## REQUIRED TEXTS


Course Reader (on reserve at Dayton Memorial Library) [abbreviated as “CR”]

Website Documents (posted as announced in class or via e-mail)


## READINGS & DISCUSSION SCHEDULE

1. **M Aug 30**  
   **Globalization & Christian Consumption**  
   Introduction

2. **W Sep 1**  
   Beaudoin, Preface & ch. 1  
   FILM: *Merchants of Cool*

   **M Sep 6**  
   **No Class:** Labor Day

3. **W Sep 8**  
   Beaudoin, ch. 2 & p. 56 (ch. 3 is optional)

4. **M Sep 13**  
   Beaudoin, ch. 4  
   Community Learning: Melissa Nix

5. **W Sep 15**  
   Beaudoin, chs. 5-6  
   FILM: *Global Village or Global Pillage?*
   Case Discussion: McCormick & Connors, “Where to Invest?”  
   **CR, 1-2**

6. **M Sep 20**  
   Llosa, “Why Literature?”  
   **CR, 10-17**  
   FILM: *The Global Banquet*

7. **W Sep 22**  
   **Why Narrative?**  
   FILM: *Cry Freedom*

8. **M Sep 27**  
   FILM: *Cry Freedom*

   **Tuesday, Sep 28 3:00 PM DUE: PAPER 1**  
   Analysis of a Christian Perspective on Economic Life or Food

9. **W Sep 29**  
   Burkett, “God Created Me to be a Slave.”  
   **CR, 23-27**  
   West, “Race Matters”  
   **CR, 18-20**  
   **Student Case Discussion 1:** McCormick & Connors, “Whom to Hire?”  
   **CR, 21-22**

10. **M Oct 4**  
    Crites, “The Narrative Quality of Experience.”  
    **CR, 28-38**  
    Tilley, “Why Story Theology?”  
    **CR, 39-41**

11. **W Oct 6**  
    Tilley, “The Shapes of Stories.”  
    **CR, 42-50**  
    O’Connell, “The Roles of Story,” and “The Body’s Other Language.”  
    **CR, 51-63**  
    **Student Case Discussion 2:** Gudorf, “A Question of Compromise”  
    **CR, 64-66**

12. **SA Oct 9**  
    **Recommended:** Political Engagement Conference at Regis.  
    Free Registration: 458-3508

13. **M Oct 11**  
    Elshtain, “Christian Theologian Contrarian.”  
    **CR, 67-68**
Hauerwas & Burrell, “From System to Story:” CR, 69-88

**Student Case Discussion 3** (Suggested topic: Global dimensions of HIV)


Hauerwas, “Casuistry as a Narrative Art.” CR, 112-124

Jonsen & Toulmin, “The Revival of Casuistry.” (The Case of John) CR, 135-137  
**Student Case Discussion 4** See pbs.org (Nova 18 Ways to Have a Baby)

   M Oct 25- T Oct 26   **No class:** Midsemester Break

16. W Oct 27   **Which Narratives?**  
**Student Case Discussion 5**: The Facts of Jonestown

17. M Nov 1   FILM: PBS Frontline: *Truth, War, and Consequences* or *Arms for the Poor*

   **Tuesday, Nov 2 3:00 PM DUE: PAPER 2** An exercise in Christian narrative ethics OR casuistry

Hauerwas, “Self-Deception and Autobiography” CR, 156-166  
**Student Case Discussion 6**

Class will jointly select a film & view it before class (e.g., *Bowling for Columbine*)

20. W Nov 10   **Student Presentations 1**

21. M Nov 15   **From Story to Morality via Analogy:** “Go and Do Likewise”  
Hauerwas, "Character, Narrative, and Growth in the Christian Life." CR, 186-190  

22. W Nov 17   **Student Presentations 2**


   W Nov 24- Sun Nov 28   **No class:** Thanksgiving Break

**Student Presentations 3**

25. W Dec 1   **Student Presentations 4**
FRIDAY, DECEMBER 9 AT 5:00 PM  FINAL PAPER DUE

DESCRIPTION

This course will use literature, film, and cases to explore how Christian Character might inform moral judgment about what it means to be a global citizen today. Our inquiry into global citizenship will focus upon two modes of Christian moral discernment: narrative and casuistry. First, how do narratives inform Christian morality? Second, how does casuistry inform Christian morality? We will then ask how these two forms of discernment might enrich each other. We will consider portrayals of self-deception and moral integrity in stories and cases in order to explore criteria for choosing among stories and assessing their moral worth. Finally, we will examine how Christians might move from the story of Jesus to moral living by means of analogical imagination.

Students should acquire an understanding of (1) selected global issues and (2) how Christian scholars are employing stories and cases in ethical reflection, and (3) how storied and case-based reasoning might assist reflection on global issues and enrich our lives.

COURSE REQUIREMENTS

You are responsible for learning and meeting these requirements. If anything is not clear, be sure to ask questions. Your grade will measure your demonstrated level of proficiency in each requirement.

1. Textually Informed Contributions to Class Discussion
   ✦ Complete the assigned readings and RQ before each class and make notes of this work.
   ✦ Attend class on time with the assigned texts and notes in hand and consistently
     a) ask questions and offer insights that demonstrate that you have read the assigned readings thoughtfully and consulted the dictionary on important and unfamiliar terms
     b) answer questions posed in class in a manner that demonstrates this thoughtful reading
   ✦ If you become ill or choose another priority over attendance at a class meeting, notify two members of your academic team before class. Ask them to take detailed notes and pick up handouts for you. If, after you have read these notes, something is not clear, ask me.

   Every class meeting matters; in-class writing exercises and class discussions cannot be made up. You are responsible for everything covered in class (handouts, assignments, changes in exam dates, etc.). Plan for possible illness by forming an “academic team” whose members will provide each other with all assignments, notes, handouts, etc. whenever any team member is absent.

2. In-Class Writing Exercises
   At the start of many class meetings you will have 5-10 minutes to write on questions concerning the assigned readings. For example, "Explain the author's thesis and how she supports it." Typically, you may use your notes but not the text. The short time allowed requires that you have taken good notes on the text. A student who is absent or arrives after an in-class writing exercise is given earns a zero. However, I will drop your two lowest in-class writing grades.

3. Case Discussion
Groups of students will select cases and help to lead discussion on these cases. In 2-5 minutes, students should (1) introduce the case and (2) read a set of questions (written on the board) for class discussion. The questions should incorporate ideas from the assigned readings and lectures. The group is also responsible for moderating the discussion and encouraging all class members to participate. Students must prepare two back-up leaders in the event of an unexpected absence on the day of their discussion.

4. Student Presentation

Students will present on the topic of their final paper and should achieve two aims: 1) teach the class about a global issue and possible Christian responses; and 2) generate discussion that will enrich the presenter’s final paper. Presenters must prepare back-up presenters in the event of an unexpected absence on the day of their presentation.

5. Three Papers

Paper 1: Analysis of a Christian Perspective on Economic Life. 5-7 pages. Due Tuesday, Sep 28 3:00 PM. In no more than two pages explain how a Christian scholar or church document approaches some aspect of economic life, such as food production or the clothes we buy. In the remaining 3-5 pages analyze this approach in light of the course materials and/or other scholarly perspectives.

Paper 2: An exercise in Christian narrative ethics or Christian Casuistry. 5-7 pages. Due Tuesday, Nov 2 3:00 PM.

   Option 1. In light of the course materials, explain how stories can enhance Christian moral reflection on a moral issue with global implications and use a story to demonstrate how this might be done. Attach a 1-2 page story summary as Appendix and do not count as part of the required 5-7 pages.

   Option 2. Explain the central elements of moral casuistry and then, drawing upon the resources of Christian tradition, use these elements in a casuistic analysis of a case with global implications. Attach 1-2 page case summary as Appendix and do not count as part of the required 5-7 pages.

Final Paper: An Exercise in Integrating Narrative and Casuistry. 9-12 pages. Due Friday, Dec 9 5:00 PM. Select a global issue. Suggested issues include (resources available on my website): sweatshop labor, fair trade, biodiversity and food security, living wage, and immigration.

In one to two pages describe a real case of, for example, sweatshop labor and a moral question raised by the case. Next, address the following: “What causes the situation that leads to such cases?” “How do the issues raised by the case affect people around the world?” “How might some of the specifics from the story of Jesus and/or a story told by Jesus inform Christian moral discernment on the case?” “What are the most relevant analogies between the story and the case?” “How might one embody Christian character in responding to the case?” If helpful, you may (but are not required to) apply some of the criteria for truthfulness of stories (from the course materials) to your story of the causes of this issue and/or to the selected aspects of story of Jesus. Your paper should incorporate insights concerning narrative and casuistry from the course materials, e.g., Spohn’s insights concerning analogical imagination.

Your typewritten (double spaced) papers should demonstrate your ability to work with the course concepts and materials. All sources consulted must be properly cited. Instructor may check papers against an online service to confirm that it is entirely the work of the student. Late papers are marked down 1/3 of a letter grade during each 24 hours. Use of the Writing Center by all students is strongly encouraged.

Rewrite. Students may turn in a rewrite of papers 1 and 2 no later than 7 days after the day that the instructor returned graded papers to the class. All rewrites require 1) a consultation with the Writing Center and 2) a redlined version of the paper that clearly indicates where changes were made to the original.
(the Writing Center should be able to show you how to do this). If the rewrite grade is higher, I will average it with the original paper grade. If it is lower, the original grade will stand.

**GRADING**

Class Contribution (attendance, textually informed participation, case discussion, and presentation) 5%

In-Class Writings 25%

Paper 1 20%

Paper 2 20%

Final Paper 30%

**TOTAL** 100%

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<td>Very good understanding of course material</td>
<td>F</td>
<td>Fails to meet requirements; very little understanding</td>
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<td>Pass</td>
<td>C- or higher; <strong>pass/fail student with a “D+ = F</strong></td>
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**POLICIES**

*Questions about grades* will be discussed *outside of class* sessions only.

Students must know and comply with the **academic dishonesty policy** of Regis University. I have a zero tolerance policy toward cheating, e.g., talking during an exam or using inappropriate sources.

**Disabilities** will be accommodated after a student has registered at Carroll Hall 225 (x4941)

**Changes to this syllabus**, the course requirements, exam dates, office hours, etc. will be announced in class or via e-mail throughout the semester. *E-mail me from an address that you check regularly.*