READINGS & DISCUSSION SCHEDULE

1. T Aug 31 Introduction to Course

   Bring to Class: (1) a sheet of paper with (a) name that you go by and (b) a recent photo of yourself
   (you might photocopy your student ID picture); (2) Student surveys (on a separate sheet of paper)

3. T Sep 7 Massaro ch. 5 Central Themes of CST

4. R Sep 9 Christians & Violence: Capital Punishment Film: Dead Man Walking 122 (selections)
   Prejean, Dean Man Walking CR: 3-8

   CR: 25-28

6. R Sep 16 Origins and Sources of CST Massaro ch. 3

7. T Sep 21 Massaro ch. 4 Melissa Nix: Community Learning Preparation

8. R Sep 23 Christians & Violence: War and Peace
   McCormick & Connors, “Christians and Violence” CR: 40-42
   U.S. Bishops, The Challenge of Peace, Summary (pp. i-x); §§ 1-29; & 47-121 CR: 44-58
   Student Case Discussion 1: Students will lead remaining case discussions
   Recommended Lecture: Sally Winn, “Refusing to Choose: Reclaiming Feminism” 7:30 PM Student Center

   W Sep 29 3:30-4:30 PM Lecture on Death Penalty on Regis campus (recommended)

    Dorothy Day, By Little By Little and The Long Loneliness CR: 73-83
    Student Case Discussion 2

11. T Oct 5 Film: t.b.a.
    W Oct 6 4:00 PM DUE: Paper 1

12. R Oct 7 Church & State Massaro, ch. 2
    Aquinas, Treatise on Law, Question 94, Art. 5: and Question 95, Art. 1-2 CR: 83-86
    Student Case Discussion 3

Sat Oct 9 “Political Engagement” Conference at Regis. For free registration call 303 964-3660.
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Student Case Discussion 4|
7:30 PM Science Amphitheater or view film at Media Center|
Vatican II, *Pastoral Constitution on the Church in the Modern World*,  
§§ 17-19; 28; 40-45; and 73-76 CR: 108-115  
|16. R| Oct 21| Community Learning Presentations & Discussion|

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<tr>
<th>M</th>
<th>Oct 25-</th>
<th>T</th>
<th>Oct 26</th>
<th>No class: Midsemester Break</th>
<th>Oct 27</th>
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<td>Midterm Grades Due</td>
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|17. R| Oct 28| Economic Life  
Massaro, ch. 6  
Leo XIII, *Rerum Novarum*, §§ 1-10; and 34 CR: 120-122  
John Paul II, *Centesimus Annus*, §§ 30; and 33-34 CR: 123-125  
Student Case Discussion 5  
Recommended Lecture: Archbishop Charles Chaput, “Living the Faith” 7:30 PM Student Ctr|
Student Case Discussion 6  
|20. T| Nov 9| Beaudoin, chs. 1 and 5 CR: 155-166  
Thompson, “Multinational Corporations and Investment,” 40-45 CR: 183-185  
Student Case Discussion 7|
|21. R| Nov 11| DUE at start of class: Paper 2  
Melissa Nix Community Learning Preparation|

|22. T| Nov 16| Liberation Theology  
Film: *Romero* 105|
Student Case Discussion 8|
|24. T| Nov 23| Thompson, “Poverty and Development,” CR: 177-183; and 185-189  
Student Case Discussion 9|

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<th>W</th>
<th>Nov 24-</th>
<th>Sun</th>
<th>Nov 28</th>
<th>No class: Thanksgiving Break</th>
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<td>Date</td>
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<td>Dec 2</td>
<td>Boff and Boff, “Key Themes of Liberation Theology”</td>
<td>CR: 209-218</td>
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<td><strong>Student Case Discussion 10:</strong> Hogan, “Grace Over Chicken”</td>
<td>CR: 219-225</td>
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<td>Dec 7</td>
<td>Community Learning Presentations and Discussion</td>
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<td>Dec 9</td>
<td>Last Class Meeting <em>Liturgy</em> Marx, “Dom Virgil Michel”</td>
<td>CR: 226-229</td>
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**FINAL PAPER DUE Monday, December 13 at 9:00 AM**
DESCRIPTION
This course will examine the living tradition of Catholic social thought. We will consider official church teaching as well as the reflection and stories of Catholic theologians and activists concerning four main areas: violence, church and state relations, economic life, and liberation movements. Students will select cases and community learning experiences in their areas of interest and reflect on them in light of Catholic social thought. With respect to Catholic social teaching and thought, students should acquire an understanding of 1) its central principles, 2) its historical context, 3) its basic content in the four areas listed above, and 4) how it might challenge 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 Discussions**
   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. **Community Learning**
   Students will provide input into the selection of community learning experiences that will help them to connect Catholic social thought to the realities of local communities.

5. **Three Papers**
   - **Paper 1** (6-7 pages): An analysis of Catholic thought on an issue of violence/peace, such as capital punishment or just war.
   - **Paper 2** (6-7 pages): An analysis of Catholic thought on an issue in political or economic life.
Final Paper (10-12 pages): The final paper may focus upon any question within Catholic social thought, such as a question about the environment. It will compare two scholarly perspectives on the issue.

Your typewritten (double spaced) papers should demonstrate your ability to explain, analyze, and employ the course concepts and materials. You may draw upon a case discussion and/or community learning experience.

Late papers are marked down 1/3 of a letter grade during each 24 hours. 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. Plagiarism (see Hacker, 331 ff) results in an “F” and referral to disciplinary proceedings. 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.

Exam Option. If you notify instructor no less than two weeks prior to the due date for a paper, you may arrange to take an exam outside of class (before the paper due date) instead of writing a paper. The closed book exam will emphasize essay questions that ask the student to explain, analyze, and draw original connections among arguments and concepts from the assigned readings, lectures, and class discussions. It may also include short definitions or other short questions. A final exam would be cumulative.

GRADING

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<th>Class Contribution (includes attendance, textually informed participation, student case discussion and community learning)</th>
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<td>In-Class Writings</td>
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<td>Paper 1</td>
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<td>Paper 2</td>
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<td>Final Paper</td>
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<td><strong>TOTAL</strong></td>
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A Outstanding; mastery of course material
B Very good understanding of course material understanding
C Good understanding of course material
D Inferior work; minimally acceptable to pass
F Fails to meet requirements; very little
Pass C- or higher; pass/fail student with a “D+ = F

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.