

# Human Issues Seminar: Catholic Social Thought II

HI 405-003 Catholic Social Thought II  
Spring 2006  
DeRicci 308  
Thursdays 12:00 – 1:50

RS 405-001 Religion & Public Life, II  
John K. Leonard, Ph.D.  
324 Predolin, 663-2823  
[jleonard@edgewood.edu](mailto:jleonard@edgewood.edu)

## Course Description

The second of a two-semester seminar sequence serves as an introduction to Catholic social thought and action. Participants will engage in both experiential and theoretical examinations of action on behalf of others. All students will reflect on their experiences in light of the principles of Catholic Social Teaching [the dignity of the human person, the common good, solidarity, participation/citizenship, subsidiarity, dignity of work, universal purpose of material goods, preferential option for the poor and vulnerable, and ecological responsibility]. Each student will also integrate insights gleaned from at least two academic disciplines related to his or her service-learning experience.

## Course Objectives

By the end of the semester participants will be able to...

1. summarize the origins, evolution and basic principles of Catholic Social Thought as expressed in contemporary Liberation Theologies.
2. reflect on their own service-learning/volunteer or professional experiences while integrating the principles of Catholic Social Thought and insights from two additional academic disciplines.
3. share their experiences, insights and reflections with others through traditional or creative expression.

## Required Texts

Common readings will be available on-line, as e-mail attachments, or on the course web page available through Blackboard at <http://edgecms.edgewood.edu>. Students will be responsible for compiling a bibliography of a minimum of four books/articles from each of the three disciplines consulted to deepen their understanding of the Human Issue they are dealing with during the semester.

## Course Requirements

**Attendance.** The success of the course depends on the full, conscious and active participation of all. Please inform one of the instructors of any necessary absences ahead of time and in writing. In last-minute cases, please acknowledge your absence in writing ASAP and turn in any missed papers at the next meeting. After 2 necessary and excused absences (a student is only excused by informing the professors in writing), up to 10 points are forfeited and the final grade will be dropped accordingly.

**Readings.** Fruitful discussion and genuine integration depends on an early, thoughtful and critical reading of the assigned and selected texts. In addition, student work groups are to compile an annotated bibliography (see below) of additional academic resources and/or web sites related to their service-learning/volunteering this semester.

**Annotated Bibliography.** Individuals or Work Groups are to assemble an annotated bibliography related to their service-learning/volunteer or professional experience that includes a minimum of 4 sources from Catholic Social Teaching and 4 sources from **each of two additional academic disciplines** (= a total of 12 resources). Insights from these sources should be integrated into Journal entries where appropriate as well as the final presentation during the month of April. Presentations that do not include annotated bibliographies will be docked up to 10 points.

**Service-Learning/Volunteer or Professional Experience.** On the basis of personal gifts, talents, interests and abilities, students are to complete one of the following:

1] A service-learning/volunteering project that lasts a minimum of 6 weeks or involves a minimum of 15 to 18 total hours of on-site volunteering during the semester.

**OR**

2] A professional internship [e.g. clinicals, student teaching, etc.] or work-related assignment that extends through most or much of the semester that will serve as the primary arena for your individual and group integration of the principles of Catholic Social Thought into your profession/career/vocation.

Those who are interested in similar issues are strongly encouraged to work collaboratively not only in the field but in compiling and reviewing resources that assist you in understanding the issue(s).

Students who do not meet this requirement will be unable to complete reports, journal entries and the final presentation—and therefore will not pass the course.

**Lectures/Workshops/Conferences/Drama/Film/Training** (10 points; 10% of the grade) Students MUST attend and/or participate in at least one extra-curricular event *and prepare a summary of the experience in light of the Principles of Catholic Social Teaching.* This does not have to be related directly to your semester project but it should be focused on an issue of Justice, Human Rights or other facet of CST. In addition to those items listed in the syllabus, please see <http://madstage.com/html/links.html> for links to the schedules of plays/performances in the Madison theater world.

**Weekly Reports/Journal Entries.** (10 points each; 50 % of the grade) 2 carefully written reports and 3 journal entries are to be turned in to the instructor on the Thursdays of February and March indicated in the syllabus. Topics/focus questions for each report/entry are provided for each. [Please send reports and journal entries to both [jleonard@edgewood.edu](mailto:jleonard@edgewood.edu) ABSOLUTELY NO EXTENSIONS.

**Final Presentations** (40 points each; 40% of the grade) Each Group will be given a total of 30 minutes to present a summary of their volunteering/service-learning or professional experiences and their reflections on the issues and values involved as well as the insights provided by the sources included in their annotated bibliography. Students may present their findings in a traditional class presentation (e.g., panel discussion) but all are encouraged to use other creative media (e.g., photo journals, Powerpoint presentation, artistic collage, dramatic skit, music, poetry, short story, etc.). A written summary with the Annotated Bibliography prepared by the group is to be handed in at the time of the presentation.

**Alternatives.** Students with any disability or genuine difficulty with these requirements are encouraged to meet with the instructor as soon as possible so that appropriate accommodations can be made.

If you have a documented disability that requires accommodations in this course, please contact Elizabeth Watson in Learning Support Services, located in the Student Resource Center in DeRicci 206, 663-2281. She will work with you to provide appropriate accommodations, and all information will be kept confidential. All students are encouraged to suggest readings from their own traditions or other perspectives to supplement those listed here.

## Seminar and Assignment Schedule

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**19 January**    **Leading with the Spirit: ML King’s Moral Leadership & It’s Relevance Today.** Lecture by Dr. Vince Kavaloski. 12:00 – 1:00 with discussion to follow. For CST on Racism see the *Theology Library of Spring Hill College*, <http://www.shc.edu/theolibrary/race.htm> and on discrimination against African-Americans: <http://www.shc.edu/theolibrary/black.htm>; on discrimination against Asian-Americans: <http://www.shc.edu/theolibrary/asian.htm>; on discrimination against Hispanic-Americans: <http://www.shc.edu/theolibrary/latino.htm>; and on discrimination against Native Americans: <http://www.shc.edu/theolibrary/native.htm> .

**26 January**    **Catholic Social Thought and Marginalized People A**  
**READ.** Joan Chittister, “Theology, Ecology, and Feminism: in Conjunction or in Conflict?” in *Religion and Ecology: Toward a More Creative Interaction*. Papers from a Symposium sponsored by The Brueggeman Center for Interreligious Dialogue, Xavier University, Cincinnati, Ohio (5-6 September 2001). (pdf file) Selection Kyung Hyung Hung from *Women Resisting Violence: Spirituality for Life* edited by Mary John Mananzan, et. al. Maryknoll NY: Orbis Books, 1996. (e-mail attachment)  
For CST & Women’s Rights see <http://www.shc.edu/theolibrary/womenrel.htm>.  
For CST and the Environment, <http://www.shc.edu/theolibrary/environ.htm>  
**Discuss/Debate:** Globalization and Women; Globalization and the Environment

31 January	Tony Porter, "Men and Women Working Together to End Violence" ANDERSON AUDITORIUM 7:00 pm
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**2 February**    **CST and Marginalized People B**  
**Read:** Catholic position against same-sex marriage  
[http://www.catholic.com/library/gay\\_marriage.asp](http://www.catholic.com/library/gay_marriage.asp)  
Catholic argument for changing Church teaching about homosexuality, James Alison, “Good-Faith Learning and the Fear of God” –  
<http://www.jamesalison.co.uk/texts/eng17.html>  
Evangelical Christian website with a progressive attitude towards homosexuality  
<http://www.soulforce.org/article/homosexuality-bible-gay-christian>  
  
**Discuss/Debate:** Gay/Lesbian/Bisexual/Transgendered People in the Church and in Society.

4 February	LEADING THE WAY: 8 <sup>th</sup> Annual Leadership Conference 9:00 AM to 4:30 PM with optional movie at 7pm. FREE for Edgewood Students. RSVP asap to <a href="mailto:bjohn@edgewood.edu">bjohn@edgewood.edu</a> or 663-2244.
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**9 February**    **WORK DAY:** *Spend Class time in the Field or finalizing Report #1.*  
**Report #1 Due:** Who are the members of your group? With what agency,

organization, or institution are you doing your Volunteer/Service-learning or Professional Internship this semester? What days and times will you be volunteering/working? [Please send reports and journal entries to [jleonard@edgewood.edu](mailto:jleonard@edgewood.edu) ]

11 February Sr. Helen Prejean, CSJ author of DEAD MAN WALKING and advocate to abolish the Death Penalty, Anderson Auditorium, 7pm

16 February **Work Day:** *Spend Class time in the Field & Review CST for Journal #1.*  
**Journal Entry #1.** What have you experienced the past two weeks on site [volunteer or professional]? Which of the “Building Blocks” of Catholic Social Teaching come to mind as you reflect on your experiences. (Journal entries should be 2- to 3- pages in length)

23 February **CST and Universal Healthcare: Guest Speaker**  
**READ** “Healthcare for All: What Will It Take?” *Connection*,=  
[http://www.networklobby.org/connection/CNNCTN\\_SepOct05.pdf](http://www.networklobby.org/connection/CNNCTN_SepOct05.pdf) OR  
“Healthcare Ethics: Business Aspects,” *Woodstock Report 36* (Dec 1993)  
<http://www.georgetown.edu/centers/woodstock/report/r-fea36.htm> OR  
<http://www.childrenshealthmatters.org>

**Journal Entry #2.** What happened during the past weeks on site? What two (or three) academic disciplines in addition to Catholic Social Teaching can throw some light on the service-learning/volunteering that you are doing? What questions might someone in those disciplines ask about what you are doing? (Journal entries should be 2- to 3- pages in length)

Feb 23-24 Edgewood College Theater presents “Nickle & Dimed” based on the book by Barbara Ehrenreich, *Nickel and Dimed* reveals low-wage America in all its tenacity, anxiety, and surprising generosity — a land of Big Boxes, fast food, and a thousand desperate strategies for survival. Instantly acclaimed for its insight, humor, and passion, this book is changing the way America perceives its working poor.

2 March **WORK DAY:** *Spend Class time doing Research or in the Field*  
**Report #2 Due:** List the books/chapters/articles/websites from the 3 disciplines (including Catholic Social Teaching) that you will integrate in your service-learning and reflection/presentation this semester. [These are the sources that you will be including in the annotated bibliography in April]

March 3 & 4 *Nickle & Dimed* final performances

9 March **Working With Children--Teaching Children about Justice**  
**Guest Speaker**  
**Read** <http://www.savethechildren.org/usa/index.asp> OR  
Anne E. Neuberger, *To Love Tenderly: Teaching Compassion and Justice Through Stories and Activities*. Twenty-Third Publications, 2005.  
**Journal Entry #3.** What happened this past week on site? What personal

strengths/talents/gifts have you drawn on in your service-learning experience this past month? What skills/knowledge/experiences do you need to improve or develop in light of what you have experienced this semester? (Journal entries should be 2- to 3- pages in length)

- 16 March      **SPRING BREAK**--Read and annotate your 15 sources.
- 23 March      **CST and Affordable Housing: Guest Speaker**  
Read the pdf. file at <http://www.wichurches.org/housing.html>
- 30 March      Work Day: Complete your presentations
- 6 April        **Faithful Citizenship at Home and in the World: Guest Speakers**  
**READ** <http://www.crscampusconnection.org/> OR  
<http://www.usccb.org/faithfulcitizenship/bishopStatement.html> OR scan/select a few issues from <http://www.networklobby.org/issues/index.html>
- 13 April      **Group Presentations A, B, C.**
- 20 April      **Group Presentations D, E, F.**
- 27 April      **Group Presentations G, H, I.**
- 4 May         **Group Presentations & Seminar Party.**