

TESP 46:
Faith, Justice and Poverty

Fall 2017: MWF 11:45am-12:50pm

Fulfills RTC 2 & ELSJ Core Requirements

PATHWAYS associated with this class:

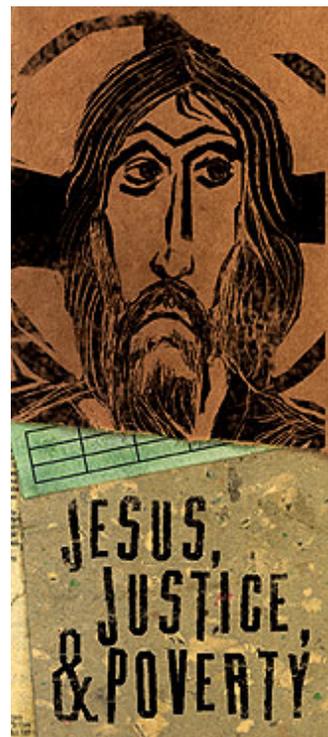
- Applied Ethics
- Food, Hunger, Poverty & Environment
- Human Rights in a Global World
- Justice and the Arts
- Global Health

Instructor: Diana Gibson

Email: dcgibson@scu.edu

Office: Kenna 317

Prerequisite: Students must have taken an Introductory level course in Religious Studies (SCTR 1-19, TESP 1-19 or RSOC 1-19) in order to qualify for this class.



Course Description:

What does your coffee have to do with faith? What does faith have to do with justice? Do I really have to understand globalization in order to help the poor? Won't the issue of poverty just overwhelm me? This course considers these and other questions, examining the essential relationship between faith and justice, particularly in the Christian tradition. Local, national and global poverty will be explored, with an emphasis on investigating root causes and fundamental connections to human rights and health concerns. We will examine how economic injustice impacts the inherent dignity and well-being of the human person, and the intersection of economic justice with issues of freedom, voice, health, equality, sustainability and security. Our study sources will include the Bible (yes, it does have something to say about economics!), theologians, activists, economists, and a community-based learning experience serving as a "living text" where each student has the opportunity for concrete observation and reflection.

Course Readings:

Gregory Boyle, *Tattoos on the Heart* (2010)

Julie Clawson, *Everyday Justice: The Global Impact of our Daily Choices* (2009)

Bible (You can use an online version if you wish.)

CAMINO: required articles will be posted online

Course Objectives:

Students will be able to:

1. analyze core tenets of the Christian faith that confront systematic oppression and propose alternative visions of biblical and social justice that protect human dignity;
2. explore diverse understandings of justice as revealed in response to specific issues in our world today;
3. articulate the connection between contemporary issues of structural injustice and human rights violations with the religious concept of social sin;
4. consider the viability of alternative paradigms of neighborliness, human dignity, and the common good for structuring economics in today's world;
5. examine and evaluate the ethical process by which one product comes to be in our hands.

Professor's Availability: I have an open door policy, so any time I am in my office you are welcome to stop by. I am happy to meet with you to discuss concerns, hopes or questions. I am also available by email. Email: dcgibson@scu.edu; Office: Kenna 317

Office Hours: Mondays 10:45-11:30am, Wednesdays 1-2pm, or by appointment.

Core Curriculum Learning Objectives

Goals: Critical Thinking, Complexity, Religious Reflection

Objectives -- Students will:

2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.) (Complexity; Critical Thinking)

2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena. (Complexity of Content as well as of Method; Critical Thinking)

2.3 Clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence. (Religious Reflection; Critical Thinking)

Experiential Learning for Social Justice (ELSJ) Goals and Objectives:

The learning objectives for ELSJ include a demonstrated ability on the students' part to:

1. recognize and understand the benefits of life-long responsible citizenship and civic engagement in personal and professional activities (*Civic Life*);
2. interact appropriately, sensitively, and self-critically with people in the communities in which they work and to appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess (*Perspective*);
3. recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups (*Social Justice*); and
4. make vocational choices in light of both their greatest gifts and the world's greatest needs (*Civic Engagement*).

Pathway Information: This course is associated with these pathways: Applied Ethics; Food, Hunger, Poverty and Environment; Human Rights in a Global World; Justice and the Arts; and Global Health.

EVERYTHING YOU NEED TO KNOW ABOUT PATHWAYS: You can find information about Pathways on the Core Curriculum website scu.edu/core including a list of specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.

<http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

SAVE YOUR WORK FROM THIS CLASS: If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

Course Assessment

Intellectual Engagement (15% of your grade) Regular class attendance, reading of all assigned material, full participation in a community-based learning experience, completion of occasional study questions, key learnings and reports on readings to small groups are required to earn a grade of 80/100 in this category. Consistent and thoughtful engagement in all aspects of class, respectful and regular participation in all class discussions, raising questions that demonstrate careful reading of the assignments and contributions that demonstrate good

critical thinking are required to earn higher than 80%. *Indirectly supports all course goals, RTC and ELSJ learning objectives.*

Quizzes (15% of your grade) Quizzes will be given without notice at the beginning of class throughout the quarter to assess your careful reading and attention to class material. *Assesses RTC Objectives 2.1 & 2.2, ELSJ Learning Objective 3, and Course Goals 1-4.*

Justice Paper (10% of your grade) A brief paper in which students will explore concepts of justice assumed or revealed through a song, poem, other piece of art, or in an article or movement responding to a contemporary justice issue. *Assesses RTC Objective 2.1, ELSJ Learning Objective 3, and Course Goal 3.*

Ethical Analysis of Product (25% of your grade) Students will choose a product and examine the human, environmental and economic impacts of producing, acquiring, using and disposing of the product, assess the ethical values implicit or explicit in this process in light of a biblical understanding of justice, identify possible avenues for change, and articulate their own beliefs regarding the implications of their findings on issues of human dignity, justice, and the common good. Students will briefly report their findings to the class. *Assesses RTC Learning Objectives 2.1 - 2.3, ELSJ Learning Objective 3, and Course Goals 3-5.*

Community-based Learning Placement (20% of your grade) This essential component of the course offers community-based learning for social justice. Your placement must be chosen and confirmed through Arrupe by Wednesday of the first week of classes. It will require an orientation, 2 hours per week off campus for 8 weeks and a completed supervisor's evaluation. Your placement will offer direct contact with people struggling with issues of poverty and/or injustice today. The clients and staff at the placements will serve as teachers and conversation partners as students examine, develop, and critique insights explored in class. *The clients and staff should be treated with the utmost care and respect.* Your attendance at your placement, as in class, is integral to your successful completion of this course. (See page 10 for more information.) *Assesses ELSJ Learning Objectives 1-4 and RTC Learning Objectives 2.2 & 2.3.*

Journal: You will submit three CBL reflection essays during the quarter. The instructor will provide "prompts" to help you demonstrate how course material connects you're your CBL to deepen your understanding and insight. (15%)

Small Group Analysis: You will work in a small group to identify and explore social structures and social sins that impact the community with whom you work, and envision alternative paradigms for human flourishing. (5%)

Take-home Final (15% of your grade) The final prompt will be distributed Monday of the last week of class, and due at the time scheduled by the University for the final exam for this course. *Assesses RTC Objective 2.3, ELSJ Learning Objectives 3-4, and Course Goals 1-4.*

Course Policies

1. Class Preparation: Students are expected to read all required material, take consistent notes, complete occasional short ungraded assignments, stay in class throughout the class period, and arrive in class ready to discuss, raise questions, offer insights, and answer questions in a manner that reflects your thoughtful reading. Always bring books, hard copies or reading notes to class.
2. Class Discussion: You are expected to participate in all-class and small group discussions through *active listening* and *respectful response*. Respectful, engaged discourse will be the rule for the class. Questions and exchange of ideas must always be for the purpose of enhancing our learning and understanding. Disagreements and differences will be encouraged, however disrespectful

comments will immediately lower your grade. *Texting, side conversations, passing notes and napping are all signs of disrespect. Violations of this policy will lower your course grade.* Thoughtful and consistent participation in class discussions is *required* to attain an “A” grade. If you are having trouble finding ways to participate, please see me and I will be glad to discuss this with you.

3. Academic Integrity: Santa Clara University has an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity. I ask that you affirm this pledge and apply these principles to your work in this class. *"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."* The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data. If you have any question as to what constitutes plagiarism, please feel free to ask me! A student who commits any offense against academic honesty and integrity will be reported to Student Life, and may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. For more information about ensuring academic integrity in your work, see www.scu.edu/academic-integrity

4. Attendance: You are expected to arrive to class on time and attend every class meeting. *Frequent tardiness, stepping out during class, or missing more than three class periods will result in lowering your final course grade.* If illness or family emergency requires you to miss more than 3 class periods, you must meet with instructor to discuss. More than 6 absences (1/5 of the class periods) will result in a failing grade unless reasons and make-up plans are approved by the professor.

5. Late Work: All papers are due at the beginning of class on the dates indicated, and should be submitted to turnitin.com by the end of the due date. The grade for late work will be lowered, usually by 1/3 letter grade/day. Exceptions will be granted for *very good reasons*, and must be negotiated *before the due date*.

6. Spelling and Grammar: Spelling, grammar and sentence structure will definitely affect the grade on your papers. *Please proofread your work carefully.* Follow the Writing Style Guidelines on our Camino Course page. Visit the Hub Writing Center for drop in assistance. See <http://www.scu.edu/provost/writingcenter/> for more information, drop-in schedule, location, and how to register for the HUB's new appointment services.

7. Electronic Stimuli: Absolutely no laptops, cell/smart or i-phones, pagers, mp3 players, etc. may be used OR SEEN during class time without explicit permission.

8. Disability Accommodation Policy: To request academic accommodations for a disability, students must be registered with Disabilities Resources in Benson 216. In order to register please go online to www.scu.edu/disabilities. You may contact Disabilities Resources at 408-554-4109 if you need further information. After you have arranged accommodations through Disabilities Resources, please email me or stop by to discuss them with me during my office hours early in the quarter.

Grading Scale

A (94-100) = Outstanding. Awesome. Takes my breath away!

A- (90-93) = Amazingly good. I want to stand up and cheer.

B+ (87-89) = Very good. I want to clap, but I'm still in my seat.

B (83-86) = Good, solid work. I'm impressed.

B- (80-82) = Good, solid work, but I'm not excited.

C+ (77-79) = Above average. No complaints.

C (73-76) = Average. You've completed the assignment.

C- (70-72) = You have mostly completed the assignment, but not thoroughly. Something is lacking, or perhaps your grammar or composition needs work.

D (61-69) = I'll give it back to you and give you another chance, but only once, and that is if it is not a presentation or the final exam.

F (60 & below) = Failure. Let's not even go there.

Fall 2017 CLASS SCHEDULE

Week 1 – September 18-22

Following a Homeless Guy from the Wrong Side of Town

SCRIPTURE: Matthew 25: 31-46; Acts 17:1-9

Of what use is it to weigh down Christ's table with golden cups, when he himself is dying of hunger? First, fill him when he is hungry; then use the means you have left to adorn his table. Will you have a golden cup made but not give a cup of water? What is the use of providing the table with cloths woven of gold thread, and not providing Christ himself with the clothes he needs ...

Do not, therefore, adorn the church and ignore your afflicted brother, for he is the most precious temple of all. – John Chrysostom (ca. 350-407)

If I can't dance I don't want to be part of your revolution. – Emma Goldman

Monday: *Talkin' 'bout a Revolution*

Introduction to course and orientation to Community based Learning (CBL)

Wednesday: *Jesus Wrecked My Life*

READ FOR CLASS TODAY:

- Shane Claiborne, *An Irresistible Revolution*, chapters 1 & 2, “When Christianity Was Still Safe” and “Resurrecting Church”
- Scripture Readings: Matthew 25: 31-46; Acts 17:1-9

Friday: *because it is what Jesus would do*

READ FOR CLASS TODAY:

- *Tattoos*, Introduction (pp. 1-17) – Bring Key Learnings* to Class

*Each time *Tattoos* is the assigned reading, you should bring to class, in writing, three “Key Learnings.” These can be quotes, ideas or stories from the chapter in which you find significant connection to course material or your CBL experience, or that you would like to discuss. These Key Learnings will be collected occasionally, and impact your Intellection Engagement grade.

Week 2 – September 25-29:

What is justice?

SCRIPTURE: Psalm 82; Micah 6:3-8

To the hungry belongs the bread that you keep. To the naked belongs the clothing that you store in your closet. To the barefoot belongs the footwear that rots in your house. To the needy belongs the cash that you hide away. – Basil the Great (ca. 330-370)

You are not making a gift of your possessions to the poor person. You are handing over to him what is his. – Ambrose (ca. 339-397)

Monday: *Who stole the cookies from the cookie jar?*

READ FOR CLASS TODAY:

- Walter Brueggemann, “Voices of the Night – Against Justice” (pp. 5-20 in *To Act Justly, Love Tenderly, Walk Humbly*) (Camino)
- Scripture Readings: Micah 6:3-8, Psalm 82 (in class)

Wednesday: *How did justice get in my coffee cup?*

READ FOR CLASS TODAY

- Clawson, chapter 1: COFFEE: *Fair Trade and the Daily Latte*

Friday: *What ‘They’ Know, What ‘We’ Don’t*

READ FOR CLASS TODAY

- Mark Kramer, *Dispossessed*, (pp. 5-6)
- *Tattoos*, “Dis-Grace” (Chapter 2) – Bring Key Learnings* to Class

Week 3 – October 2-6:

Where we stand determines what we see!

SCRIPTURE: Luke 10:25-37

On the one hand we are called to play the good Samaritan on life’s roadside; but that will be only an initial act. One day we must come to see that the whole Jericho road must be transformed so that men and women will not be constantly beaten and robbed as they make their journey on life’s highway. True compassion is more than flinging a coin to a beggar; it is not haphazard and superficial. It comes to see that an edifice which produces beggars needs restructuring.

- Martin Luther King, Jr., from “A Time to Break the Silence”

Monday: *The Jericho Road, 51 years – or 21 centuries – later*

- Rev. Dr. Martin Luther King, Jr. excerpts on the Good Samaritan, “Letter from a Birmingham Jail,” and clergy statement prompting King’s jail letter (Camino)
- Scripture Readings: Luke 10:25-37

Wednesday: *Overcoming Moral Myopia: A New Way of Seeing the World*

READ FOR CLASS TODAY (all on Camino)

- Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (Camino) – BRING HARD COPY TO CLASS
- Rebecca Todd Peters, “Moving Toward Solidarity” (pp. 69-74 in *Solidarity Ethics*)

Friday: *Compassion and Justice*

READ FOR CLASS TODAY

- *Tattoos*, “Compassion” (Chapter 3) – Bring Key Learnings* to Class

DUE: Justice Paper

Week 4 – October 9-13:

Globalization and the Story of Stuff

SCRIPTURE: Luke 4:16-21

The moral measure of this budget debate is not which party wins or which powerful interests prevail, but rather how those who are jobless, hungry, homeless or poor are treated. Their voices are too often missing in these debates, but they have the most compelling moral claim on our consciences and our common resources.

-USCCB Letter to Members of Congress, July 26, 2011

The earth provides enough to satisfy everyone’s need, but not everyone’s greed.

- Mahatma Gandhi

Monday: *Disorders of Society Begin with Disorders of the Human Heart*

READ FOR CLASS TODAY:

- Daniel G. Groody, “A Gift of God: The Planet in Global Perspective” (pp. 1-12 in *Globalization, Spirituality & Justice: stop at “A Human Responsibility”*) (Camino)
- Scripture Reading: Luke 4:16-21

Wednesday: *Who is the captain of the ship, and where are we going?*

READ FOR CLASS TODAY:

- Daniel G. Groody, “A Human Responsibility: The Marketplace in Global Perspective” (pp. 12-22 in *Globalization, Spirituality & Justice*) (Camino)

Friday: *The True Cost of your Shirt*

READ FOR CLASS TODAY:

- Clawson, chapter 5, CLOTHES: *The Story Behind What We Wear*

Week 5 – October 16-20:

Food Fights

SCRIPTURE: Isaiah 55:1-3a; John 6:1-14; Luke 14:15-24

Jesus begins it all by sitting around a table with a Roman tax collector, a Zealot revolutionary, a fisherman, a Pharisee, and a prostitute. – Shane Claiborne

Who feeds the world? My answer is very different to that given by most people. It is women and small farmers working with biodiversity who are the primary food providers in the Third World.

-- Vandana Shiva, Indian Environmental Activist

Monday: “a glutton and a drunkard, a friend of tax collectors and sinners” (Luke 7:34)

READ FOR CLASS TODAY:

- John Dominic Crossan, “Open Commensality” *Jesus: A Revolutionary Biography* (Camino)
- Santos Yao, “The Table Fellowship of Jesus with the Marginalized: A Radical Inclusiveness” (excerpts as marked on Camino)
- Scripture Readings: Luke 14:15-24; Isaiah 55:1-3a; John 6:1-14

Wednesday: *The sticker price never tells the whole story.*

READ FOR CLASS TODAY:

- Clawson, chapter 4, FOOD: *Choosing to Eat Ethically*

Friday: *Food Chains*

DUE: CBL Reflection Essay #1

Week 6 – October 23-27

Sabbath Economics & the Love Economy

SCRIPTURE: Exodus 16:1-36; Mark 2:27

*We read the Gospel as if we had no money, and we spend our money as if we know nothing of the Gospel. – John Haughey, S.J. in Myers, *The Biblical Vision of Sabbath Economics**

Monday: *Wonder Bread*

READ FOR CLASS TODAY:

- Background Sheet on Exodus 16 & Brueggemann (Camino)
- Brueggemann, *The Journey to the Common Good* (pp. 22-35) (Camino)
- SCRIPTURE: Exodus 16:1-36; Mark 2:27

Wednesday: *A Theology of Enoughness*

READ FOR CLASS TODAY:

- Ched Myers, *The Biblical Vision of Sabbath Economics* (pp. 5-8 & 10-13)

Friday: *The Capacity to Imagine another World*

READ FOR CLASS TODAY:

- *Tattoos*, “Gladness” (Chapter 7) – Bring Key Learnings* to Class

Week 7 – October 30-November 3:

Where is the love??

SCRIPTURE: I John 3:17-18; 4:7-12, 20-21

Love is the measure by which we will be judged. – St. John of the Cross (1542-1591)

“The irresistible revolution isn’t just about going to heaven when you die but bringing heaven down as you live. The love we’re talking about is big enough to set both the oppressed and the oppressors free. It’s about healing our broken hearts, healing our broken streets, and healing our broken world. The revolution we are talking about begins inside each of us and extends to the ends of the earth.”—Shane Claiborne

Monday: *To whom we listen determines who we become*

READ FOR CLASS TODAY:

- John Neafsi, Introduction, in *A Sacred Voice is Calling: Personal Vocation and Social Conscience* (Camino)
- SCRIPTURE: I John 3:17-18; 4:7-12, 20-21

Wednesday: *Love and Making a Living*

READ FOR CLASS TODAY:

- Patrick Struebi, “10 Lessons From 10 Years as a Social Entrepreneur” (Camino)
- William Goettler, “A Story of Faith and the Global Market” (in *Global Neighbors*) (Camino)
- *Tattoos*, Chapter 5: “Slow Work” (only pp. 124-128 required) and Chapter 8: “Success” (read whole chapter) – Bring Key Learnings* to Class

Friday: *The Love Economy*

- Claiborne, *Irresistible Revolution*, pp. 132-143 (Camino)

DUE: CBL Reflection Essay #2

Week 8 – November 6-10:

To Transform the World

SCRIPTURE: Luke 4:16-20 (again!) and Isaiah 58:6-12

Love without courage or wisdom is sentimentality, as with the ordinary church member. Courage without love or wisdom is foolhardiness, as with the ordinary soldier. Wisdom without love or courage is cowardice, as with the ordinary intellectual. But the one who has love, courage and wisdom moves the world. – Ammon Hennacy, Catholic activist (1893-1970)

*If you have come here to help me you are wasting your time,
but if you have come because your liberation is bound up with mine, let us walk together.*
- attributed to Lila Watson (Australian Aboriginal activist & academic)

Monday: *Liberation Theology*

READ FOR CLASS TODAY

- Robert McAfee Brown, *Liberation Theology* (excerpts as marked on Camino)
- SCRIPTURE: Luke 4:16-20 (again!) and Isaiah 58:6-12

CBL small group projects started in class

Wednesday: *Structural Injustice & Social Sin*

CBL small group projects report in class

Friday: *To Repair the World*

READ FOR CLASS TODAY: Read assigned chapter from Camino and bring prepared notes to report to small group:

- Assigned readings from Camino – Come with outline ready to report to small group

Week 9 –November 13-17:
Values in our Stories of Stuff
SCRIPTURE: Amos 5:21-24

Why, when God's world is so big, did you fall asleep in a prison of all places?
- Rumi (13th century Sufi mystic)

The miracle is not to walk on water but on the earth. – Thich Nhat Hanh

Monday: Ethical Product Analysis student reports

DUE TODAY: Ethical Product Analysis

Wednesday: Ethical Product Analysis student reports continue

READ FOR CLASS: Amos 5:21-24

Friday: *the bottom layer of the cake*

READ FOR CLASS TODAY: Read one of the following from Camino as assigned and bring prepared notes to report to small group:

- Wendell Berry, “Two Economies” in *Home Economics* (you may skip 63 to mid-67 & 68-72)
- James B. Martin-Schramm, “Toward an Ethic of EcoJustice” in *Moral Issues and Christian Responses*
- Larry Rasmussen, “Creating the Commons” in *Justice in a Global Economy*

Thanksgiving Holiday – November 20-24: ENJOY!

Week 10 – November 27-December 1:
Life Abundant for All

“All around you, people will be tiptoeing through life, just to arrive at death safely. But dear children, do not tiptoe. Run, hop, skip, or dance, just don’t tiptoe.” – Shane’s prof., p. 225

Nothing is more practical than finding God, that is, than falling in love in a quite absolute, final way. What you are in love with, what seizes your imagination, will affect everything. It will decide what will get you out of bed in the morning, what you will do with your evenings, how you will spend your weekends, what you read, who you know, what breaks your heart, and what amazes you with joy and gratitude. Fall in love, stay in love and it will decide everything.

-- Fr. Pedro Arrupe, S.J.

I came that they might have life, and have it abundantly -- Jesus (John 10:10)

Monday: *What’s wrong with the world?*

READ FOR CLASS TODAY:

- *Tattoos*, “Jurisdiction” (Chapter 6) – Bring Key Learnings* to Class

Wednesday: *What’s right with the world?*

READ FOR CLASS TODAY:

- *Tattoos*, “Kinship” (Chapter 9) – Bring Key Learnings* to Class

Friday: *Fall in love!*

DUE: CBL Reflection Essay #3

Monday, December 4 (Final’s Week) 4:30pm

**DUE: Take Home Final and
completed and signed CBL Supervisor/Time sheet**

Community Based Learning (CBL) Information

Rooted in a faith that does justice, the Ignatian Center for Jesuit Education partners with local community organizations whose members and clients serve as co-educators for Santa Clara University students. Informed by and in conversation with Catholic social tradition, the Center facilitates community-based learning opportunities that underscore commitments to the common good, universal human dignity, justice as participation, and solidarity with marginalized communities.

For more information see <https://www.scu.edu/ic/programs/arrupe-weekly-engagement/>

Transportation: You may use your own car, Zipcar, carpool, public transportation, bike or in some cases, walk to your placement. Each student enrolled in this class can receive up to 16 hours of free Zipcar use. For more information about Zipcars, see <https://www.scu.edu/map/zipcar/cbl-affiliate-membership/>

Sign-Ups: Monday-Friday, Sept. 18-22, 10am-2pm in Sobrato Commons. NO LATE SIGNUPS!

Orientations: Monday-Friday, Sept 25-29 (at Arrupe placement site)

Scheduling: Students must be flexible with schedules and make up sessions as some placements have differing calendars with breaks and early closures. More information will be provided at orientation.

Weekly Engagement: Weeks 3-10; October 1 – December 1

Signed Timesheet with Supervisor Evaluation Due: Monday, December 4