

**SYLLABUS**  
**Social Justice**

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<b>Term:</b>	Fall 2018
<b>Course Number:</b>	THEO 110B, THEO 110R and THEO 110T
<b>Instructor:</b>	Daniel Lowery, Ph.D., Professor
<b>Office:</b>	Room 504
<b>Office Phone:</b>	(219) 473-4338
<b>E-mail:</b>	dlowery@ccsj.edu
<b>Hours Available:</b>	9:30-10:15 Monday through Thursday, 1:30-3:00 Monday through Thursday or by Appointment, or by appointment
<b>Instructor Background:</b>	B.A., Valparaiso University M.S.B.A., Indiana University Northwest Ph.D., University of Illinois at Chicago M.A.P.S. Catholic Theological Union
<b>Course Times:</b>	THEO 110R: Monday and Wednesday 10:15-11:45 THEO 110B: Tuesday and Thursday 10:15-11:45 THEO 110T: Monday and Wednesday 12:00-1:30
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	<p><i>Justice: What's the Right Thing to Do?</i> Michael J. Sandel, Farrar, Straus and Giroux (2009), ISBN-13: 978-0374532505</p> <p><i>Compendium of the Social Doctrine of the Church.</i> Pontifical Council for Justice and Peace, United States Conference of Catholic Bishops (2005), ISBN 1-57455-692-4</p> <p><i>Living Justice: Catholic Social Teaching in Action.</i> Thomas Massaro, S.J., Row &amp; Littlefield (2016), ISBN 978-1-4422-1012-7</p> <p>The Bible: <a href="http://www.usccb.org/bible/books-of-the-bible/index.cfm">http://www.usccb.org/bible/books-of-the-bible/index.cfm</a></p> <p>Other sites will be required or recommended over the course of the semester.</p>
<b>Course Description:</b>	In this course, students will explore and analyze social justice issues, and then suggest positive action for social change. The foundation incorporates 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.

Students will explore and analyze a broad array of social justice concerns from a variety of perspectives and suggest action for social change in each instance. This course will culminate with several experiential learning exercises involving a mix of contemporary incidents and stories in which social justice concerns of various kinds are embedded. This “reflection on doing” will be pursued in dialogue with Sacred Scripture, the long tradition of Catholic social teaching, and several alternative approaches to addressing and resolving social justice concerns of various kinds. College-level knowledge, skills, abilities, and personal dispositions will be emphasized throughout the course.

**Learning Outcomes/  
Competencies:**

Upon completion of this course, the student:

Outcome	Bloom's Taxonomy Level	General Education Foundational Knowledge or Skill	Formative and Summative Assessment Methods
Will be able to articulate the key concepts of and methods employed in various non-religious approaches to social justice (i.e., consequentialism, rules-based moral systems, value-based moral systems, and libertarianism).	To know...	Will be able to read, write, and speak more effectively.	Class discussions on lectures and assigned readings, quizzes, mid-term examination, final examination, and reflection paper.
Will be able to articulate the origins of and primary themes associated with Catholic social teaching.	To know...	Will be able to read, write, and speak more effectively.	Class discussions on lectures and assigned readings, quizzes, mid-term examination, final examination, group project, and reflection paper.
Will be able to compare and contrast Catholic social teaching against various non-religious approaches to social justice.	To comprehend...	Will be able to read, write, and speak more effectively and think critically.	Class discussions on lectures and assigned readings, quizzes, mid-term examination, final examination, and reflection paper.
Will be able to compare and contrast Catholic social teaching against other religious approaches to social justice.	To comprehend...	Will be able to read, write, and speak more effectively and think critically.	Class discussions on lectures and assigned readings, quizzes, mid-term examination, final examination, and reflection paper.
Will be able to articulate the methods of theological reflection.	To know...	Will be able to read, write, and speak more effectively.	Class discussions on lectures and assigned readings, quizzes, final examination, and group project.
Will be able to apply the methods of theological reflection in the analysis of particular incidents and stories.	To apply...	Will be able to read, write, and speak more effectively and think critically.	Class discussions on lectures and assigned readings, final examination, and group project.
Will be able to demonstrate the ability to engage in thoughtful and respectful dialogue with others.	To apply...	Will be able to read, write, and speak more effectively and think critically.	Class discussions on lectures and assigned readings, and group project.
Will be able to critically evaluate the strengths and weaknesses of various approaches to social justice.	To synthesize...	Will be able to read, write, and speak more effectively and think critically.	Class discussions on lectures and assigned readings, group project, and reflection paper.
Will be able to articulate his or her own beliefs and commitments with respect to social justice.	To synthesize...	Will be able to read, write, and speak more effectively and think critically.	Reflection paper.

**Learning Strategies:** The course will be organized around:

- Lectures pertaining to various approaches to social justice;
- Participation in discussions focused on assigned readings and other assigned materials;
- Quizzes based on key terms and concepts addressed in class;

- Presentations addressing particular incidents or stories in which one or more social justice concerns are embedded;
- A paper articulating the student’s position *vis-à-vis* a concrete example of a social justice concern;
- A mixed multiple choice and oral mid-term examination based on key terms and concepts addressed in class; and
- An oral final examination based on key terms and concepts addressed in class.

**Experiential Learning Opportunities:**

The second half of the semester will be devoted to project-based experiential learning. After background pertaining to a select set of non-religious approaches to social justice have been presented and after the key principles of Catholic social teaching have been introduced, an analytic strategy reflecting the key elements of theological reflection will be examined. Using this strategy, students will apply what they know both individually and in group settings to particular incidents and stories of a contemporary nature in which social justice concerns of various kinds are embedded.

**Major Assignments:**

Class Participation	20% of grade
Quizzes	10% of grade
Mid-term Examination	25% of grade
Final Examination	25% of grade
Theological Reflection Paper	20% of grade

Students are expected to initiate conversations with questions and comments during and immediately following lectures as well as to respond to questions and other prompts initiated by the instructor. Students are also expected to participate fully in class discussions organized around specific incidents and stories.

Quizzes will be administered at the close of each two or three class segment involving a particular topic or approach to the study of social justice concerns. Each quiz will focus on key terms addressed in the topical segment. Quizzes may not be made up. The lowest quiz score will be dropped from the student’s grade.

The mid-term examinations will consist of two parts:

- A series of multiple choice or true-false questions or statements that address key terms and concepts introduced throughout the course; and
- A 15-minute oral examination scheduled on a one-on-one basis with the instructor. Candidate discussion topics will be provided in advance of the examination.

The final examination will consist solely of an oral examination scheduled on a one-on-one basis with the instructor. It will be based on a video-based situation or story that will be shared in advance of the oral examination. The conversation will be organized around topics included on a theological reflection worksheet with which students will work in the latter half of the course.

The theological reflection paper will employ a research model presented in

class. The student will use the model and research developed in collaboration with other students in crafting a persuasive argument addressing any pertinent systemic issues that may have been identified. The paper should be typed in a double-spaced, 12-point Times New Roman font with 1-inch margins. It should be no less than seven full pages in length.

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

**Course Schedule:**

Session 1	Introduction <ul style="list-style-type: none"><li>▪ Syllabus</li><li>▪ Readiness assessment</li><li>▪ Thought experiment</li><li>▪ “Hard questions” exercise</li></ul>
Session 2	Alternative Approaches to Social Justice <ul style="list-style-type: none"><li>▪ Lecture</li></ul> <p>If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose.</p>
Session 3	The Consequentialist Option <ul style="list-style-type: none"><li>▪ Quiz</li><li>▪ Lecture</li></ul> <p>If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose.</p>
Session 4	The Consequentialist Option (continued) <ul style="list-style-type: none"><li>▪ Read and be prepared to discuss Chapter 2 of the Sandel text.</li><li>▪ Read and be prepared to discuss the assigned selection from Jeremy Bentham’s <i>An Introduction to the Principles of Morals and Legislation</i>.</li></ul> <p>If the class is missed, submit answers to all of the questions assigned to the reading addressed in the class.</p>
Session 5	Rules-based Systems of Justice <ul style="list-style-type: none"><li>▪ Quiz</li><li>▪ Lecture</li></ul> <p>If the class is missed, view the video associated with the lecture and</p>

submit a completed set of notes using the worksheet assigned for this purpose.

Session 6

Rules-based Systems of Justice (continued)

- Read and be prepared to discuss Chapters 5 and 6 of the Sandel text.
- Read and be prepared to discuss the assigned selection from Immanuel Kant's *Groundwork for the Metaphysics of Morals*.

If the class is missed, submit answers to all of the questions assigned to the reading addressed in the class.

Session 7

Virtue-based Systems of Justice

- Quiz
- Lecture

If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose.

Session 8

Virtue-based Systems of Justice (continued)

- Read and be prepared to discuss Chapter 8 of the Sandel text.
- Read and be prepared to discuss the assigned selection from Aristotle's *Ethics*.

If the class is missed, submit answers to all of the questions assigned to the reading addressed in the class.

Session 9

The Libertarian Option

- Quiz
- Lecture

If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose.

Session 10

The Libertarian Option (continued)

- Read and be prepared to discuss Chapter 3 of the Sandel text.
- Read and be prepared to discuss the assigned selection from Robert Nozick's *Distributive Justice*.

If the class is missed, submit answers to all of the questions assigned to the reading.

Session 11

Ways in Which Christians Speak to the World

- Quiz
- Lecture

If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose.

#### Session 12

#### Overview to Catholic Social Teaching

- Quiz
- Lecture
- Read chapter 3 of the Massaro text and be prepared to discuss questions 3 and 4 on page 54 and to cite the text in each instance.

If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose. Additionally, prepare written responses with citations to the assigned questions in the Massaro text.

#### Session 13

#### Seven Themes of Catholic Social Teaching

- Quiz
- Lecture
- Read chapter 5 of the Massaro text and be prepared to discuss questions 1 through 7 on pages 122-123 and to cite the text in each instance.

If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose. Additionally, prepare written responses with citations to the assigned questions in the Massaro text.

#### Session 14

#### Midterm Examination

- Multiple choice portion of midterm examination
- Individual oral examinations to be scheduled

#### Session 15

#### Theological Reflection

- Lecture
- Read chapter 4 of the Massaro text and be prepared to discuss questions 1 through 3 on page 179 and to cite the text in each instance.

If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose. Additionally, prepare written responses with citations to the assigned questions in the Massaro text.

#### Session 16

#### Theological Reflection (continued)

- Lecture

If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet assigned for this purpose.

Session 17

Experiential Learning Projects

- Quiz
- Workshop on Experiential Learning Projects

Session 18

Life and Dignity of the Human Person

- Read and be prepared to discuss the assigned overview from the USCCB pertaining to the *Life and Dignity of the Human Person*.
- Read and be prepared to discuss paragraphs 101-159 of the *Compendium of the Social Doctrine of the Church*.
- Theological reflection exercise

If the class is missed, submit answers to all of the questions associated with the assigned reading and complete a theological reflection worksheet for the assigned video.

Session 19

Call to Family, Community, and Participation

- Read and be prepared to discuss the assigned overview from the USCCB pertaining to the *Call to Family, Community, and Participation*.
- Read and be prepared to discuss paragraphs 209-214, 246-254, and 189-191 of the *Compendium of the Social Doctrine of the Church*.
- Theological reflection exercise

If the class is missed, submit answers to all of the questions associated with the assigned reading and complete a theological reflection worksheet for the assigned video.

Session 20

Rights and Responsibilities

- Read and be prepared to discuss the assigned overview from the USCCB pertaining to *Rights and Responsibilities*.
- Read and be prepared to discuss paragraphs 164-188 of the *Compendium of the Social Doctrine of the Church*.
- Theological reflection exercise

If the class is missed, submit answers to all of the questions associated with the assigned reading and complete a theological reflection worksheet for the assigned video.

Session 21

Option for the Poor and Vulnerable

- Read and be prepared to discuss the assigned overview from the USCCB pertaining to *Option for the Poor and Vulnerable*.
- Read and be prepared to discuss paragraphs 182-184 and 449 of the *Compendium of the Social Doctrine of the Church*.
- Theological reflection exercise

If the class is missed, submit answers to all of the questions associated with the assigned reading and complete a theological

reflection worksheet for the assigned video.

Session 22

Dignity of Work and the Rights of Workers

- Read and be prepared to discuss the assigned overview from the USCCB pertaining to the *Dignity of Work and the Rights of Workers*.
- Read and be prepared to discuss paragraphs 252-322 of the *Compendium of the Social Doctrine of the Church*.
- Theological reflection exercise

If the class is missed, submit answers to all of the questions associated with the assigned reading and complete a theological reflection worksheet for the assigned video.

Session 23

Working Session (Papers and Presentations)

Session 24

Solidarity

- Read and be prepared to discuss the assigned overview from the USCCB pertaining to *Solidarity*.
- Read and be prepared to discuss paragraphs 192-196 of the *Compendium of the Social Doctrine of the Church*.
- Theological reflection exercise

If the class is missed, submit answers to all of the questions associated with the assigned reading and complete a theological reflection worksheet for the assigned video.

Session 25

Care of God's Creation

- View the video assigned for the class.
- Read and be prepared to discuss the assigned overview from the USCCB pertaining to the *Care of God's Creation*.
- Read and be prepared to discuss paragraphs 451-487 of the *Compendium of the Social Doctrine of the Church*.
- Theological reflection exercise

If the class is missed, submit answers to all of the questions associated with the assigned reading and complete a theological reflection worksheet for the assigned video.

Session 26

Project Reports

Session 27

Project Reports

Session 28

Course Assessment

- Institutional assessment
- Assessment against course objectives
- Impact assessment: (1) What implications does this course hold for my development or formation as a person? (2) What implications does this course hold for my understanding of my place in the "community"? (3) What implications does this

course hold for my life's work, vocation, or calling?

Session 29

Final Examination

The instructor reserves the right to modify the above schedule in order to meet the overall requirements of the course.

**Class Attendance:**

Students cannot succeed in this course if they do not attend class. Intellectual growth and success in higher education take place through interaction in the classroom. Only two absences of any kind – excused or unexcused – will be permitted over the course of the semester with no adverse impact on the student's overall grade.

When a student misses a class because of a college-sponsored event (i.e., an excused absence), the student must give advance notice of his or her absence.

Students are responsible for all work missed due to an excused or unexcused absence.

- If a lecture is missed, the student will be required to view the lecture on a video that will be provided for this purpose and to submit notes for the session annotated on a notebook page designated for this purpose;
- If a discussion or project-based class is missed, the student will be required to submit answers to all of the questions associated with any reading addressed in the class and, if pertinent, to complete a theological reflection worksheet for any assigned video.

These makeup opportunities must take place within two class sessions of the missed class. PLEASE NOTE: the class missed will still count as an absence. A participation grade of zero will be assigned in these instances. There is less benefit in submitting make-up work completed on one's own than there is in participating fully in a class.

**Timeliness of Work:**

Students are expected to be fully prepared for each class session. They are also expected to submit all assigned work on time.

As noted above, makeup work described must be completed within two class sessions of the missed class in order to receive credit. If late, however, this makeup work must still be completed. If it is not completed, a grade of "incomplete" will be assigned for the course.

**Using Electronic Devices:**

Electronic devices can only be used in class for course-related purposes. If a student texts or accesses the internet for any other purpose, he or she may be asked to leave the class. In this instance, the student will be recorded as having been absent.

**Participating in Class:**

Students are expected to be on time and to stay through the entire class.

As noted above, students are expected to initiate questions and comments during and immediately following lectures as well as to respond to questions and other prompts provided by the instructor. Students are also expected to participate fully in class discussions organized around specific incidents and stories as well.

**Cheating and Plagiarism:**

A determination that a student has submitted work that is not his or her own will be subject to judicial review, the procedures for which can be found in the College Catalog and in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using the MLA format to document sources helps avoid incidences of plagiarism. The Library makes MLA checklists available to students and it is provided in the Student Handbook and Planner as well.

**PLEASE NOTE: Papers may be electronically checked for plagiarism.**

**Withdrawing from Class:**

After the last day established for class changes has passed, a student can only withdraw from this course by following the policy outlined in the CCSJ Course Catalog. See College calendar.

**CCSJ Book Rental Program:**

The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <http://www.ccsj.edu/bookstore>. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.

**Student Success Center:**

The Student Success Center provides faculty tutors at all levels to help students both to master specific subjects and to develop effective learning skills. It is open to all students at no charge. Contact the Student Success Center at (219) 473-4287 or stop by the Library.

**Disability Services:**

Disability Services strives to meet the needs of all students by providing academic support in accordance with Americans with Disabilities Act (ADA) guidelines. If a student believes that he or she might need a "reasonable accommodation" because of a disability, the College's Disability Services Coordinator can be reached at (219) 473-4349.

**Student Assistance Program:**

Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or [kerryk@crowncounseling.org](mailto:kerryk@crowncounseling.org).

**CCSJ Alerts:**

Calumet College of St. Joseph's emergency communications system alerts student about emergencies, weather-related closings, and other incidents via text, email, and/or voice messages. Student should sign up for this service annually. See the College's website at: <http://www.ccsj.edu/alerts/index.html>.

In addition, students can check other media for important information, such as school closings:

- 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