Catholic Social Thought*).

Wed. Feb. 12: Pope Leo XIII, *Rerum Novarum: The Condition of Labor*, sections 20 through 33 (in *Catholic Social Thought*).

Fri. Feb. 14: Pope Leo XIII, *Rerum Novarum: The Condition of Labor*, sections 34 through 45 (in *Catholic Social Thought*).

Liberation Theology:

Mon. Feb. 17: Leonardo and Clodovis Boff: *Introducing Liberation Theology*, pp. 1-21 (LibGuide).

Wed. Feb. 19: Leonardo and Clodovis Boff: *Introducing Liberation Theology*, pp. 22-42 (LibGuide).

Fri. Feb. 21: **QUIZ.** The Congregation for the Doctrine of Faith (CDF): *Instruction on Certain Aspects of the “Theology of Liberation”* (LibGuide).

War:

Mon. Feb. 24: United States Council of Catholic Bishops: *The Challenge of Peace: God’s Promise and our Response*, sections 1 through 110 (in *Catholic Social Thought*).

Wed. Feb. 26: United States Council of Catholic Bishops: *The Challenge of Peace: God’s Promise and our Response*, sections 111 through 233 (in *Catholic Social Thought*).

Fri. Feb. 28: United States Council of Catholic Bishops: *The Challenge of Peace: God’s Promise and our Response*, sections 234 through 300 (in *Catholic Social Thought*).

Mon. Mar. 3: **QUIZ.** United States Council of Catholic Bishops: *The Challenge of Peace: God’s Promise and our Response*, sections 301 through 399 (in *Catholic Social Thought*).

Midterm and Break:

Wed. Mar. 5: Midterm Review

Fri. Mar. 7: *MIDTERM*

Mon. Mar. 10: NO CLASS

Wed. Mar. 12: NO CLASS

Fri. Mar. 14: NO CLASS

Immigration and Social Justice:

Mon. Mar. 17: United States Council of Catholic Bishops and Conferencia del Episcopado Mexicano: “Strangers No Longer Together on the Journey of Hope: A Pastoral Letter Concerning Migration from the Catholic Bishops of Mexico and the United States,” sections 1 through 55 (LibGuide).

Wed. Mar. 19: United States Council of Catholic Bishops Conferencia del Episcopado Mexicano: “Strangers No Longer Together on the Journey of Hope: A Pastoral Letter Concerning Migration from the Catholic Bishops of Mexico and the United States,” sections 56 through 87 (LibGuide).

Fri. Mar. 21: United States Council of Catholic Bishops Conferencia del Episcopado Mexicano: “Strangers No Longer Together on the Journey of Hope: A Pastoral Letter Concerning Migration

form the Catholic Bishops of Mexico and the United States,” sections 88 through 108 (LibGuide).

Individual Rights, Responsibilities, and the Common Good:

Mon. Mar. 24: Pope John XXIII: *Pacem in Terris*, sections 1 through 74 (in *Catholic Social Thought*).

Wed. Mar. 26: Pope John XXIII: *Pacem in Terris*, sections 75 through 129 (in *Catholic Social Thought*).

Fri. Mar. 28: **QUIZ.** Pope John XXIII: *Pacem in Terris*, sections 130 through 173 (in *Catholic Social Thought*).

Social Justice and Evangelization:

Mon. Mar. 31: Pope Francis, *Gaudium Evangelii: The Joy of the Gospel* (redacted), sections _____ (LibGuide).

Wed. Apr. 2: Pope Francis, *Gaudium Evangelii: The Joy of the Gospel* (redacted), sections _____ (LibGuide).

Fri. Apr. 4: Pope Francis, *Gaudium Evangelii: The Joy of the Gospel* (redacted), sections _____ (LibGuide).

Crime and Social Justice:

Mon. Apr. 7: United States Council of Catholic Bishops: “Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice,” pp. 1 through 9 (LibGuide).

Wed. Apr. 9: United States Council of Catholic Bishops: “Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice,” pp. 9 through 21 (LibGuide).

Fri. Apr. 11: **QUIZ.** United States Council of Catholic Bishops: “Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice,” pp. 21 through 35 (LibGuide).

Gangs and Social Justice:

Mon. Apr. 14: Fr. Greg Boyle: *Tattoos on the Heart*, pp. 1-40

Mon. Apr. 16: Fr. Greg Boyle: *Tattoos on the Heart*, pp. 41-82

Fri. Apr. 18: Fr. Greg Boyle: *Tattoos on the Heart*, pp. 83-128

Mon. Apr. 21: Fr. Greg Boyle: *Tattoos on the Heart*, pp. 129-166

Wed. Apr. 23: Fr. Greg Boyle: *Tattoos on the Heart*, pp. 167-186

Fri. Apr. 25: Fr. Greg Boyle: *Tattoos on the Heart*, pp.187-212

The Environment and Social Justice:

Mon. Apr. 28: United States Council of Catholic Bishops, *Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good*, pp. 1 through 7 (LibGuide).

Wed. Apr. 30: **QUIZ.** United States Council of Catholic Bishops, *Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good*, pp. 8 through 13 (LibGuide).

Fri. Apr. 2 *Paper due.* Review for Final Exam.

FINAL EXAM: _____

Th. 318 Faith and Justice: Statement of Compliance

I, _____, have read the entire syllabus for Th. 318 “Faith and Justice” for the spring semester 2014. If there are any parts of the syllabus I did not originally understand, I have asked the professor for clarification.

By signing this paper and remaining enrolled in this class, I acknowledge that I have understood the syllabus—including (but not limited to) the policies and expectations, especially concerning attendance, tardiness, reading expectations, preparedness, and plagiarism. Not only do I understand the requirements of the class, but I will abide by them.

Signature: _____

Date: _____