



COURSE SYLLABUS

Term:

Course: THEO 110X—Social Justice

Instructor Information:

Instructor Name	Elizabeth-Anne Stewart, Ph.D.
Office Number:	Adjunct space, Library #166, during hours given below
Phone Number:	
Email:	estewart@ccsj.edu
Hours Available:	Thursdays, 12:00 p.m.-2:00 p.m., 5:45-6:45 p.m., <i>by appointment.</i>
Instructor Background:	PhD Theology, University of Malta; D. Min., Graduate Theological Foundation, IN; M.A. (English) DePaul University; B.A. (English) University of Malta. www.elizabeth-annestewart.com ; www.ChicagoWritingCoach.com

Course Information:

Course Time:	Thursday, 7:00-10:00 p.m.
Classroom:	
Prerequisites:	None
Required Books and Materials:	<ol style="list-style-type: none">Hammurabi's Code: http://www.ushistory.org/civ/4c.aspThe Negative Confessions from the Papyrus of Ani: http://www.reshafim.org.il/ad/egypt/negative_confessions/index.htmlThe Oppression of the Israelites: https://www.biblegateway.com/passage/?search=Exodus+1-3&version=NIVThe Golden Rule in the World's Religions: http://www.teachingvalues.com/goldenrule.htmlThe Universal Declaration of Human Rights:

<http://www.un.org/en/documents/udhr/>

6. **Five Faces of Oppression:**
<https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf>
7. **Papal Condemnation of Slavery:**
<http://churchinhistory.org/pages/booklets/slavery.htm>
8. **Papal Encyclical Against Slavery, 1435**
<http://www.papalencyclicals.net/Eugene04/eugene04sicut.htm>
9. **Rerum Novarum:**
http://w2.vatican.va/content/leo-xiii/en/encyclicals/documents/hf_l-xiii_enc_15051891_rerum-novarum.html
10. **Excerpt from Upton Sinclair's *The Jungle*:**
<http://historymatters.gmu.edu/d/5727/>
11. **Women's Rights Activists:**
<http://www.thefamouspeople.com/womens-rights-activists.php>
12. **Gandhi and Soul Force:**
<http://www.mkgandhi.org/articles/gspiritual&socaction.htm>
13. **Dr. King, Letter from Birmingham Jail:**
http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf
14. **Article on Daniel Berrigan:**
<http://www.newyorker.com/news/news-desk/daniel-berrigan-my-dangerous-friend>
15. **Recommended movie on Archbishop Oscar Romero of El Salvador:**
<https://www.amazon.com/Romero-Raul-Julia/dp/B002BTZOHM>
16. **Chief Seattle's Letter:**
<http://www.barefootworld.net/seattle.html>
17. **Test Your Carbon Footprint:**
<http://www.earthday.org/take-action/footprint-calculator/>
18. **Papal Encyclical on the Environment, *Laudato Si*:**
http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

19. Corporate Greed:

<http://www.msn.com/en-us/money/companies/awkward-target-for-outrage-over-epipen-a-senator%E2%80%99s-daughter/ar-BBw1yDo?li=BBmkt5R&ocid=spartandhp>

20. Recommended Movies:

Al Gore's documentary on Global Warming, *An Inconvenient Truth*.

The fictional work, *The Day After Tomorrow*, also on Global Warming. The scene of Manhattan flooding can be juxtaposed with the map in Gore's documentary of areas which will be underwater should Greenland melt.

A Dark Truth. A dramatic portrayal of corporate greed at its worst; see trailer and then watch the movie if you can stomach it:

<https://www.youtube.com/watch?v=vlr2E7gbWYk>

Erin Brockovich. The true story of a social activist who took on chemical companies that had polluted community water supplies with carcinogens.

Silkwood. The story of Karen Silkwood who was most likely murdered for trying to expose blatant worker safety violations at a plutonium plant.

Food.Inc and *Supersize Me*. Two movies exposing how unhealthy the American diet really is.

Learning Outcomes/ Competencies:

Students in this course will be able:

1. To explain various concepts of justice;
2. To analyze current social justice issues;
3. To explain their roles as within a variety of communities;
4. To demonstrate familiarity with the hundred twenty year social teaching of Catholics and other persons of faith;
5. To help their community through a service project;
6. To explain the impact of their service on their community and on themselves.

This General Education class will help you prepare for CCSJ's Signature Assignments, a common written and oral assignment that students complete in Introduction to Social Justice as freshmen, Religious Studies as sophomores, and Philosophy as juniors. Signature Assignments are assessed for written communications, oral communications, and critical thinking. You must meet required scores in Religious Studies to move ahead to

Philosophy, and in Philosophy to complete your General Education program.

Course Description: In this course, students will explore and analyze social justice issues, and then suggest positive action for social change. The foundation is experiential service-learning in dialogue with Scripture, Catholic Social Teaching, and great thinkers of the twentieth century who engage religion and social justice. College-level skills are emphasized. The Signature oral exam and writing assignment are requirements of this course. This course must be taken in the student's first semester at the College.

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Learning Strategies:

Blackboard, Technology Experiential learning, Service Learning, Group Discussions, Team Projects, Collaborative Learning, Lecturing, Reading, conversation, journal writing, committee meetings, research reports, essay writing.

Experiential Learning Opportunities: 1) participation in a group Social Justice Action Project and a personal reflection paper on the experience; 2) creation of an imaginary dialogue with a woman activist.

Assessments:

Major Assignments:	All assignments are to be typed, double-spaced. You will find detailed specifications for all assignments on Blackboard. You can calculate your grade by keeping track of points earned (or lost!)	
Class Participation	Participation means full, active presence in the class room and being prepared for each class. Simply showing up will not earn you any points!	

Grading Scale

100 – 92: A	91 – 90: A-
89 – 88: B+	87 – 82: B
81 – 80: B-	
79 – 78: C+	77 – 72: C
71 – 70: C-	
69 – 68: D+	67 – 62: D
61 – 60: D-	
59 and below	F

Journal Reflection #1: The Self as Oppressed... 5/100

Journal Reflection #2: The Self as Oppressor ... 5/100

Journal Reflection #3: Consumerism and Oppression ... 5/100

Dialogue With Woman Activist (pair work)... 10/100
Essay One: Consumerism as the Root of Injustice ... 10/100
Essay Two: Soul Force or Violence? ... 10/100
Social Justice Glossary 10/100
Integrating Essay on Action for Justice Project... 20/100
The Signature Assignment Oral Exam... 25/100

Course Schedule:

If a class must be canceled, expect to have a Blackboard assignment. This schedule may be rearranged to suit the needs of the course and to accommodate weather.

	<p>Assignments: Any assignment highlighted in yellow is a required assignment. Some readings are to be read in their entirety and others are for you to browse though. Always take notes on each resource and add any new vocabulary to your Social Justice Glossary. Resources highlighted in turquoise are optional but recommended. Collectively, all resources will help you create a strong final essay and prepare for your oral exam.</p>	<p>Class Discussion/Activities</p>
<p>9/8/2016</p>	<p>Browse through texts 1-5 (listed under texts) before next class. Take notes on anything that strikes you in your reading. Be prepared to discuss these topics in class. Using reading techniques of scanning and skimming to get the gist of each text.</p> <p>Journal Entry One: 1-2 page reflection on the Self as the Oppressed. Due 9/15</p> <p>Begin your Social Justice Glossary: include as many terms and their definitions as possible; this should be a daily activity!</p>	<p>Intros to each other and to the course. Defining Social Justice. Discussion: 1) What assumptions do these texts hold regarding justice for the individual and justice for a particular group? 2) In what ways do you think our understanding of Social Justice has evolved since the writing of these texts?</p>
<p>9/15/2016</p>	<p>Read <i>Five Faces of Oppression</i> in its entirety. Take notes.</p> <p>Journal Entry Two: 1-2 page reflection on the Self as the Oppressor. Due 9/22</p> <p>Social Justice Glossary</p>	<p>Five Faces of Oppression. What socio-economic, ethnic, racial, religious, gender-based groups (and others) do you belong to that make you identify with either the “oppressor” or the</p>

		<p>“oppressed”? Class skits on oppression. Ten minute Scavenger Hunt on campus: What signs of a Social Justice Agenda do you see reflected on campus? Is this agenda reflected in the mission statement of the college and in other CCSJ documents and policies?</p>
<p>9/22/2016</p>	<hr/> <p>Browse through <i>Sicut Dudum</i> and <i>Rerum Novarum</i>; excerpt from <i>The Jungle</i>. Take notes.</p> <p>Journal Entry Three: Free writing on the connection between consumerism and the mistreatment of workers. 1-2 pages. This reflection will form the basis for your first Essay. Due 9/29.</p> <p>Social Justice Glossary</p>	<hr/> <p>Sharing of reflections. The beginnings of social activism: the abolitionists. William Wilberforce and others. Church teachings on slavery and labor. The Industrial Revolution & Working Conditions. Have things really changed? A look at working conditions in sweat shops (e.g. garment industry in India and electronics factories in China), slavery (e.g. Thai fishing industry) and human trafficking. The concept of Fair Trade.</p>
<p>9/29/2016</p>	<hr/> <p>Work on Essay One: Consumerism as the Root of Injustice Due 10/13. 2-3 pages. See end of syllabus.</p>	<hr/> <p>Sharing of reflections. Discussion of Essay One.</p>

	<p>Select one of the women activists from the following list and take notes on her life and activism: http://www.thefamouspeople.com/womens-rights-activists.php</p> <p>Social Justice Glossary</p>	<p>The Suffragists and Women’s Rights Activists: how far have women really come?</p>
<p>10/6/2016</p>	<p>Read http://www.mkgandhi.org/articles/gspiritual&socaction.htm Take notes and bring them to class on 10/13.</p> <p>Revise your Dialogue (joint project); 2 pages; due 10/20.</p> <p>Social Justice Glossary</p>	<p>Discussion of women activists. In pairs, create a dialogue between your activist and someone who wishes to learn about the strategies she used to achieve her goals. Performance of dialogues.</p>
<p>10/13/2016</p>	<p>Social Justice Glossary</p>	<p>Colonial entitlement v. soul force. Gandhi, spirituality and social activism. Passive Resistance.</p>
<p>10/20/2016</p>	<p>Read http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf http://www.newyorker.com/news/news-desk/daniel-berrigan-my-dangerous-friend</p> <p>Movie on Archbishop Romero: https://www.amazon.com/Romero-Raul-Julia/dp/B002BTZOHM</p> <p>Social Justice Glossary</p> <p>Research options for the Action for Justice Project.</p>	<p>Civil Rights Movement: MLK, Rosa Parks, non-violent resistance.</p> <p>The Peace Movement. The Berrigans, Archbishop Romero. Liberation theology. Introduction of Action for Justice Project.</p>
<p>10/27/2016</p>	<p>Essay Two: Can the world’s problems be solved via soul force and non-violent resistance, or are guns and bombs a more effective way of bringing about peace? Due 11/3. 2-3 pages.</p>	<p>The Birth of the Environmental Movement. Chief Seattle’s Letter. Rachel Carson’s</p>

11/3/27	<p>Begin Reading <i>Laudato Si'</i>. Take notes.</p> <p>Social Justice Glossary</p>	<p><i>Silent Spring.</i> <i>Wrath of Grapes.</i> Cesar Chavez Discussion of the Action for Justice Project.</p>
11/10/2016	<p>Continue Reading <i>Laudato Si'</i>. Take notes.</p> <p>Social Justice Glossary</p> <p>Continue planning the Action for Justice Project.</p>	<p>Discussion of <i>Laudato Si'</i> Ten minute scavenger hunt: An assessment of trash at CCSJ -- what does it say about student environmental awareness? Measuring our carbon footprint.</p>
11/17/2016	<p>View: Al Gore's <i>An Inconvenient Truth</i> and the movie on climate disaster, <i>The Day After Tomorrow</i></p> <p>Browse: http://www.ewg.org/skindeep/</p> <p>Social Justice Glossary</p> <p>Complete the Action for Justice Project; begin writing reflection paper on the project. Final paper due 12/1/2016</p>	<p>Global Warming & consumerism. Preferential option for the poor and the environment.</p> <p>Wars over water, oil and other resources.</p>
THANKSGIVING	<p>View: <i>Food.Inc</i> and <i>Supersize Me</i>.</p> <p>Complete Social Justice Glossary: turn in on 12/1/2016.</p>	<p>The polluted food chain. Toxins in personal products and household products. Check your personal products for toxicity,</p>
12/1/2016	<p>Preparing for the Signature Assignment Oral Exam.</p>	<p>Contemporary issues: RACISM, Black Lives Matter, global refugee crisis etc.</p>
12/8/2016		<p>Preparing for the</p>

12/15/2016		Signature Assignment Oral Exam. <hr/> EXAM WEEK
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I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>If you miss 9 hours of class (6 class sessions) you cannot pass the class. Students who are physically present but who "check out" via <i>Facebook</i>, online shopping, texting or napping during class will be considered absent.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due. All assignments are to be typed, double-spaced. Minor assignments are due in class, at the start of the following class, while major assignments are due by the date specified and can be handed in via Blackboard where you will find directions for all assignments. Late work will only be accepted with the instructor's approval; please check first to see her terms and conditions.</p>
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
Participating in Class	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p>

	<p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources	
Student Success Center:	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
Disability Services:	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.

4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.

3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.

DETAILS ABOUT ASSIGNMENTS

The Social Justice Glossary

From the beginning of the semester, you will begin compiling a list of Social Justice terms such as “non-violent resistance,” “preferential option for the poor,” “community organizer,” “suffragist,” “abolitionist,” etc. Next to each term you are to include a brief definition, and, where possible, an example. The format should look like this, with the terms placed in alphabetical order:

Abolitionist: A social activist who worked for the abolition of slavery, as for example, Sir William Wilberforce, an English politician who worked tirelessly to end the slave trade in the British Empire.

Your **Social Justice Glossary** is due on 12/1/2016 and is worth 10 /100. Number of entries: a minimum of 25. I expect to see these terms in your essays, journal responses and in your oral response to the Signature Exam.

Action for Justice Project

The core of this class is a justice project. Therefore, **you as a class** will be planning, carrying out, and reflecting upon a project in one of four areas: direct service, community organizing, advocacy, or consciousness-raising. The project must be justice-oriented, focused upon a pressing social issue which you will choose, and carried out in November or December. **You as a class** will be in charge of the project: proposing ideas, voting on them, planning the project, carrying it out, and reflecting upon it. After the completion of the project, your final paper will be an in-depth analysis and reflection upon it. The final project may not always be a complete success. Your grade is not based upon the final success of the project, but rather the appropriate design, implementation, and reflection/evaluation upon it.

Final Paper

This is a critical reflection upon the class project. The paper should be 3-4 pages (5-6 well thought out, coherent, paragraphs), double spaced, using either 10 or 12 pt. font. You **must** use sources from class readings and you **must** cite them; you should also draw on your Social Justice Glossary for vocabulary and examples. Due 12/1/2016. Possible points: 20/100

- 1.) Discuss the choice of issue. What issue did you choose? Why did you choose it? What were the pro’s and con’s of choosing this issue? Summarize what you learned about this issue, citing sources correctly.
- 2.) Discuss the values and concepts drawn from Catholic Social Teaching that we as a class used to reflect upon this issue. Quote from and cite sources appropriately.
- 3.) Discuss the planning and implementation of the project. What did you do? How did you do it? Why did you choose this project? What went well and what didn’t go well? What method or methods of social change did you use to carry out this project (direct service, advocacy, direct action)? Define the methods used and explain how they were suited to

this project. What are the strengths and weaknesses of this method and were these observable in carrying out our project?

- 4.) Articulate your own definition of **social justice**, and use this definition to reflect upon the project: Was it really oriented towards justice? If so, how? If not, why? Be honest. You **MUST** make an argument and persuade me that your definition is sound and that the project either did or did not promote social justice.

The Signature Assignment Oral Exam

A fifteen minute interview, one-on-one with the instructor, in her office, in which you demonstrate the knowledge and critical thinking skills that you have gained from the course. You will need to be able to respond with accuracy and reflectiveness to the question “What is Social Justice?” AND to any of the additional six exam questions you choose: these are listed in the syllabus; additional questions that arise from our studies will be posted in Blackboard. Your responses must be based on what we have studied and done together in class. The exam will be video-recorded and assessed by other instructors for your speaking and thinking skills, based on the **Signature Assignment Rubric**. Possible points: 25/100

Sign up for a time for your exam on the list outside room 513 and keep your commitment. If you do not keep your appointment, you will earn an “F” for the course, and will need to contact the instructor to request a make-up opportunity after grades are due, for a grade change: you will lose points from your final grade. If you cannot keep your appointment because of urgent extenuating circumstances which you can document, contact the instructor before your appointment: you may take an Incomplete, and make up the exam after grades are due for a grade change. You will need to provide evidence of your reasons for missing the appointment.

You must pass the oral exam with a score of 75% or higher in order to pass the course.

Precise guidelines will be forthcoming in Blackboard.

Additional link : example of violent activism

http://finance.yahoo.com/news/official-striking-miners-kill-deputy-minister-bolivia-043514919.html;_ylt=A0LEVvx_MMFQXcAwilPxQt.;_ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw--