

**THEO-2515-M01**  
**✘ SOCIAL JUSTICE ✘**

*He has told you, O mortal, what is good: And what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God? (Micah 6:8).*

*Just then a lawyer stood up to test Jesus. 'Teacher,' he said, 'what must I do to inherit eternal life?' He said to him, 'What is written in the law? What do you read there?' He answered, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.' And he said to him, 'You have given the right answer; do this, and you will live.' But wanting to justify himself, he asked Jesus, 'And who is my neighbor?' (Luke 10:25-29).*

*Disregard for the duty to cultivate and maintain a proper relationship with my neighbor, for whose care and custody I am responsible, ruins my relationship with my own self, with others, with God and with the earth. When all these relationships are neglected, when justice no longer dwells in the land, the Bible tells us that life itself is endangered (Pope Francis, *Laudato Si'* 70).*

**Professor: Rev. Melanie Grace Mitchell, M.Div., Lic. T<sup>a</sup>**  
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**Office: Humanities, SIH 315 / 91-554-5858 ext. 235**  
**Office Hours: MW 10-10:50 and by appointment**

**Class: MWF 11:00-11:50, SIH B**  
**Semester: Spring 2018**  
**Core requirement: 3 Credits, SLC**  
**Prerequisite: THEO-1000**

**Course description:**

This course will be an exploration of social justice in the EU and the US from biblical and theological perspectives. First, we shall examine definitions of social justice and compare and contrast this concept with charity, looking at how these have been focused on to varying degrees and in varying ways in different eras and contexts. Second, we shall examine the biblical and theological motivations for the public role of the faith and the diverse history of this role in its excesses and successes. Third, we shall introduce the sources, methods and key themes of Catholic Social Teaching. Next, each student will use these building blocks as a foundation upon which to construct a position paper and presentation on a particular issue of social injustice today. A vital component of the course will be service-learning, which will take us out of the classroom and onto the streets of Madrid with organizations that work with the homeless and immigrants. We will also invite guest speakers to help us understand the social structures and institutions which contribute to or help remedy homelessness in Spain, and those who help to assist and integrate immigrants and refugees. A theme running throughout the course will be the moral and ethical question: "Who is my neighbor?"

Students are also encouraged to formulate their own objectives for this course:

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**Textbooks available in the Bookstore and at the library's main desk:**

**Required:** Massaro, S.J., Thomas, *Living Justice: Catholic Social Teaching in Action* (Plymouth, UK: Rowman and Littlefield, 2012). (We will be using this whole textbook.)

Optional: *Global Neighbors: Christian Faith and Moral Obligation in Today's Economy*, Hicks and Valeri, ed.s (Grand Rapids: Eerdmans, 2008). (Each student will present on one chapter.)

**On-line Resources:**

Catholic Relief Services: <https://www.crs.org/resource-center/CST-101>

CCEE: Council of European Bishops' Conferences: <http://www.ccee.eu/areas-of-work/migration>

CCME: The Churches' Commission for Migrants in Europe:

<http://www.ccme.be/areas-of-work/inclusive-communities/>

*The Holy Bible* [www.usccb.org/nab/bible](http://www.usccb.org/nab/bible) & <http://www.devotions.net/bible/00bible.htm>

<https://www.ignatianspirituality.com/ignatian-community/social-justice>

Official Documents of Catholic Social Teaching: <http://www.papalencyclicals.net/>

United States Conference of Catholic Bishops:

<http://www.usccb.org/issues-and-action/index.cfm>

**Supplementary resources:** The SLU Madrid Library offers you free access to many academic databases, plus theology, philosophy and ethics sections in the library, including:

- *A Companion to Ethics*, Peter Singer, ed.
- *Catechism of the Catholic Church* (also available on-line at [www.usccb.org/catechism/text](http://www.usccb.org/catechism/text) ).
- *Catholic Social Teaching: our best kept secret*, DeBerri, et al., ed.s
- *Contemporary Moral Problems*, James E. White, ed.
- Donahue, S.J., John R., *What Does the Lord Require? A Bibliographical Essay on the Bible and Social Justice*.
- *From Christ to the World: Introductory Readings in Christian Ethics*, Boulton et al.
- *Justice in a Global Economy*, Brubaker, et al., ed.s
- Tompkins, Phillip K., *Who is My Neighbor? Communicating and Organizing to End Homelessness*.

**Required work and grading policy:**

The final grade will be determined in accordance with the following Learning Goals established by the SLU Theology Department for 200 level courses:

**Thinking theologically:** Students will demonstrate critical thinking by analyzing the themes, concepts and presuppositions of Catholic Social Teaching in dialogue with other religious and secular sources, in order to develop their awareness of the problems and possibilities of cultural diversity in the European Union and the United States of America.

**Reading Theologically:** Students will interpret, within a theological framework, the course-specific texts by means of historical-critical and literary-critical methods.

**Researching theologically:** Students will be able to find, cite and use appropriate essays and articles, including print journals, essays in books, online journals, etc.

**Speaking theologically:** Students will analyze theological topics and the relationship between them as well as other areas of knowledge as they relate to the theme of social justice.

**Writing theologically:** Students will formulate and defend a position on a relevant social issue and develop a written argument defending this position theologically and by other means.

The final grade will be calculated in the following way:

1. Attendance	10%
2. Participation (engagement, discussion, and short assignments)	10%
3. Group Presentation on one chapter from <i>Global Neighbors</i>	10%
4. Position Paper Presentation	20%
5. Position Paper (8-10 pages)	25%
6. Service Learning: 4 experiences plus journal (4-5 pages):	25%

### Assignment Descriptions:

1. **General:** All written assignments, unless otherwise noted, are to be typed, double-spaced, TNR 12 pt. font or similar, and turned in electronically. A print or electronic copy of assignments to be discussed in class is required on the day of discussion. An electronic copy of your presentation is to be sent by 10 a.m. the day you are presenting.
2. ***Global Neighbors*/Alternate Option Presentation:** Choose one of the six chapters listed in the syllabus, or one of the three alternative options, and alone or as a group present the main ideas along with questions to discuss in class (15-20 minutes).
3. **Service Learning Journal:**
  - a. Paloma Gómez de Salazar in Student Life ([salazarp@slu.edu](mailto:salazarp@slu.edu)) will orient you to various service opportunities, one of which you are to choose and serve with at least four times.
  - b. After each time of service, you are to record your thoughts and feelings about your experience, the people you met, their needs, and the service rendered.
  - c. Finally, you are to compose a summary, analyze, and draw some conclusions about your experience, in light of what you have learned in class about justice, charity and the key themes of Catholic Social Teaching. This should be 4-5 pages. On the day of the final exam, you will share your experiences and reflections verbally with your classmates and turn your summary and conclusions in to me, in lieu of a final exam.
4. **Position Paper:**
  - a. Choose a topic that will interest you, that you will enjoy researching, and that will educate the class. Perhaps there is an issue that relates to this course and to your major. Perhaps there is an issue about which your background gives you particular insight. Perhaps there is an ethical question that intrigues you or a current situation of injustice that disturbs you. This is an opportunity to explore it!
  - b. Comparative studies of issues in the EU and the US are particularly welcome. Feel free to propose ideas or to choose from the following (I would also be happy to brainstorm with you): homelessness, immigrants and refugees, racial justice, religious freedom, wealth inequality, universal access to health care, education, the minimum wage, climate change, environmental justice, firearm legislation, domestic violence, micro-credits, fair trade, human trafficking, corporate social responsibility, military spending, foreign aid, same sex marriage, beginning and end of life issues, gender equality in the workplace, etc...
  - c. Check out topics on the Systems Hand-out and at end of each *Living Justice* chapter, as well as on websites such as: <https://www.caritas.es/index.aspx> <https://www.santegidiomadrid.org/> <http://www.ceceurope.org/migration-and-asylum/> <http://www.ccee.eu/ccee/ccee-work/comissions#cid=41> [www.usccb.org](http://www.usccb.org) [www.nccusa.org](http://www.nccusa.org) [www.oikoumene.org](http://www.oikoumene.org)

[www.bread.org](http://www.bread.org) [www.sojo.net](http://www.sojo.net) [www.gbm.org](http://www.gbm.org) [www.one.org](http://www.one.org) [www.catholicworker.org](http://www.catholicworker.org)  
[www.un.org/sustainabledevelopment](http://www.un.org/sustainabledevelopment) [www.procon.org](http://www.procon.org)

5. On Feb. 5<sup>th</sup>, you will turn in a written description of your theme and position along with at least three preliminary sources. On March 9<sup>th</sup>, you will turn in a descriptive abstract and expanded bibliography. Your final paper, due on April 9<sup>th</sup>, will include an informative abstract. (See: <https://writingcenter.unc.edu/tips-and-tools/abstracts/>)
6. See further guidelines and criteria for grading at the end of this syllabus.
7. **Position Paper Presentation:**
  - a. Student presentations shall be limited to the allotted time frame (10 minutes), plus a couple of questions to generate class discussion (5 minutes). You may choose, or be asked, to coordinate with others, depending on the overlap of topics, and I will assign presentation days accordingly once you have turned in your topics. (Timeframes may vary in light of overlap.)
  - b. Presentations shall be creative and engaging and shall include slides to be turned in electronically by 10 a.m. on the morning of your presentation so that I can print them.

#### **Assessment:**

*Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose, anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, (...) results from student surveys (...) and reflective exercises. Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes. If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.*

#### **University Statement on Academic Integrity:**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.*

If a case of academic dishonesty is detected in this course (e.g., cheating, plagiarism...), you will receive an F for the assignment and be reported to the Chair of Humanities. He will write a report to be sent to the Madrid Campus Committee on Academic Honesty. Repeated violations will lead to failure of the course and can lead to suspension from the university.

*The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals (...)*

*Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Academic Dean of the Madrid Campus.*

### **Attendance and Participation policy:**

It will be impossible to adequately master the material presented in this course without studying and without regular attendance and participation. Documented illnesses and personal and family emergencies constitute excused absences. It is your responsibility to inform me of any absence in a timely fashion and it will be crucial to recover any material missed.

Each unexcused absence lowers your participation grade by two points, three late arrivals or early departures will constitute an absence, and unnecessary disruptions in the middle of class will also be noted. More than eight unexcused absences will lead to a participation grade of 0.

Excessive talking and/or disengaging from class through the use of personal technology for matters unrelated to our class discussions will reduce your learning and be detrimental to the classroom environment as a whole, as they will be seen as signs of disrespect towards your classmates and professor. Towards this end, cell phones are to be turned off and put away during class. Emergencies and exceptions must be discussed in advance. If you are unable to resist temptation, your phone will sit on my desk until the end of class. Let's value each other's voices and experiences and seek to learn as much as possible from one another this term!

### **Policy on late-work:**

1. For every day a paper is late, five points will be subtracted from the grade.
2. If you are to present in class and are unable to do so, you must request a date change at least a day in advance, unless an emergency arises.
3. If you are unable to attend class, you may send assignments by e-mail, entrust them to a classmate, or leave them in my box in SIH.

### **Students with Special Needs:**

*In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:*

- *Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.*
- *University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/academics/student-resources>.*

*Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage. Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.*

### **University Title IX Statement:**

*Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.*

*If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.*

*If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:*

*<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.*

### **Campus Ministry, Volunteer Opportunities, and Course-related Travel:**

For organized opportunities to integrate faith, worship, service, and/or travel with your learning, check out the Student Life webpages and notices posted around campus.

- Roman Catholic Mass is held weekly on Wednesdays at 2:00 p.m. in the PRH chapel.
- An Interfaith Prayer Room is available for prayer and meditation on the 3<sup>rd</sup> floor of SIH.
- Service opportunities: <https://www.slu.edu/madrid/campus-life/activities-and-events/service-and-community-outreach/service-opportunities>
- Sample trips which can enhance your theological studies include: the Monasterio de Piedra (Jan. 13), Toledo (Jan. 14), the Loyola Retreat (Feb. 2-4), and the Morocco exchange (Feb. 22-25). See: <https://www.slu.edu/madrid/campus-life/activities-and-events/traveling-with-slu-madrid/spring-2018> for more information about these and other options.



### **CALENDAR**

*Note: The class schedule may be altered as needed, and changes will be announced in class. It is your responsibility to track not only scheduled assignments but also any changes.*

**Wednesday, January 10:** Introduction to course, instructor and participants

**Read:** *Living Justice* (LJ) 1-16 and 63-65: Table 4.1; <https://www.slu.edu/madrid/about-slu-madrid/jesuit-tradition-and-mission>

**Assignment:** Social justice questionnaire (Due: Friday, January 12)

**Friday, January 12:** Social Justice and the mission of the Church. Discussion of questionnaire

**Due:** Social justice questionnaire

**Activities Fair: 12:00-3:00 p.m., SIH Patio**

**Monday, January 15:** Defining social justice through interpreting and reacting to injustice.  
Handout: "What are Systems?" Sign up to present *Global Neighbors* chapters or alternate options (See options below).

**Wednesday, January 17:** Service learning orientation. Justice and injustice, cont'd...  
**Read:** GN Prologue and Chapter 1: Goettler, William, "Producing Endurance: A Story of Faith and the Global Market," xi-xvii and Walker, Thomas W., "Who is my neighbor? An invitation to see the world through different eyes," 3-15. (***Global Neighbors Option 1:*** Due: January 19)

**January 18-25: Week of Prayer for Christian Unity**

<http://www.centroecumenico.org/calendario-semana-oracion-2018-madrid>

**Friday, January 19:** Justice and Charity. Discussion of Goettler & Walker.  
**Read:** LJ 17-32 (Due: *Global Neighbors* Option 1)

**Sunday, January 21: Last day to drop a class without a grade W and/or add a class  
Last day to choose Audit (AU) or Pass/No Pass (P/NP) options**

**Monday, January 22:** Historic and Modern Perspectives on Religion and Politics. Handouts: "Religion and Politics Scriptures" and "The Authorities in Civil Society" (*Catechism* 2234-2246).  
**Assignment:** Write a 1-2pp paper on a recent issue of religion and politics from your home context. Turn it in electronically and be prepared to discuss it in class on Wednesday, January 24.

**Wednesday, January 24:** Religion and Politics, continued; Discussion of R&P papers.  
**Due:** Religion and Politics paper

**Friday, January 26:** NO CLASSES (St. Thomas Aquinas, Patron of Universities and Students)  
**Read:** LJ 33-53 and 80: Table 5.1  
**Assignment:** Prepare a written description of your topic and position for your paper, along with any sources you have consulted to date (Due: Monday, February 5).  
**Application Deadline for Spring Semester Degree Candidates**

**Monday, January 29:** The History of CST and an introduction to the social encyclicals.  
**Read:** LJ 55-65

**Wednesday, January 31:** Sources and Methods of Catholic Social Teaching

**Friday, February 2:** Guidelines for Biblical Interpretation: Handout  
**Read:** LJ 61-78

**Monday, February 5:** Sources and Methods of CST, cont'd.  
**Read:** LJ 80: Table 5.1: Key Texts for Theme 1  
**Due:** Position paper description and preliminary sources

**Wednesday, February 7:** The Dignity of Every Person and Human Rights

**Read:** LJ 79-84; *Universal Declaration of Human Rights* [www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html).

**Friday, February 9:** The Dignity of Every Person and Human Rights, cont'd.

**Read and take notes for discussion:** Handout: Bellis, Alice Ogden, *Helpmates, Harlots and Heroes: Women's Stories in the Hebrew Bible*, 3-30. (**Alternate Option 1**, Due Feb. 12)

**Monday, February 12:** Human Rights and Gender Equality. Discussion of Ogden.

**Read:** LJ 84-87 and 80: Table 5.1: Key Texts for Theme 2  
(**Due:** Alternate Option 1)

**Ash Wednesday, February 14:** Solidarity, Common Good & Participation.

**Read:** GN Chapter 2: Eric Gregory, "Agape and Special Relations in a Global Economy: Theological Sources" 16-42. (**Global Neighbors Option 2:** Due February 16)  
**Registration for Summer 2018 sessions begins.**

**Friday, February 16:** Solidarity, Common Good & Participation, cont'd. Discussion of Gregory.

**Read:** LJ 87-89 and 80: Table 5.1: Key Texts for Theme 3  
(**Due:** *Global Neighbors* Option 2)

**Monday, February 19:** Family Life

**Wednesday, February 21:** T.B.A.

**Thursday, February 22 - Sunday, February 25: WINTER BREAK (NO CLASSES)**

**Monday, February 26:** Family Life, cont'd.

**Read:** LJ 89-92 and 80: Table 5.1: Key Texts for Theme 4; GN Chapter 10: Rebecca M. Blank, A Christian Perspective on the Role of Government in a Market Economy" 224 -247. (**Global Neighbors Option 3:** Due Feb. 28)

**Wednesday, February 28:** Discussion of Blank; Subsidiarity and the Proper Role of Government.

**Read:** LJ 92-95 and 80: Table 5.1: Key Texts for Theme 5  
(**Due:** *Global Neighbors* Option 3)

**Friday, March 2: World Day of Prayer:** Property Ownership in Modern Society: Rights and Responsibilities.

**Read:** GN Chapter 5: Peters, Rebecca Todd, "Economic Justice Requires More than the Kindness of Strangers," 89-108. (**Global Neighbors Option 4:** Due: March 5)

**Monday, March 5:** Property Ownership and Responsible Consumption. Discussion of Peters.

**Assignment:** Descriptive Abstract of your Position Paper and bibliography to date (to include at least three outside sources and why they are helpful). Due: Friday, March 9.  
(**Due:** *Global Neighbors* Option 4)

**Wednesday, March 7:** Obstacles to Property Ownership and the Reality of Homelessness.

**Read:** LJ 95-98 and 80: Table 5.1: Key Texts for Theme 6

**Friday, March 9:** Dignity of Work, Rights of Workers, and Support for Labor Unions

**Read:** GN Chapter 8: Austin and Devin, "Knowledge, Work, Craft and Calling," 167-195 (**Global Neighbors Option 5:** Due: March 12)

**Due:** Position Paper Abstract and Preliminary Bibliography

**Last day to drop a class and receive a grade of W**

**Monday, March 12:** Dignity of Work, cont'd. Discussion of Austin and Devin.

**Read:** LJ 98-104 and 80: Table 5.1: Key Texts for Theme 7

**(Due:** *Global Neighbors* Option 5)

**Wednesday, March 14:** European Colonialism and Economic Development.

**Read:** Acemoglu and Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty* (London: Profile, 2013), pp428-462 (**Alternate Option 2:** Due March 16)

**Thursday, March 15: Last day to submit Transfer Application for fall semester**

**Friday, March 16:** Discussion of *Why Nations Fail*: Economic Disparity among Nations: Theories.

Designation of Position Paper Presentation dates.

**Read:** LJ 80: Table 5.1: Key Texts for Theme 8

**(Due:** Alternate Option 2)

**Monday, March 19:** Peace and Disarmament.

**Read:** LJ 104-112; Martin Luther King, Jr.'s "Letter from a Birmingham Jail" (**Alternate Option 3:** due March 21—available online and in library in *From Christ to the World*)

**Wednesday, March 21:** Peace and Disarmament. Discussion of King.

**Read:** LJ 113-117 and 80: Table 5.1: Key Texts for Theme 9

**(Due:** Alternate Option 3)

**Friday, March 23:** Option for the Poor and Vulnerable; Video: The Poverty Tour

**Read:** GN Chapter 3: Hicks, "Global Poverty and Bono's Celebrity Activism: An Analysis of Moral Imagination and Motivation," 43-62. (**Global Neighbors Option 6:** Due April 2)

**Palm Sunday, March 25 - Easter Sunday, April 1: Holy Week Holidays (University closed)**

**Monday, April 2:** Option for the Poor and Vulnerable: Discussion of Hicks.

**(Due:** *Global Neighbors* Option 6)

**Wednesday, April 4:** Option for the Poor and Vulnerable: Liberation Theology

Read: [https://w2.vatican.va/content/francesco/en/messages/migration/documents/papa-francesco\\_20170815\\_world-migrants-day-2018.html](https://w2.vatican.va/content/francesco/en/messages/migration/documents/papa-francesco_20170815_world-migrants-day-2018.html)

**Registration for Fall 2018 semester begins**

**Friday, April 6:** Catholic Social Teaching and Immigration

**April 7-14: ATLAS WEEK 2018**

**“From Broken Walls, We Build Bridges: Out of Conflict Rise Communities”**

**Monday, April 9:** T.B.A.

**Due:** POSITION PAPERS (to be submitted to me electronically before midnight)

**Assignment:** Electronic copy of slides due by 10 a.m. on the day of your presentation

**Wednesday, April 11:** POSITION PAPER PRESENTATIONS

**Friday, April 13:** POSITION PAPER PRESENTATIONS

**Monday, April 16:** POSITION PAPER PRESENTATIONS

**Wednesday, April 18:** POSITION PAPER PRESENTATIONS

**Friday, April 20:** POSITION PAPER PRESENTATIONS

**Monday, April 23:** POSITION PAPER PRESENTATIONS

**Read:** LJ 121-149; Reflect on discussion questions 1-5 on p147.

**Wednesday, April 25:** Catholic Social Teaching Today: Does CST endorse capitalism, communism or a third way? Class debate.

**Read:** LJ 151-184

**Friday, April 27:** Future Directions for Catholic Social Teaching.

**Tuesday, May 1:** *Día del Trabajo* - [Labor Day] Holiday (University closed)

**Wednesday, May 2:** *Día de la Comunidad de Madrid* [Holiday] (University closed)

**Tuesday, May 8, 9-11:30:** Class Discussion of Service Learning (required in lieu of final exam)

**Due:** SERVICE LEARNING JOURNALS (to be turned in electronically by 9:00 a.m.)

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**Grade scale:**

A	94-100	B+	87-89	B-	80-82	C	73-76	D	60-69
A-	90-93	B	83-86	C+	77-79	C-	70-72	F	0-59

**Criteria for grading:**

A range = *Superior, exceptional, outstanding*. The assignment demonstrates critical, informed, and creative theological inquiry that reflects superior understanding of essential theological/historical concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = *Good*. The assignment demonstrates ready command of full range of concepts and shows some critical, informed, and creative inquiry that reflects above average understanding of essential theological/historical concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = *Acceptable*. The assignment demonstrates satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.

D range = *Below average*. The assignment demonstrates reasoning that is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = *Unsatisfactory*. In one or more of the following ways the student: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) was involved in plagiarism or cheating.

**Position Paper Guidelines**

The position paper is an important part of this course and constitutes 25% of your grade. The paper should be 8-10 pages, typed, numbered and double-spaced, and shall be submitted to me by e-mail.

See p4 of this syllabus for suggested topics.

In the paper, you are to:

1. State your topic and formulate your position on it.
2. Discuss your topic in light of your research.
3. Analyze your topic using the main sources of Catholic Social Teaching.
4. Relate your topic to the relevant key themes of Catholic Social Teaching.
5. Defend your position, demonstrating that you understand other positions as well.

The paper is to include at least two Scriptural references, properly applied; references to at least two official Catholic documents and at least two written sources from the library, as well as additional print or electronic sources. Our textbooks may serve as third and fourth print sources, where applicable. If you utilize internet material, be careful to distinguish scholarly works from those which seek to preach

elements of a particular religion. The latter, plus personal experience, interviews, etc. may be used to supplement your sources, but you must discern and make note of the difference in drawing your conclusions.

A successful paper will include an informative abstract (<https://writingcenter.unc.edu/tips-and-tools/abstracts/>), and introduction that sets out the goal(s) of your paper, your position, and an explanation of how and why this issue is important, as well as a conclusion. Other sections are also appreciated, as they help you to stay organized and help your reader to follow your arguments.

In addition to clarity with respect to the articulation of the goals of your project, I shall also be looking for correct grammar and spelling, proper attribution of source material, and original thought as opposed to mere citation of material. I expect you to engage the material you include from secondary sources rather than merely quote it.

Make sure quotations and paraphrases are relevant, well-selected and cited. Quotations of three lines or more should be single-spaced and indented. You will be required to provide notes for any material used in your paper. Any standard academic style of notes may be used (endnotes, footnotes or parenthetical notes) but you must be consistent.

Failing to provide citation for material or ideas taken from another source constitutes plagiarism and will result in a 0 for the position paper and a report to the academic integrity committee. For ways to avoid plagiarism, see the university's Academic Integrity policy on p5 of this syllabus.

Make sure to proofread for grammar, spelling, homonyms, subject-verb agreement, and typographic errors. The English Writing Center is available to help you if you help yourself first: <http://www.slu.edu/madrid/english-department/english-writing-center>

If you use graphics, make sure they are relevant, well-placed and clearly and accurately captioned—not merely decorative nor to fill up space.

Various deadlines will be observed, but students are also encouraged to consult regularly with the instructor during both the research and writing phases of the project.

### **Important Dates and Deadlines for the Course**

(Add the dates for your presentations: GN chapter/alternate option and Position Paper.)

**January 12:** Social Justice Questionnaire: due in class

**January 24:** Religion and Politics Paper: due in class

**February 5:** Position Paper theme and preliminary sources: due electronically

**March 9:** Descriptive Abstract and Outline of your Position Paper: due electronically

**April 9:** Position Paper, including an Informative Abstract: due electronically

**May 8:** Service Learning Journal: due electronically and in oral form during the final examination period