
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 110-D Social Justice****Instructor Information:**

Instructor Name	Laura Ieraci, PhL, MS
Office Number:	TBD
Phone Number:	
Email:	lieraci@ccsj.edu
Office Hours:	Mondays and Wednesdays, 12 p.m.-1 p.m., in person or via Zoom. Request to schedule a meeting at another time by email.
Instructor Background:	See instructor's bio on the CCSJ website: https://www.ccsj.edu/Theology/#faculty

Course Information:

Course Delivery Method:	Hybrid. Students will be organized into two groups, "A" and "B." "A" will meet face-to-face for the first class of the week, then remotely the second. "B" will be remote for the first class of the week, then face-to-face for the second. Students must attend each class either on-site or online.
Course Time:	Mondays, 8:30 a.m. – 10 a.m.
Classroom:	305
Prerequisites	None
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 Teacher handouts

Learning Outcomes/Competencies. Students in this course:

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, written assignments, 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, written assignments, 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, written assignments, 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, written assignments, 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, written assignments, 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, written assignments, 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, written assignments, 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, written assignments, 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, written assignments, 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, written assignments, final examination.
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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 be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
4. Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
5. Students will appreciate, create, and critique the persuasive power of art and media.
6. 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, etc.

Assessments:		
Assessments:	Unit Tests (five throughout semester)	25%
	Term Paper and Oral Presentation	25%
	Humanities Reflection Paper	10%
	Final Exam (cumulative)	30%
	In-class/take-home assignments	10%
Total		100%
	No extensions, make-up tests or exams are offered in the case of unexcused absences; student's average test grade is applied for all missed tests.	

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	

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:	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p> <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.
Safety Measures	<p>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:</p> <ol style="list-style-type: none"> 7. Face coverings over the mouth and nose in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. 8. Because face coverings are in use, no eating or drinking in the classroom. Plan to meet your needs between classes using appropriate social distancing. 9. 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. 10. Disinfecting your personal space using the materials provided when you enter the classroom. 11. Maintaining physical distancing of at least six feet within classrooms and other common spaces.

	<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 not be accepted and tests cannot be made up.</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.
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;

	<ul style="list-style-type: none"> 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 returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.</p>

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		
WEEK 1	Aug. 24: Class Overview and Introduction Aug. 26: Section 1.1 Social Justice and God’s Plan, p. 9-30	
WEEK 2	Aug. 31: Section 1.2 Social Teaching of the Church, p. 31-60 Sept. 2: Test 1 ; Section 1.3 Seven Themes of Catholic Social Teaching, p. 61-82	
WEEK 3	Sept. 7: LABOR DAY, NO CLASS Sept. 9: Section 1.3 Seven Themes of Catholic Social Teaching, p. 61-82	
WEEK 4	Sept. 14: Test 2 ; Section 2.1 Social Sin, p. 83-104 Sept. 16: Section 2.1 Social Sin, p. 83-104	
WEEK 5	Sept. 21: Section 2.2 The Individual Person and Society, p. 105-128 Sept. 23: Section 2.2 The Individual Person and Society, p. 105-128	
WEEK 6	Sept. 28: Test 3 ; Section 3.1 Defending Human Life, p. 129-149 Sept. 30: Section 3.1 Defending Human Life, p. 129-149	
WEEK 7	Oct. 5: Section 3.2 Promoting Peace, p. 150-175 Oct. 7: Section 3.2 Promoting Peace, p. 150-175	
WEEK 8	Oct. 12: Section 3.3. Protecting Dignity in Diversity, p. 176-192 Oct. 14: Section 3.3. Protecting Dignity in Diversity, p. 176-192	
WEEK 9	Oct. 19: Test 4 ; Section 4.1 Economic Justice, p. 193-211 Oct. 21: Section 4.1 Economic Justice, p. 193-211	
WEEK 10	Oct. 26: Section 4.1 Economic Justice, p. 193-211 Oct. 28: Section 4.1 Economic Justice, p. 193-211	
WEEK 11	Nov. 2: Section 4.2 Care for the Earth, p. 212-229 Nov. 4: Section 4.2 Care for the Earth, p. 212-229	
WEEK 12	Nov. 9: Test 5 ; Section 5.1 Social Dimensions of the Beatitudes, p. 230-250 Nov. 11: Section 5.1 Social Dimensions of the Beatitudes, p. 230-250	
WEEK 13	Nov. 16: Section 5.2 Prayer and Action, p. 251-265 Nov. 18: Section 5.2 Prayer and Action, p. 251-265	Term Paper due, Nov. 16
WEEK 14	Nov. 23: FALL BREAK, NO CLASS Nov. 25: FALL BREAK, NO CLASS	
WEEK 15	Nov. 30: Oral Presentations of Term Paper Dec. 2: Oral Presentations of Term Paper	Humanities Reflection Paper due, Nov. 30
WEEK 16	Dec. 7: COUSE EVALUATION AND CLASS REVIEW Dec. 9: FINAL EXAM	

THEO 110 Term Paper: DUE NOVEMBER 16 (25%)

SEEING & LIVING JUSTICE:

You will research, analyze and reflect upon a **current** social justice issue, according to the steps in the Social Justice Circle (See-Judge-Act), which we learned in class. You must follow the schema below:

1. Choose a social justice issue that is **currently in the news** — it may be one that we discussed in class or one that you have found on your own. Submit your social justice issue by filling out the form that is attached here by Monday, Oct. 5.
2. You will follow this social justice issue in the news over the semester and build a file of five different news articles on your topic. Your news articles should not be more than six months old. These articles MUST BE SUBMITTED with your paper, as they are the source information that will help you to respond to some of the questions below. **(5 points)**
3. You will write an essay about the social justice issue using the Social Justice Circle. Be sure your essay answers all of the questions that apply to the social justice issue you have chosen:

a. **SEE: (10 points)**

What is the social justice issue? Define it.

Why is this issue important for you to resolve? Do you have a personal connection to this injustice/does it affect you personally in any way?

b. **JUDGE:**

i. **SOCIAL ANALYSIS: (20 points)**

Who are the main actors in this situation: Who is suffering? How are they suffering? Who is benefiting? How are they benefiting?

Who is making all of the decisions in this situation? What are their values?

How long has this injustice existed? Are there any past events (in history) that influence the situation today?

Choose **TWO SOURCES** from social science research that support or prove the facts that you are presenting about your topic. They must come from academic research (books or journals); they cannot be the newspaper articles themselves.

ii. **THEOLOGICAL ANALYSIS: (20 points)**

What do God and the Bible say about this injustice? Which teachings of Jesus would apply to this situation? What would Jesus do in this situation?

Choose **TWO PASSAGES** from Scripture that could help to understand this situation from God's perspective.

What key principles from Catholic Social Teaching would apply to this situation?

Choose **at least TWO PRINCIPLES** from Catholic Social Teaching that can be applied to this situation.

c. **ACT: (20 points)**

Based on your “seeing” and “judging”, what action is needed to bring about a right ordering of society according to God’s plan?

How would you transform the structures and relationships that produce this situation?

How could you empower those who are suffering or disadvantaged in this situation?

4. **Spelling & Grammar: (10 points)**

5. **Footnotes & Bibliography: (5 points)**

6. **Oral presentation: (10 points)**

Your essay must be **5-7 pages long, double-spaced, not including the bibliography.**

You can use either MLA or Chicago Manual of Style as your citation style, but it must be consistent throughout your paper.

You must use Times New Roman, 12-point font. Be sure your paper has a cover page, with your name, section number and title of your project.

Your project is due NOVEMBER 16. No late papers will be accepted.

Your term paper is worth 25% of your total grade for this class.

I am available during my office hours and by appointment to discuss your project and to review your essays and work to date.

Humanities Reflection Paper: DUE NOVEMBER 30 (10%)

- i. Specifics: Clearly identify a topic from THEO 110 that interested you most.
- ii. Cite a text or overall idea from the Social Justice textbook to support your case.
- iii. Identify one concrete aspect of your life right now that could be transformed by the social justice/ethical topic you identified.
- iv. Explain how the topic and related material is useful for you. Consider telling a story from your life.
- v. Conclude the essay by summarizing your ideas and offering a hopeful message moving forward.
- vi. Prerequisites: 12-point font, one-inch margins, times/Helvetica font, two full pages double spaced, stapled, spell/grammar checked, two copies: one for the instructor, one for the General Education Committee.

Extra Credit Assignments:

The students will be offered five extra credit assignments during the term. The successful completion of each assignment is worth one full mark towards a student's final grade. The assignment is assessed as a pass/fail.

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