



## SYLLABUS Social Justice

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- Term:** Spring 2017
- Course Number:** THEO 110A
- Instructor:** Daniel Lowery, Ph.D., Associate Professor
- Office:** Room 627
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- E-mail:** dlowery@ccsj.edu
- Hours Available:** Immediately before and after all classes or by appointment.
- Instructor Background:** 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
- Course Time:** Tuesday-Thursday 8:30 a.m. – 10:00 a.m.
- Classroom:**
- Prerequisites:** None
- Required Books and Materials:** No textbooks are required. Extensive use will be made, however, of online resources including, most notably, the following sites:
- The Bible: <http://www.usccb.org/bible/books-of-the-bible/index.cfm>
- Catholic Social Justice Encyclicals:  
<http://www.catholicsocialteaching.org.uk/principles/documents/>
- Compendium of the Social Doctrine of the Church:  
[http://www.vatican.va/roman\\_curia/pontifical\\_councils/justpeace/documents/rc\\_pc\\_justpeace\\_doc\\_20060526\\_compendio-dott-soc\\_en.html](http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html)
- Other sites will be required or recommended over the course of the semester.
- Course Description:** Students will explore and analyze a broad array of social justice concerns from a variety of perspectives and suggest positive action for social change in each instance. This course will culminate with several experiential learning exercises, which will involve 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, 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, 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, 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, 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, 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, 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 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, 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 approach 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 (group assignment);
- 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

With respect to class participation, 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, however.

The mid-term examinations will consist of two parts:

- A series of multiple choice 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 each examination.

The final examination will consist solely of a 30-minute 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 a team of students in crafting a persuasive argument addressing any 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:**

Tuesday, January 10	Introduction
Thursday, January 12	Lecture: Alternative Approaches to Social Justice <ul style="list-style-type: none"> <li>▪ 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 within two class sessions.</li> </ul>
Tuesday: January 17	Lecture: The Consequentialist Option <ul style="list-style-type: none"> <li>▪ Quiz</li> <li>▪ 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 within two class sessions.</li> </ul>
Thursday: January 19	Discussion: The Consequentialist Option <ul style="list-style-type: none"> <li>▪ Quiz</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> <li>▪ If the class is missed, submit typed answers to all of the questions assigned to the reading addressed in the class within two class sessions.</li> </ul>
Tuesday, January 24	Lecture: Rules-based Systems of Justice <ul style="list-style-type: none"> <li>▪ 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 within two class sessions.</li> </ul>
Thursday, January 26	Discussion: Rules-based Systems of Justice <ul style="list-style-type: none"> <li>▪ Quiz</li> <li>▪ Read and be prepared to discuss the assigned selection from Immanuel Kant’s <i>Groundwork for the Metaphysic of Morals</i>.</li> <li>▪ If the class is missed, submit typed answers to all of the questions assigned to the reading addressed in the class within two class sessions.</li> </ul>
Tuesday, January 31	Lecture: Virtue-based Systems of Justice <ul style="list-style-type: none"> <li>▪ If the class is missed, view the video associated with the lecture and submit a completed set of notes using the worksheet</li> </ul>

assigned for this purpose within two class sessions.

Thursday, February 2

Discussion: Virtue-based Systems of Justice

- Quiz
- Read and be prepared to discuss the assigned selection from Aristotle's *Ethics*.
- If the class is missed, submit typed answers to all of the questions assigned to the reading addressed in the class within two class sessions.

Tuesday, February 7

Lecture: The Libertarian Option

- 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 within two class sessions.

Thursday, February 9

Discussion: The Libertarian Option

- Quiz
- Read and be prepared to discuss the assigned selection from Robert Nozick's *Distributive Justice*.
- If the class is missed, submit typed answers to all of the questions assigned to the reading addressed in the class within two class sessions.

This class may be abbreviated so that students can attend a learning community sponsored lecture.

Tuesday, February 14

Lecture: Ways in Which Christians Speak to the World

- 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 within two class sessions.

Thursday, February 16

Lecture: Catholic Social Teaching

- Quiz
- Read and be prepared to discuss an overview from the USCCB pertaining to the Seven Themes of Catholic Social Teaching.
- 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 within two class sessions.

Tuesday, February 21

Midterm Examination Study Session

- Quiz

Thursday, February 23

Midterm Examination

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

Tuesday, March 7

Lecture: Theological Reflection

- 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 within two class sessions.

A lecture to be provided for all learning community students will be hosted either on October 25 or October 27

Thursday, March 9

Discussion: Group Projects

- Quiz

Tuesday, March 14

Discussion: The Death Penalty (Life and Dignity of the Human Person)

- View the video assigned for the class.
- 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 201-159 of the *Compendium of the Social Doctrine of the Church*.
- If the class is missed, complete the theological reflection worksheet for the video assigned for the class.

Thursday, March 16

Discussion: Voting Rights (Call to Family, Community, and Participation)

- View the video assigned for the class.
- 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*.
- If the class is missed, complete the theological reflection worksheet for the video assigned for the class.

Tuesday, March 21

Discussion: Immigration Reform (Rights and Responsibilities)

- View the video assigned for the class.
- 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*.
- If the class is missed, complete the theological reflection worksheet for the video assigned for the class.

Thursday, March 23

Discussion: Healthcare (Option for the Poor and Vulnerable)

- View the video assigned for the class.
- 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*.

	<ul style="list-style-type: none"> <li>▪ If the class is missed, complete the theological reflection worksheet for the video assigned for the class.</li> </ul>
Tuesday, March 28	<p>Discussion: Right to Work Laws (Dignity of Work and the Rights of Workers)</p> <ul style="list-style-type: none"> <li>▪ View the video assigned for the class.</li> <li>▪ Read and be prepared to discuss the assigned overview from the USCCB pertaining to the <i>Dignity of Work and the Rights of Workers</i>.</li> <li>▪ Read and be prepared to discuss paragraphs 252-322 of the <i>Compendium of the Social Doctrine of the Church</i>.</li> <li>▪ If the class is missed, complete the theological reflection worksheet for the video assigned for the class.</li> </ul>
Thursday, March 30	<p>Discussion: Fair Trade (Solidarity)</p> <ul style="list-style-type: none"> <li>▪ View the video assigned for the class.</li> <li>▪ Read and be prepared to discuss the assigned overview from the USCCB pertaining to <i>Solidarity</i>.</li> <li>▪ Read and be prepared to discuss paragraphs 192-196 of the <i>Compendium of the Social Doctrine of the Church</i>.</li> <li>▪ If the class is missed, complete the theological reflection worksheet for the video assigned for the class.</li> </ul>
Tuesday, April 4	Team Project Working Session
Thursday, April 6	<p>Discussion: Global Warming (Care of God's Creation)</p> <ul style="list-style-type: none"> <li>▪ View the video assigned for the class.</li> <li>▪ Read and be prepared to discuss the assigned overview from the USCCB pertaining to the <i>Care of God's Creation</i>.</li> <li>▪ Read and be prepared to discuss paragraphs 451-487 of the <i>Compendium of the Social Doctrine of the Church</i>.</li> <li>▪ If the class is missed, complete the theological reflection worksheet for the video assigned for the class.</li> </ul>
Tuesday, April 11	Team Project Reports
Thursday, April 13	Team Project Reports
Tuesday, April 18	Study Session
Friday, April 21	Final Examination

The instructor reserves the right to modify the above schedule in order to meet the overall needs 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 class is missed, the student will be required to meet one-on-one with the instructor to discuss his or her answers to questions posed with respect to the reading assigned for the missed class; and
- If a project-based class session is missed, the student will be required to view the video assigned for that class and complete an analysis on a worksheet provided for this purpose.

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 a notebook page, in the case of a lecture class, or in meeting one-on-one with the instructor, in the case of a discussion class, than there is in participating fully in a class designated for either of these purposes.

**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 standard citation guidelines, such as MLA or APA format, to document sources help avoid incidences of plagiarism. The Library has reference copies of each of these manuals, and brief checklists pertaining to these standards are included in the Student Handbook and Planner.

**PLEASE NOTE: All 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.

**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.

**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

## 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 INCIDENTS

### 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.