

PMIN 252: Polarization, Liberation, and Restoration

Rev. Simon C. Kim, PhD

Winter 2023: January 21 - November 19

Saturday Classes 9AM - 3PM: January 21, February 18, and March 11 (**Oakland Campus**) and **Online for those out of the area**

Online: Wednesdays 6:30 – 8:30 PM

Office Hours Online by Appointment

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(949) 414-5352 (text only)

Course Description

This course is an examination of liberation theologies and restorative justice practices addressing our polarizing world. Students will utilize the *See, Judge, Act* method to articulate pastoral challenges, evaluate our Christian duties in a dividing world, and apply best practices allowing communities to come together. Social analysis will first guide our understanding of polarization and its effects on political, social, and religious communities. Next, an examination of differing theologies of liberation will lead to greater solidarity (the closing of polarizing distances) as well as identifying the most vulnerable within a polarizing context (a preferential option). Finally, models of restorative justice will be applied as a path forward in reconciling differences. (Fulfills the Ethics Requirement; 4 units).

Required Texts

- Peter Coleman, *The Way Out: How to Overcome Toxic Polarization* (Columbia University Press, 2021)
- Simon C. Kim, *An Immigration of Theology: Theology of Context as the Theological Method of Virgilio Elizondo and Gustavo Gutiérrez* (Wipf and Stock, 2012)
- Robert J. Schreiter, *The Ministry of Reconciliation* (Orbis, 1998)
- Other Assigned Readings (PDFs) available on Camino

Expected Learning Outcomes

- Students will be familiar with the theological method of *See, Judge, Act*;
- Identify and explain sources, core principles, and main themes of Catholic Social Teaching (preferential option, solidarity, human dignity, etc.);
- Integrate the perspective of the poor and the marginalized on theological and pastoral issues;
- Locate and articulate the effects of polarization in church and society;
- Communicate the dynamic relationship between the theological, social and pastoral relevance of theologies of liberation;
- Apply principles of restorative justice in reconciling differences.

Topics

- Polarizing tensions in church and society
- Historical & theological developments of liberation movements in theology
- Truth and reconciliation as a starting point in restorative methods
- Solidarity and subsidiarity through the preferential option as the basis of dialogue
- Strategies for dialogue and reconciliation

Course Expectations

Intellectual Engagement: 15%

This seminar-style course requires students to actively participate by reading all assigned materials before the beginning of class. Attendance is only a precondition for participation since intellectual engagement will be measured by your consistent, dynamic contributions to our class discussions, as evidenced by prompt attendance with the assigned readings completed in advance; serious and courteous discussion of assigned texts and lecture topics; and respectful engagement of classmates and instructor. A satisfactory intellectual engagement grade will not be achieved simply by offering opinions not found in the assigned readings. Thus, students are expected to prepare for the online classes by critically reading all assigned texts.

Theological papers engaging method and content (3 total): 45%

Theological papers are four to five pages in length (typed, double-spaced, 12-point font). No late paper submissions will be accepted without prior approval. Paper outlines will be reviewed in class. Papers will require you to engage the text in light of course themes and, where appropriate, to do comparative work with earlier course texts or other disciplines.

Final Project: 40%

Students will visit a local restorative justice program and interview staff and participants if possible. The purpose of this assignment is to understand current models adapted for a specific population as well as actual practices that are effective in your locale. In addition to the findings, students will illustrate how our polarized society views this particular population as well as providing a theological lens of how this particular type of restoration is complemented by the church's understanding of liberation.

Course Outline

1/21 Oakland, CA

Introduction to Polarization; Theology of Context & *See, Judge, Act* Method; Contextual Restorative/Transformative Justice

- Coleman, *The Way Out* (Chapters 1-3)
- Kim, *An Immigration of Theology* (Chapter 1)
- Allais, “Restorative Justice, Retributive Justice, and the South African Truth and Reconciliation Commission”
- Menkel-Meadow, “Restorative Justice: What Is It and Does It Work?”

Post See Paper Topic & Bibliography on Camino by 1/29

2/1 Social and Political Polarization

- Doxsee et al., “Pushed to Extremes: Domestic Terrorism amid Polarization and Protest”
- Barret et al., “Fueling the Fire: How Social Media Intensifies US Political Polarization—And What Can Be Done About It”
- Hare and Poole, “The Polarization of Contemporary American Politics”

See Paper Due by 2/5

2/8 Political and Religious Polarization

- Pildes, “Why the Center Does Not Hold: The Causes of Hyperpolarized Democracy in America”
- Campbell, “The Perils of Politicized Religion”
- Chaves, “Polarization (American Religion Trends)”
- Muste, “Reframing Polarization: Social Groups and “Culture Wars”

2/15 Latin American Liberation Theology

- Kim, *An Immigration of Theology* (Chapter 3)

2/18 Oakland, CA

Theologies of Liberation from the Hispanic/Latino, Black, and Feminist Context

- Kim, *An Immigration of Theology* (Chapter 2)
- Cone, *A Black Theology of Liberation* (Selections)
- Ruether, *Toward a Feminist Theology* (Selections)

Complete Final Project On-site Visits by 2/26

3/1 From Liberation to Restoration

- Schreiter, *The Ministry of Reconciliation*
- Goodstein and Aquino, “And Restorative Justice For All: Redemption, Forgiveness, and Reintegration in Organizations”

Judge Paper Due by 3/5

3/8 Restorative Justice in the US

- Coleman, *The Way Out* (Chapter 4-6)
- Kurki, “Restorative and Community Justice in the US”
- Anderson, “The Past on Trial: Birmingham, the Bombing, and Restorative Justice”

3/11 **Oakland, CA**

Restorative Justice Practices

- Coleman, *The Way Out* (Chapter 7-9)
- Umbreit et al., “Restorative Justice Dialogue: Evidence-Based Practice”
- Final Project Presentations

3/15 Final Project Presentations

3/22 Christological Paradigms for Liberation and Restoration

- Coleman, *The Way Out* (Chapters 10)
- Virgilio Elizondo, *The Galilean Journey* (Selections)

Act Paper Due by 3/22

SCU Policies

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of – and commitment to – a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states: I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. Violations include plagiarism, cheating, outsourcing, and destruction of library or other materials needed for a course. Students found to have engaged in any form of academic dishonesty will, at the least, receive zero points for the piece of work concerned. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Office of Accessible Education

If you have a disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216, <http://www.scu.edu/oea> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through the OAE, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am here to assist you in any way I can, I am unable to provide accommodations until I have received verification from OAE. The OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). OAE must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The OAE would be grateful for advance notice of at least two weeks. For more information, you may contact OAE at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy related impairments that impact major life activities.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, tell someone immediately. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.