
Calumet College



of Saint Joseph

You Belong!
ccsj.edu**COURSE SYLLABUS, (Fall, 2019)****Course: THEO 110-[#] Social Justice****Instructor Information:**

Instructor Name	Sr. Mumbi Kigutha CPPS
Office Number:	179
Phone Number:	219-473-4239
Email:	mkigutha@ccsj.edu
Hours Available:	M & W afternoons (Please make prior appointment so that you do not have to wait)
Instructor Background: M.B.A, M.A	-

Course Information:

Course Time:	12 p.m. – 1.30 p.m. (Monday and Wednesday)
Classroom:	305
Prerequisites:	None
Required Books and Materials:	1. "Living Justice," Thomas Massaro, S.J., Rowman & Littlefield Publishers; Third Classroom edition, 2011.

Learning Outcomes/ Competencies:

Students Will:

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.

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, etc.

Experiential Learning Opportunities:

Assessment:	<table> <tr> <td>Attendance</td> <td>10 %</td> </tr> <tr> <td>Class Participation</td> <td>10 %</td> </tr> <tr> <td>Assignments</td> <td>15 %</td> </tr> <tr> <td>Group Work</td> <td>15 %</td> </tr> <tr> <td>Class Project</td> <td>15 %</td> </tr> <tr> <td>Mid-Term</td> <td>15%</td> </tr> <tr> <td>Final Project</td> <td>20 %</td> </tr> </table>	Attendance	10 %	Class Participation	10 %	Assignments	15 %	Group Work	15 %	Class Project	15 %	Mid-Term	15%	Final Project	20 %
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Mid-Term	15%														
Final Project	20 %														
Small Group Discussion:	Group Discussion: Students will be arranged into small groups and will discuss predetermined questions related to the day's content. There will be a self and group-assessment in most classes.														
Participation:	Includes asking questions in class, responding to presented questions, active listening, contribution within small group discussions, focused attentiveness.														
Recommended Preparation for Each Class:	<ol style="list-style-type: none"> 1. Check syllabus 2. Read assigned texts for that class 3. Review notes taken at previous class 4. Be prepared for quiz, if given 5. Be prepared to discuss assigned readings 6. Complete any other assignments 														

Responsibilities	
Professional Communication with Instructor:	Email communications with the instructor must begin, "Dear Fr./Rev./Professor..." Failure to begin with that format, or the use of "text message slang" throughout the message, will result in a "deleted" email.
Using Electronic Devices:	<p><u>Technology</u></p> <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.
Attendance:	Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Students must be on-time unless previously approved by the

	<p>instructor. Each student will be penalized one point from her/his semester average for each unexcused tardy. A student must drop the class after <u>SIX (6)</u> late arrivals, regardless of how much time has elapsed after class has begun. A student will be required to drop the class after <u>FOUR (4)</u> absences, approved or not approved, without exception. This policy is <u>non-negotiable</u>. (Again, the fourth absence will result in dismissal.)</p>
Signing In:	<p>A sign-in sheet will be distributed at the beginning of class. Students who arrive late, even one minute late, must sign the “tardy” section of this daily document in order to qualify for credit for that particular class. Failure to sign the sheet for <i>any</i> student will result in a missed class.</p>
Statement of Plagiarism:	<p>If an instructor or other Calumet College of St. Joseph personnel discovers that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> <p>PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</p>
Sources:	<p>Certain sources can assist students in research but will <i>not</i> qualify for works cited in this class. Students will not receive credit for using the sources listed thus:</p> <ul style="list-style-type: none"> - Wikipedia - Standard Dictionary (use only a biblical or theological dictionary) - Encyclopedia (use only a biblical or theological encyclopedia) - Any website not .edu (unless the site is accessed via a .edu; if the site is accessed via a.edu, students will need to add a footnote giving the link from the .edu)
Class Withdraw:	<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. In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu</p> <p>Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78</p> <p>TV Channels: 2, 5, 7, 9, 32</p>

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.
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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.

TOPICAL SCHEDULE

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1. Introduction - Aug 26th

2. CH. 1: SOCIAL JUSTICE AND THE MISSION OF THE CHURCH.

Aug 28th

- Read Chapter 1 - Living Justice
-
- Religious motivation for Social Justice
 - Social Mission and Church Morale
 - Reflection questions and answers in groups
-

Sept 4th

- Sharing of stories: Personal motivations for social justice
 - Charity vs. Justice
 - Pastoral Cycle
- <https://www.youtube.com/watch?v=9hSWVBYr3qs&t=19s>

3. CH 1: CONTINUED

Sept 9th

- Read at least one story each before class from the link provided and note somewhere two things you find to be particularly striking and why. Should be linked to Social Justice
- <https://migrantchildstorytelling.org/the-stories/>
- Read: Lk. 10: 25—37. Parable of the Good Samaritan. A call to love all neighbors. Is this parable applicable to our current day reality and your own life?
-

- CST Theme 1: The Dignity of Every Person and Human Rights - Immigration
-

Sept 11th

- Group presentations on immigration using the Pastoral Cycle method

4. **CH. 2: GOING PUBLIC WITH YOUR FAITH.**

Sept 16th

- Read Chapter 2 - Living Justice
-
- Separation of Church and State. How do we bridge the divide?
 - What has Jerusalem to say to Athens?
-

Sept 18th

- Crusades then and now.
- Religious idealism: How does it shape politics?
- What's the middle ground?

Assignment:

- *Martin Luther King Jr. - Pastor and activist*
- *Dorothy Day - Deeply religious and activist*

Choose one of the above examples and answer the following questions. Do you think the faith of (Martin Luther King Jr. or Dorothy Day) contributed to more effective Social Justice work? Support your argument using examples whether your answer to the previous question is yes or no. 2 pages double spaced. Due Sep 3rd

- *What does Solidarity mean for you in our world? One sentence to be shared with the class following lesson.*

5. **CH. 2: CONTINUED**

Sep 23rd

- Read before class: Acts 2:43—47; 4: 32—35. The early Christians shared goods in common. (Holy Spirit)
 - Read handout on Sollicitudo Rei Socialis
 - Watch before class
<https://www.youtube.com/watch?v=o08ykAqLOxk>
-
- CST Theme 2: Solidarity, Common Good and Participation
https://www.youtube.com/watch?v=kXG2a_zXJIY
 - Discuss synopsis of Sollicitudo Rei Socialis (The Social Concerns of the Church)

Assignment:

Group Work:

- *Think of an existing societal issue that does not uphold the Common Good. Using the Pastoral Cycle, come up with ways of addressing the issue. To be presented in class on Sep 25*
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Sept 25th

- Group presentations using the Pastoral Cycle

6. **CH. 3: INHERITING THE TRADITION OF CATHOLIC SOCIAL TEACHING -**

Sept 30th

- Documentary Heritage
- Looking back to the 19th Century
- Pioneers of Social Catholicism
- Who do you consider modern day Social Justice activists?

Assignment

Group work:

Similarities between the crisis of industrialization from the 1800s and economic realities of present day workers? What would you like to see a modern day encyclical address?

Oct 2nd

- Group Presentations:

Midterms (Oct 7th - 12th)

Assignment will be handed out prior to this period

7. **CH. 4: THE SOURCES AND METHODS OF CATHOLIC SOCIAL TEACHING**

Oct 14th

- Read Chapter 4 - Living Justice
 - Read <https://www.catholicsocialteaching.org.uk/principles/history/>
<https://studylib.net/doc/7841024/four-sources-of-catholic-social-thought>
 - Read: Lk 20: 20—26. “Give to Caesar what is Caesars.”
-

- What are ethics?
 - Ethics, Morals, - are they one and the same thing?
 - Four sources of Christian Ethics
 - What do other faith traditions say?
 - Universal Principles and Local Applications
-

Oct 16th

- CST Theme 4: Subsidiarity and the Proper Role of Government

Assignment

- *Referring to page 94 & 95 of Massaro’s book - Living Justice - “How can a government ensure that it does not create a nanny state, but also ensure that the vulnerable are helped?” You can reference the various federal assistance programs in the US and there pros and cons. Due on Oct 21st
2 pages double spaced*

8. CH. 5: CONTINUED THEMES OF CATHOLIC SOCIAL TEACHING

Oct 21st

- Read Chapter 5 - Living Justice
 - Read: Handout on Rerum Novarum
 - Read: Lk. 12: 15—21. Parable of the Rich Landowner (Oct 14th)
 - Read: Mt. 20: 1—16. Parable of the Laborers in the Vineyard. (Oct 16th)
-

- Theme 5: Property Ownership in Modern Society: Rights and Responsibilities
 - Class Discussion: Should this be regulated?
-

Oct 23rd

- Theme 6: The Dignity of Work and the Rights of Workers, and Support for Labor Unions

- Fair Wage vs. Just Wage vs. Living Wage
<https://www.youtube.com/watch?v=GjVko-DMeF4>

Assignment:

- *Are there discriminatory practices in this country's history that have affected the ability of certain people to own property? e.g. Redlining*
Mention the practice, how it came about, examples of its effects and possible countermeasures
2 pages double spaced. Due Oct 30th

9. **CH. 5: CONTINUED**

Oct 28th

- Read: Handout on Populorum Progressio
- Read: Lk. 16: 19—31. Parable of the Rich man and Lazarus the beggar

<https://www.youtube.com/watch?v=s7lmz4UL4wE>

- Theme 7: Colonialism and Economic Development
 - What is/was colonialism?
 - What is neo-colonialism?
 - Is colonialism a thing of the past? - Class Discussion

Oct 30th

- Read: Handout on Pacem in Terris
- Read: Micah 4:3

-
- Theme 8: Peace and Disarmament
 - Is there any such thing as a just war?
 - What is peace? Negative peace vs. Positive peace

Assignment

- *Group work:*
 - *Is there any justification for going to war? What alternatives exist to counter war? Choose any war that has occurred in the past twenty years and draw examples from it to support your answer.*
 - *Are/Were there any benefits to colonialism? Why or Why not? Choose a formerly colonized country and draw examples from it.*

To be presented on Nov 4th

10. CH. 5: CONTINUED

Nov 4th

- Read: Lk. 1: 46—55. The Magnificat of Mary. God raises up the poor and lowers the rich.
 - Read
<https://www.americamagazine.org/faith/2018/04/23/pope-francis-brings-new-lens-poverty-peace-and-planet>
-

- Theme 9: Option for the Poor and Vulnerable
 - Who are the poor and vulnerable? Globally, nationally, locally?
 - What can we do?
-

Nov 6th

- Joint class project

11. CH. 6 THE ROLE OF CATHOLIC SOCIAL TEACHING TODAY

Nov 11th

- Read Chapter 6 - Living Justice
-

- Alternative way or Only way?
 - Catholic Critique of Communism
 - Catholic Critique of Capitalism
https://www.youtube.com/watch?v=8p_ZxtdgOY4
-

Nov 13th

- Read: Handout on Caritas in Veritate
-

- Global markets and ethics: What does Pope Benedict say?
- Pope Francis' rallying call

- What can each of us do?

https://www.youtube.com/watch?v=NtRoJcOp_8U

https://www.youtube.com/watch?v=880uOptg_XQ

12. **CH. 6 THE ROLE OF CATHOLIC SOCIAL TEACHING TODAY**

Nov 18th

Read: Gen. 1:26—27. “Let us make humanity in our image and likeness...”

Eph. 5:22; Col. 3:18. “Wives be submissive to your husbands.”

1 Cor. 15:34. “Women should be silent in Church.”

- Equality vs. Equity
- Gender, Social, Racial, Education etc.

Nov 20th

- Activity...

13. **FINAL PROJECTS**

Assignment

Will be handed out in class a month prior to the due dates - (Oct 23rd)

Presentation in class Nov 25th & 27th

14. **FINAL EXAMINATION WEEK Dec 2nd - 6th**

N.B. The syllabus might be altered or modified slightly during the course of the semester in order to ensure that the objectives of the course are being met satisfactorily.

(1) GENDER EQUALITY

1. Read: Gen. 1:26—27. “Let us make humanity in our image and likeness...”
2. Read: Eph. 5:22; Col. 3:18. “Wives be submissive to your husbands.”
3. Read: 1 Cor. 15:34. “Women should be silent in Church.”

(2) SERVANT LEADERSHIP

1. Read: 1 Cor. 11: 17—34; Mk. 14: 12—26; Mt. 26: 17—30; Lk. 22: 7—13. Last Supper.
2. Read: Jn. 13: 3—17 Service through Feet Washing.