

## IPS610: FOUNDATIONS OF SOCIAL JUSTICE

Class number: 3305

Water Tower Campus Lewis Towers 506

Instructor: Mary Elsbernd

Thursday, 4:15p.m. – 6:45 p.m.

Office Hours: Wednesday 10-12; Monday and Thursday by appointment

This course explores the philosophical, ethical and theological foundations for social justice with a particular emphasis on Catholic Social Teachings and Catholic social ethics. The gospel call to do justice has inspired Christians to just practices throughout the centuries. Yet popular usage associates justices with the legal system or with due process or with fair treatment in ways that are not helpful to Christian practitioners and ministers of justice. This course addresses the practice of justice with attention to concrete dilemmas which confront Christians in their efforts to do justice. The course looks to the following resources in an effort to develop a comprehensive, faith-based theo-ethic of justice which will contribute to the practice of justice: 1) the experience of faith-based practitioners of justice; 2) the Christian scriptures; 3) Catholic Social Teachings; 4) contemporary, classic authors. On the basis of these resources a working description of justice in its theological, eschatological, sacramental and ethical contexts will be discussed. The resulting understanding of justice as participation in the human community addresses the following dimensions: (justice as) relational, access to resources, structural, procedural, effective action, transformational and accountable agency. The just and inclusive envisioned is one in which all persons count, contribute and participate in building up the City of God.

### Required Texts:

- Elsbernd, Mary and Reimund Bieringer. *When Love is Not Enough. A Theo-ethic of Justice*. Collegeville: Liturgical Press, 2002.
- Lebacqz, Karen. *Six Theories of Justice. Perspectives from Philosophical and Theological Ethics*. Minneapolis: Augsburg, 1986.
- ?? (eds). *Do Justice. A Progressive Christian...* Louisville: Westminster/John Knox, 2008.
- O'Brien, David and Shannon, Thomas (eds). *Catholic Social Thought. The Documentary Heritage*. Maryknoll, NY: Orbis, 1992 OR an electronic version of the social encyclicals (see Blackboard under Syllabus).

-- ??Anthology of selections and articles available on Electronic Reserve (password is elsbernd610). Access to a computer by which you have reliable internet access including the capability for downloading articles is important.

### Recommended Texts in the area of Social Justice:

- Campbell, Cathy C. *Stations of the Banquet: Faith Foundations for Food Justice*. ??
- Cejka, Mary Ann and Thomas Bamat (eds.). *Artisans of Peace: Grassroots Peacemaking among Christian Communities*. Maryknoll, NY: Orbis, 2003.
- Duffy, Michael K. *Sowing Justice, Reaping Peace. Case Studies of Racial, Religious, and Ethnic Healing Around the World*. Franklin, WI: Sheed and Ward, 2001
- Dwyer, Judith A. (ed.). *The New Dictionary of Catholic Social Thought*. Collegeville: Liturgical Press, 1994.

- Harper, Nile. *Urban Churches. Vital Signs*. Grand Rapids, MI: William B. Eerdmans, 1999.
- Henriot, P. et al. *Catholic Social Teaching. Our Best Kept Secret*. Maryknoll, NY: Orbis, 1988.
- Kammer, Fred. *Doing Faith-Justice*. Lanham, NJ: Paulist, 1991.
- Lebacqz, Karen. *Justice in an Unjust World*. Minneapolis: Augsburg, 1987.
- Merkle, Judith. *From the Heart of the Church: The Catholic Social Tradition*. Collegeville, MN: Liturgical Press, 2004.
- Mich, Marvin I. Krier, *Catholic Social Teaching and Movements*. Mystic, CT: Twenty-third, 1998.
- Paris, Peter. *The Social Teaching of the Black Churches*. Philadelphia: Fortress, 1985.
- Parks, Sharon Daloz, et al. *Commonfire: Lives of Commitment in a Complex World*. Boston: Beacon Press, 1996
- Rauschenbusch, Walter. *A Theology of the Social Gospel*. Nashville: Abingdon, 1945, last printing, 1987.
- Solomon, Robert and Mark C. Murphy (eds.) *What is Justice? Classic and Contemporary Readings*. New York: Oxford University Press, 1990.
- Sugirtharajah, R. S. (ed.) *Voices from the Margin: Interpreting the Bible in the Third World*. Maryknoll, NY: Orbis, 1991.
- Terkel, Studs. *Hope Dies Last: Keeping the Faith in Difficult Times*. New York: New Press, 2003.
- Troeltsch, Ernst. *The Social Teaching of the Christian Churches*. Louisville: Westminster/John Knox, 1931 (London), reprint 1992.
- Wallis, Jim. *Faith Works. How Faith Based Organizations Are Changing Lives, Neighborhoods, and America*. New York: Random House, 2000.
- Wallis, Jim. *Faith Works: Lessons from the Life of an Activist Preacher*. New York: Random House, 2000.
- Wallis, Jim. *Faith Works: How to Live Your Beliefs and Ignite Positive Social Change*. New York: Random House, 2004.

### **Learning Outcomes:**

1. To develop an in-depth understanding of (social) justice in the Catholic social teachings tradition
2. To develop an in-depth understanding of social justice in the Jewish and Christian scriptures
3. To have some familiarity with the concepts of (social) justice in other world religions
4. To become familiar with the understandings of justice in contemporary philosophical traditions as well as assess their strengths and weaknesses
5. To identify and analyze operative understandings of justice in their social contexts as well as to become skilled in building on diverse understandings for collaborative action
6. To articulate and support a working definition of social justice informed by the descriptions and concepts studied in the course.

### **Course expectations:**

1. **Class attendance/Participation** (20%) is an important component of the course. If a student is unable to be present, professional courtesy requires that the student notify me of your absence prior to the class. If more than one class is missed, students are expected to listen to the audio of the class posted on blackboard and to turn in a summary of the assigned readings with questions of clarification. **Class participation** builds on required readings for each class as well as short prepared reflections on topics that are the basis for large/small group work. Study questions are provided for many of

the readings. Questions, discussion, thoughtful contributions based on the required readings as well as in-class activities are components of class participation. **Due Weekly.**

2. **Midterm Integrating Paper** of four questions based on the classes and concepts of August 28 – October 2. (15%): 4 pages single spaced (= 1500-2000 words) **Due October 9, 2008.**

3. A small group **in-class presentation** (15%) of a contemporary theory of social justice. **Due October 16 through November 13.** See assignments for a fuller description of what is expected for this assignment.

4. **Analysis of an interview with a social justice practitioner** (10%). The topics of the interview include: understanding of social justice, motivation (role of faith or religious practices?), best practices, and “wisdom” for a beginning social justice practitioner. Some initial questions are posted on BB under assignments. The interview can be done most any time, after you get a sense for the meanings of justice (Due October 9). The analysis probably can not be completely finished until after class on November 13. **Due November 20th.**

The most "fun" part may well be the interview (those of you exploring an internship in social justice may even find this a helpful way to find a placement). **However the most important part of this assignment is the analysis, i.e., your ability to analyze what some one says in light of the material from this class, especially the concepts of social justice, its faith roots and its practices (See classes of Oct 9 through November 20).**

5. A **case study paper** (40%) which analyzes a justice issue of your choice according to the format introduced in this course. Students are highly encouraged to choose an issue related to a social justice issue around which you have passion or from an area in which you may wish to do your internship. The point of the paper (6500 to 8000 words) is to use your own critical thinking and the resources of this course to address a concrete justice issue. Additional directions will be discussed in class. Please read your paper out loud as an excellent way to do final editing of the paper. See BB for footnote and Bibliography style as well as Suggestions for writing a major paper.

The treatment of the justice issue in your paper should include the following:

A. Case Study and a listing of five questions/areas which need social analysis

B. Resources

1. Insights from the Judeo-Christian scriptural tradition (See *Do Justice and Love*) which are relevant to your case study and/or understanding of social justice

2. The treatment of at least two themes from Catholic Social teachings which are relevant to your case (See *Do Justice and Love*)

3. Insights from at least two of the contemporary philosophical traditions that were treated in class which are relevant to your case study (See Lebacqz and *Love*)

C. Based on these resources, identify 2-3 core values, themes, concepts that need to shape an action plan.

D. Action Plan

1. On the basis of these resources, what is your personal and structural social justice response to this issue.
2. How is your response shaped or influenced by the resources you have identified in B and C. above

By November 15, please turn in your case study and an initial outline of the approach and major directions you are planning on pursuing (See below). **Final Paper Due December 8.** Please note: Extensions are possible, but must be arranged before December 8.

PROBABLE COURSE SCHEDULE:

**August 28: 1. Introduction to each other and course; method; and Justice as Participation.**

Required Readings:

Written Assignment Due:

In-Class Activities: Blackboard; Electronic Reserve (**ER**); handout on EJA 77-78

**September 4: 2. Vision and Experience (include negative contrast and social analysis)**

Required Readings:

- Isaiah 11; Isaiah 65:17-25; Matthew 5-7; Rev 21-22.
- *Love*, chs 1 and 2; and pp. 154-158;
- Selections from M. Wolf and W. Katerberg, *The Future of Hope* (BB) Grand Rapids: Eerdmans, 2004. (Handed out in Class)

Prepared Reflection Question: *What is your vision of a just world?*

Written Assignment Due:

**September 11: 3. God and liberation from suffering**

Required Readings:

- **ER** Marcus J. Borg, Chapter 3 “Jesus, Compassion and Politics” and Chapter 6 “Images of Jesus and Images of the Christian Life” from *Meeting Jesus Again for the First Time*, San Francisco: Harper/San Francisco, 1994. *Please note: For Borg, traces of the historical Jesus are good and traces of the early Christian churches are bad. Chapter 6 includes more than one way to understand what God has done for humans in the Jesus of scriptures.*
- **ER** Keshgegian, Flora, “Chapter 4: The Call to Remembrance and Witness in Contemporary Theology,” in *Redeeming Memories. A Theology of Healing and Transformation*. Nashville: Abingdon Press, 2000, pp. 133-161 and 196-198.

Prepared Reflection Question: *What does God have to do with suffering?*

Written Assignment Due:

Recommended Readings:

Baylor report at [www.baylor.edu/content/services/document.php/33304.pdf](http://www.baylor.edu/content/services/document.php/33304.pdf)

Brown, Joanne Carlson and Rebecca Parker, “God So Loved the World” in *Christianity, Patriarchy and Abuse: A Feminist Critique*, Cleveland OH: Pilgrim Press, 1989, pp. 1-30.

**September 18: 4. Human person adequately considered (dignity; human rights; solidarity)**

Required Readings:

- Genesis 1:26-31
- Dignity and solidarity (BB)
- *Pacem in Terris* 9-27 on human rights (BB)

Prepared Reflection Question *When is someone or an entity a human person?*

Written Assignment Due:

**September 25: 5. Social justice in the Scriptures**

Required Readings:

- Handout on justice passages
- *Love* ch 3
- Deut 15: 4-11; Matt 26:6-13
- **ER** Sugirthatajah, R.S. *Voices from the Margins. Interpreting the Bible in the Third World.* three different perspectives [Korean, and Native American]. (Read for the heart of the different perspective on the Exodus story)

Prepared Reflection Question: *What does social justice mean in the scriptures?*

Written Assignment Due:

**October 2: 6. Social Justice in World Religions**

Required Readings:

- World Religious Justice Notes (See BB) include passages from Buddhism and Islam
- John A. Grim, "Indigenous Traditions and Ecology" at <http://environment.harvard.edu/religion/religion/indigenous/index.html> OR See Indigenous on BB. **Please read these four pages** with a focus on understanding the four orientation themes: kinship, spatial and biographical relations with place, traditional environmental knowledge and cosmology.
- Robert Bobilin, "Buddhist and Christian Movements for Social Justice in Southeast Asian" in *Buddhist-Christian Studies* 8 (1988) 5-12. Also available on the internet. Since this article is a pdf file, the whole file is posted on BB (See BuddhismBobilin); however we will be focusing only on section III and IV, so **please read those two sections.**

Prepared Reflection Question: What new information did you glean from these readings?

Written Assignment Due:

**October 9: 7. Social Justice in Catholic Social Teachings**

Required Readings:

- *Love*, ch 4
- Lebacqz, *Six Theories*, ch 4

Prepared Reflection Question: *Which of the understandings of justice presented in the required readings do you prefer and why?*

Written Assignment Due: Transcription of interview with a practitioner of social justice. The final analysis of their understanding of social justice is due November

**October 16: 8. Justice as righting injustices; Niebuhr**

Required Readings:

- *Love*, ch. 5 on Niebuhr
- Lebacqz, *Six Theories*, chapter on Niebuhr
- *Do Justice*, Ch. 1: Thinking through social justice issues related to workers

Prepared Reflection Question: *How is justice communitarian or individual?*

Assignment Due: Student Presentation on Niebuhr

**Written Assignment Due: Midterm Integrating Paper**

Recommended Readings

- Douglas Sturm, "On Meanings of Justice" in D. Ahearn and P.R. Gathje (eds), *Doing Right and Being Good. Catholic and Protestant Readings in Christian Ethics*. Collegeville: Michael Glazier, 2005.

**October 23: 9. Justice as Distribution of Resources; Walzer**

Required Readings:

- *Love*, ch 5 on Walzer
- Lebacqz, *Six Theories*, ch. on Walzer
- *Do Justice*, Ch. 6: Thinking through social justice issues related to Healing/health

Prepared Reflection Question: *How does your understanding of justice compare with Rawls and Nozick?*

Assignment Due: Student Presentations on Walzer

Written Assignment Due:

**October 30: 10. Justice as Social and Individual Contracts; Nozick**

- *Love*, ch 5 on Nozick
- Lebacqz, *Six Theories* on Nozick
- *Do Justice*, Ch. 7 Thinking through social justice issues related to social security

Prepared Reflection Question: *Compare your understanding of justice with Nozick?*

Assignment Due: Student Presentation on Nozick

Written Assignment Due:

Recommended Readings:

**November 6: 11. Justice as Liberation from Oppression; Poverty**

Required Readings:

- *Love*, ch 5 on Liberation theologies
- Lebacqz, *Six Theories*, on Liberation Theologies
- *Do Justice*, Ch. 4 Thinking through social justice related to the prison system

Prepared Reflection Question: *How is justice understood as liberation?*

Assignment Due: Student Presentation on Liberation Theologies

Written Assignment Due:

Recommended Reading:

- Hoppe, Leslie J. "Ch. 1: The Torah" in *There Shall be no Poor among You. Poverty and the Bible*, Nashville: Abingdon, 2004. Read with special attention to the meaning of Deuteronomy 26
- Gutierrez, Gustav, "The Biblical Meaning of Poverty" in D. Ahearn and P.R. Gathje (eds), *Doing Right and Being Good. Catholic and Protestant Readings in Christian Ethics*. Collegeville: Michael Glazier, 2005.

### **November 13: 12. Justice as Virtue and Contributive Justice; MacIntyre**

#### Required Readings:

- *Love*, ch 5 on MacIntyre
- *Do Justice*, Ch. 5 Thinking through social justice issues related to Education

Prepared Reflection Question: *What appeals to you about MacIntyre's understanding of justice?*

Student Presentation: MacIntyre

Assignment Due: Student Presentation on MacIntyre

Written Assignment Due:

#### Recommended Readings

- Lebacqz, Karen. "Ramifications: Implications for a Theory of Justice," in *Justice in an Unjust World*, Minneapolis: Augsburg Publishing House, 1987, ch 9 (What are, according to Lebacqz, the rudiments of justice? How does her view on justice differ from the approaches which dominate American thought?)

### **November 20: 13. Justice as Participation, the Common Good and Subsidiarity**

#### Required Readings:

- *Love*, Chs. 6 and 7
- EJA 77 and 78 (See handout from day 1)
- *Do Justice*, Ch. 10 Thinking through social justice issues related to ecological

Prepared Reflection Question:

**Written Assignment Due: final analysis and transcript of interview**

#### Recommended Readings:

- Daisy. I. Machado, "Promoting Solidarity with Migrants" in D. Ahearn and P.R. Gathje (eds), *Doing Right and Being Good. Catholic and Protestant Readings in Christian Ethics*. Collegeville: Michael Glazier, 2005.
- Larry Rasmussen, "Creating the Commons" in D. Ahearn and P.R. Gathje (eds), *Doing Right and Being Good. Catholic and Protestant Readings in Christian Ethics*. Collegeville: Michael Glazier, 2005.

### **November 27: Thanksgiving**

### **December 4: 14. Social Justice in faith communities and best practices**

#### Required Readings:

- *Love*, Ch. 8

- *Do Justice*, Ch. 9 Thinking through social justice issues related to affordable housing

Prepared Reflection Question: *What are some best practices for the implementation of social justice for the topic we choose?*

**Written Assignment Due: Final paper due Monday December 8**

Recommended Readings

- Pamela Brubaker, "Reforming Economic Policies" in D. Ahearn and P.R. Gathje (eds), *Doing Right and Being Good. Catholic and Protestant Readings in Christian Ethics*. Collegeville: Michael Glazier, 2005.

**Statement of Academic Honesty from Loyola University Chicago**

"Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care, applicable to Loyola University Chicago faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with integrity.

Academic dishonesty is characterized by the failure to apply this ethic; *i.e.*, any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student's failure to practice academic honesty will, depending upon the seriousness of the misconduct, result in a sanction ranging from the grade of *F* for the assignment to expulsion from the university.

Boundaries of Academic Honesty and Dishonesty: The following areas are viewed as worthy of consideration by faculty, students and staff as specific expressions of academic honesty and dishonesty:

- Examinations. Obtaining or distributing materials prior to the scheduled examination without the intention of the teacher; providing to, or obtaining information from another student during the examination; or attempting to change answers after the examination has been submitted are violations of the examination process.
- Papers:. Plagiarism is the appropriation for gain of ideas, language or work of another without sufficient public acknowledgement that the material is not one's own. The following acts are regarded as such violations:
  - Submitting another person's work as one's own;
  - Submitting a rewritten or paraphrased version of another person's work;
  - Allowing another or paying another to write a paper for one's own benefit.