
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2020

Course: THEO 110X Social Justice

Instructor Information:	
Instructor Name	Bernadette Raspante
Office Number:	304
Phone Number:	(872) 216-1143
Email:	braspante@ccsj.edu
Office Hours:	I will be available in person from 5pm-7pm on Wednesdays in Room 304 (before class) and immediately following class. Virtual Meetings may be scheduled anytime Mon/Tues/Thurs/Fri anytime from 3pm-6pm. Please feel free to call or email to set up an appointment time. Please use the phone number above for phone calls, I teach from 8am-3pm M-F, if I miss your call, leave a voicemail and I will return as quickly as possible. If you are going to text (I know sometimes that is easier, please tell me who you are in your first message.) Calling or texting should be saved for last minute emergencies or notifications, please don't call or text about an assignment. There will be a weekly discussion board via Blackboard for that purpose.
Instructor Background: BA Theology/Theatre: Saint Mary's University of Minnesota, MA Women and Gender Studies: Loyola University Chicago, MA Theology/Spirituality: Catholic Theological Union. I currently teach Theology at DePaul College Prep (high school level) full time. My individual research interests all culminate around the intersections of gender, race, class, and religion. When I am not teaching, I am writing or working with grassroots Catholic organizations. Or baking.	

Course Information:

Course Delivery Method:	Hybrid. (Students will be organized into two groups, “A” and “B.” “A” will be face-to-face the first meeting of the week, then remote the second. “B” will be remote the first meeting of the week, then face-to-face the second. Students must attend each class either on-site or on-line.
Course Time:	Wednesdays, 7pm-10pm
Classroom:	
Prerequisites:	N/A
Required Books and Materials:	Textbook, “Catholic Social Teaching: Christian Life in Society,” by Brian Singer-Towns. Living in Christ Series, Saint Mary’s Press, 2012. ISBN: 978-1-59982-077-4 Students should come prepared with a device to take reading quizzes and respond to polls. All notes should be, however, taken on paper or in a notebook.

Outcome	Bloom’s Taxonomy Level	General Education Foundational Knowledge or Skill	Formative and Summative Assessment Methods
Will define “social Justice.”	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, final examination.
Will explain what makes social justice distinctively, “Catholic.”	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, final examination.
Will concretely identify and explain how Jesus transformed the world’s understanding of social justice.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, final examination.
Will identify and explain the principles of Catholic Social Teaching.	To comprehend...	Will be able to read, write, and speak more effectively and think critically.	Class discussions, quizzes, final examination.
Will cite specific biblical texts that pertain to social justice themes.	To comprehend...	Will be able to read, write, and speak more effectively and think critically.	Class discussions, quizzes, final examination.
Will interpret those biblical texts within their proper historical context.	To know...	Will be able to read, write, and speak more effectively.	Class discussions, quizzes, final examination.
Will apply the social justice topics covered in class to concrete situations within one’s life.	To apply...	Will be able to read, write, and speak more effectively and think critically.	Class discussions, quizzes, final examination.
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, quizzes, final examination.
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, quizzes, final examination.

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.	Class discussions, quizzes, final examination.
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Learning Outcomes/ Competencies. Students in this course will:

This course meets the following learning objectives for the Theology program:

1. Appreciate, analyze, and apply an understanding of the dignity of human persons and communities as foundational to theological study and ministerial relationships.
2. Demonstrate an understanding of the breadth and coherence of Christian theological studies.
3. Apply moral principles and ethical guidelines from Catholic teaching to issues in ministry and contemporary life.
4. Create positive social change based on the relationship between faith and justice from a Catholic, ecumenical, inter-religious, and global perspective.

The course also meets the following General Education Program objectives:

1. Students will read analytically, synthetically, and critically in a variety of genres.
2. Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
3. Students will appreciate, create, and critique the persuasive power of art and media.
4. Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

Course Description: In this course, students 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. This course must be taken in the student's first semester at the College.

Learning Strategies: Lecture, small and large group discussion, Blackboard, class activities/case studies, etc.

Experiential Learning Opportunities:
Integrative and Interdisciplinary semester long project.

Assessments:	
Major Assignments: For specifics, see end of syllabus.	Integrative Project A. Midterm Proposal (50 points) B. Final Project and Presentation (100 points) General Education Essay (15 points)
Assessments:	Reading Quizzes for each section in the textbook and each supplemental reading assigned (13 x 10 points each) Reflections (7 x 15 points each) Case Studies (7 x 15 points each)
Class Participation:	5 points per day (13 x 5 points each)
Total	570

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	

Submission of work: Due to my part-time status, Covid-19, and the accessibility of internet on campus, all work will be submitted electronically before class starts. I will not accept hand-written reflections, all submitted work should be typed and submitted through Blackboard and Turnitin.com.

Student Responsibilities	
Professional Communication with Instructor:	Email communications with the instructor must begin with some version of the following: “Dear Professor/Fr./Rev./Dr.” Failure to begin with that format, or the use of “text message slang” throughout the message, could result in a “deleted” email by the instructor.
Using Electronic Devices in Class:	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. <u>Technology</u> <ul style="list-style-type: none"> - One point deduction from one’s semester average for each cell phone “indicator,” e.g., vibration, ring tone, noticeable illumination, etc. This would also include “checking one’s cell phone” during class. - One deduction from one’s semester average for online navigation that is impertinent to the academic task, e.g., checking Facebook, etc., should laptops be used in class.
Safety Measures	The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following: <ul style="list-style-type: none"> 5. Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. 6. Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing. 7. Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track. 8. Disinfecting your personal space using the materials provided when you enter the classroom.

	<p>9. Maintaining physical distancing of at least six feet within classrooms and other common spaces.</p> <p>Please note: To accommodate students who may not be able to attend class in person, this class may be taped and posted to the course Blackboard site. Tapes will not be used for any other purpose outside of class.</p>
What to Do in Case of Illness	<p>If you are exposed to COVID 19, become ill, or are otherwise unable to attend classes as required, notify the College by sending an email to illness@ccsj.edu. The message that you are unable to attend class will be relayed to your faculty. The College will contact you with expectations regarding next steps and follow-up.</p>
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. 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>A student must drop the class after SIX (6) late arrivals regardless of how much time has elapsed after class has begun. A student must drop the class after SIX (6) absences regardless of the reason for the absences. Students are encouraged to use their tardy and absences options wisely. Students may be marked tardy if they leave the classroom for more than 10 minutes during a given class period. This policy is non-negotiable. (Again, the sixth absence will result in immediate dismissal from the course.)</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work when due. Late work will be reduced by one letter grade for each day it is late. You may have written an "A" reflection, but if you turn it in late, you will earn a "B" etc. Late work should be submitted in the form of an email attachment, Blackboard folders will close at due date.</p>
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> ● Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. ● Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. ● Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. ● Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. ● Class is being recorded for Hybrid/Remote use, therefore you will not be allowed to record or tape class for any reason.
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p>

	<ul style="list-style-type: none"> ● Continuously embrace honesty and curiosity in the pursuit of my educational goals; ● Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; ● Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; ● Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!</p> <p>Please note: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources	
CCSJ Book Rental Program	<p>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</p>

	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 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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
Disability Services	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.
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 .
CCSJ Alerts	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 .

Course Schedule:

THEO 110 COURSE CALENDAR – FALL 2020

AUGUST

- 26 **SECTION 1: Foundational Principles for Social Justice**
 - Introductions, syllabus review, etc.

SEPTEMBER

- 2 Justice, Charity, and Bourgeois Christianity
- 9 **SECTION 2: Creating a Just Society**
- 16 Must we always act justly?
- 23 **SECTION 3: Respecting Human Life and Dignity**
- 30 Consistent Ethic of Life and Seamless Garment

OCTOBER

- 7 Consistent Ethic of Life and Seamless Garment
MIDTERM
- INTEGRATIVE PROPOSALS DUE
- 14 Racism and Dignity
- 21 **SECTION 4: The Just Distribution of Material Goods**
- 28 Economic Inequality and Christianity

NOVEMBER

- 4 A Just Environment
- 11 **SECTION 5: Living Justly**
- 18 Just Gender
- 25 **THANKSGIVING BREAK**
- No classes this week.
- 30 (This is a Monday, make plans accordingly)
GENERAL EDUCATION ESSAYS DUE

DECEMBER

- 2 **FLEX WEEK**
- INTEGRATIVE PROJECTS DUE
Presentations in class
- 9 **FINAL WEEK OF SEMESTER**
- Remaining presentations
 - Final Discussion
 - Final Reflection (written in class)

READING CALENDAR

Supplemental readings will be posted on Blackboard

READ FOR CLASS PERIOD ON THIS DATE	READING MATERIAL	CORRESPONDING ASSIGNMENT(S)
AUGUST 26	-Section 1 in Textbook	Reading Quiz In Class Case Study

SEPTEMBER 2	- "Themes of Biblical Justice," Education for Justice; -God Takes Sides, McAfee Brown; -Responding to God's Love: Compassionate Service, Himes	Reading Quiz Reflection Essay In Class Case Study
SEPTEMBER 9	-Section 2 in Textbook	Reading Quiz
SEPTEMBER 16	- <i>The Call to Discernment in Troubled Times</i> , Brackley (Chapters 2-4)	Reading Quiz Reflection Essay Work on Integrative Project Proposal
SEPTEMBER 23	-Section 3 in Textbook	Reading Quiz In Class Case Study Work on Integrative Project Proposal
SEPTEMBER 30	-Consistent Ethic of Life Packet	Reading Quiz In Class Case Study
OCTOBER 7	- Excerpt from <i>Just Mercy</i> , Stevenson -Excerpt from <i>Why I'm No Longer Talking to White People About Race</i> , Eddo-Lodge -Excerpt from <i>I'm Still Here: Black Dignity in a World Made for Whiteness</i> , Channing-Brown	Reading Quiz Reflection Essay
OCTOBER 14	- <i>Brothers and Sisters to US</i> , USCCB Pastoral Letter - <i>Dwell in My Love</i> , Pastoral Letter written by the Office of Cardinal Francis George, Chicago -"The Assumption of White Privilege and What We Can Do About it," Rev. Bryan Massingale	Reading Quiz Reflection Essay
OCTOBER 21	-Section 4 in Textbook	Reading Quiz In Class Case Study
OCTOBER 28	- <i>Economic Justice For All</i> , USCCB - <i>A Catholic Framework For Economic Life</i> , USCCB -"Quantifying America's Gender Wage Gap by Race," National Partnership for Women and Families	Reading Quiz Reflection Essay
NOVEMBER 4	- <i>The Telling Takes Us Home: A People's Pastoral</i> from the Catholic Committee of Appalachia - <i>What Standing Rock Teaches Us About Environmental Justice</i> , Social Justice Research Council	Reading Quiz Reflection Essay

NOVEMBER 11	-Section 5 in Textbook	Reading Quiz In Class Case Study
NOVEMBER 18	-Excerpts from <i>Just Love</i> , Margaret Farley -Excerpts from <i>She Who Is</i> , Elizabeth Johnson -Excerpts from <i>Building a Bridge</i> , James Martin - <i>The Combahee River Collective</i>	Reading Quiz Reflection Essay In Class Case Study
NOVEMBER 30	We do not have class this day, please make plans to turn in your essays accordingly.	General Education Essay Due
DECEMBER 2	INTEGRATIVE PROJECT PRESENTATIONS	INTEGRATIVE PROJECTS DUE

<p>INTEGRATIVE PROJECT (More information with full rubric will be forthcoming)</p>
<p>PART 1: PROPOSAL <i>To be turned in for inclusion in Midterm Grades.</i></p> <p>Process: Using the Circle of Social Analysis, students will choose and research a justice issue that they are passionate about. They will propose a project based on their interests (political policy, policy updates/changes in current (or aspiring) field of work art/museum exhibit or installation, grant/scholarship program, educational reform, etc) backed by their research infused with Catholic Social Teaching Principles. A preliminary bibliography is required for this step. Students can submit sketches and outlines of the final to further explain their idea. Students will be encouraged to interview or converse with someone working in the field their project falls in. For example, if they are writing a proposal for police reform, students are encouraged to speak to a current officer; if students are creating a work of art that highlights a justice issue for a minority group of which they do not identify, they should seek counsel from the marginalized group, etc. These proposals will be submitted electronically.</p> <p>Guidelines for the proposal will be outlined in the second week of class.</p>
<p>Part 2: Project and Presentation <i>To be turned in during Flex Week for inclusion in Final Grades.</i></p> <p>Process: Students will flesh out the proposed project either by writing or creating the proposed piece. Students will submit research, interviews/conversation transcripts, a final draft of the project, and a bibliography. Students will present their project during class on December 7th.</p> <p>Guidelines for the final and the presentation will be outlined in the second week of class.</p>

This syllabus is subject to revision at the discretion of the instructor.