

TESP 46:
Faith, Justice and Poverty

MWF 11:45am-12:50pm

Fulfills RTC 2 & ELSJ Core Requirements

PATHWAYS associated with this class:

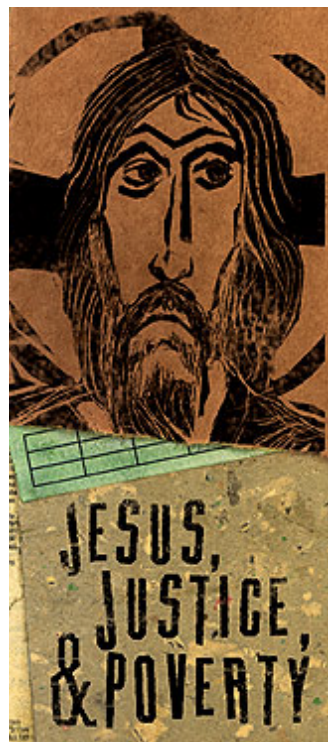
- Applied Ethics
- Food, Hunger, Poverty & Environment
- Human Rights in a Global World
- Justice and the Arts
- Global Health

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.

Tentative Course Readings:

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

Bible: each student must have access to a hard copy of the Bible

Online access to Universal Declaration of Human Rights & U.S. Bishop's "Economic Justice for All"

CAMINO: required articles will be posted online

Recommended: Shane Claiborne, *Irresistible Revolution* (2006)

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 the arts or 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, and 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 1-2pm; Wednesdays 10:45-11:35am; 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. (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 several pathways: Applied Ethics; Food, Hunger, Poverty and Environment; Human Rights in a Global World; Justice and the Arts; and Global Health. If you choose to declare or have declared any of these pathways, you may use a representative piece of work from this course as one of the Pathway materials you will upload via e-campus during your junior or senior year. Therefore, it is recommended that electronic copies of your work be kept using Dropbox or Google Docs, in addition to your own computer or thumb drives, as secure places to save copies of your work. This may ensure that you will have a range of choices when you assemble your Pathway materials and write your Pathway reflection essay.

Course Assessment

Course Participation (15% of your grade) includes regular class attendance, reading of all assigned material, full participation (16 hours on site) in a community-based learning experience, and consistent and thoughtful engagement in all aspects of the class. *Indirectly supports all course goals, RTC and ELSJ learning objectives.*

Justice Paper (10% of your grade) This is a short paper reflecting on a piece of music or art or a contemporary issue in light of new understandings of justice and faith in human existence. *Assesses RTC Learning Objectives 2.1-2.3, and Course Goals 1 & 2.*

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 2.2 and 2.3, ELSJ Learning Objective 3, and Course Goals 3-5.*

Reconstruction Paper (10%) This is a short paper reconstructing insights on economic theory and the role of government in light of an emerging understanding of your own beliefs and values. *Assesses RTC Learning Objectives 2.2 and 2.3 and Course Goals 1,3 & 4.*

Quizzes (10% of your grade) Quizzes assess students' thorough reading of texts, attentive engagement with lectures and class discussions, and integration of course material. *Indirectly supports all course goals and RTC learning objectives.*

Community-based Learning Placement (15% of your grade) This essential component of the course offers community-based experiential learning for social justice. It will require one on-site orientation, 2 hours per week off campus for 8 weeks (16 hours total), and one online 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.* The goals are to experience a slice of the gritty reality of the world, broaden your perspective of the concrete ramifications of poverty, think critically about the root causes of injustice, and engage in civic life in a responsible and constructive way. Your attendance at your placement, as in class, is integral to your successful completion of this course. A journal and final reflection paper is required. *Assesses ELSJ Learning Objectives 1-4.*

Journal: Each student will keep a weekly journal (7 entries, 1-2 pages each, plus final reflection) of your community-based learning experience. The instructor will provide “prompts” to help you develop your thinking and make connections between your observations and in-class studies. The final reflection entry will consist of an integration of your experience with course material and your own life.

Final (15% of your grade) For the final you will be expected to demonstrate strong critical thinking, examine root causes, analyze and integrate insights from theology, scripture, and ethics, and imagine alternative paradigms for promoting human rights and human flourishing. *Assesses RTC Objectives 2.1-2.3, ELSJ Learning Objectives 3, 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, and arrive in class ready to discuss, raise questions, offer insights, and answer questions in a manner that reflects your thoughtful reading. Readings assigned from online sources should be printed out and hard copies brought to class, or you may take thorough notes and bring those to class. Please bring all textbooks (including Bibles) from which readings are assigned for any specific class day.
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 understanding and learning. Disagreements and differences will be encouraged, however disrespectful comments will lower your grade. Side conversations, texting or napping are signs of disrespect and will immediately lower your final course grade. Thoughtful and consistent participation is *required* to attain an “A” grade.
3. Academic Integrity: Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data. A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. A thorough explanation of the policy can be found at www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm
 4. Attendance: You are expected to arrive to class on time and attend every class meeting. *Frequent tardiness or missing more than three class periods will result in lowering your final course grade.* Leaving during the 65-minute class period will count as a tardy to class. (Please tend to personal needs before class begins.) Students are responsible for obtaining missed notes, updated assignments and any other news from other students or the instructor. 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 submitted electronically and in hard copies. The grade for late work will be lowered, usually by 1/3 letter grade for each calendar day. Exceptions will be granted for *very good reasons*, and must be negotiated with me *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*.
 7. Electronic Stimuli: Absolutely no laptops, cell/smart or i-phones, pagers, mp3 players, etc. may be used OR SEEN during class time.
 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 will need to register and provide professional documentation of a disability prior to receiving academic accommodations. It is best to read “Required Documentation” on the website before starting the registration process in order to determine what is needed. You may contact Disabilities Resources at 408-554-4109 if you have questions.

Grading Scale

A (95-100) = Outstanding. Awesome. Takes my breath away!

A- (90-94) = 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

CLASS SCHEDULE

Week 1 – March 30-April 3:

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 (Camino)
- Scripture Readings: Matthew 25: 31-46; Acts 17:1-9

Friday: NO CLASS – GOOD FRIDAY HOLIDAY

Week 2 – April 6-10:

What is justice?

SCRIPTURE: Psalm 82; Micah 6:3-8, Luke 19:1-10

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

Wednesday: Weapons of Mass Salvation

READ FOR CLASS TODAY:

- U.S. Catholic Bishop's Economic Justice for All (EJFA), excerpts from Chapter 2
- Universal Declaration of Human Rights, Preamble & Articles 1-7, 18-30 (Camino)
- Luke 19:1-10

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

READ FOR CLASS TODAY

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

Week 3 – April 13-17:

Who is our neighbor?

SCRIPTURE: Luke 10:25-37

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

- Mahatma Gandhi

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, 50 years – or 21 centuries – later*

READ FOR CLASS TODAY

- Martin Luther King, Jr., excerpts (Camino)
- Scripture Readings: Luke 10:25-37

TUESDAY: Students will attend either of the following:

- **2-3pm:** Student Conversation with Sr. Helen Prejean and Martin Sheen OR
- **7:30pm** Public Event: "Activism is what I do to stay alive" with Martin Sheen speaking followed by a conversation with Sr. Helen and Mr. Sheen.

Wednesday: *A nun and an actor walk into a university ...*

No reading assignments. Class will discuss insights from Prejean and Sheen.

Friday: *Overcoming Moral Myopia*

READ FOR CLASS TODAY

- Rebecca Todd Peters, "Moving Toward Solidarity" (pp. 69-74 in *Solidarity Ethics*) (Camino)
- Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (Camino)
- Kramer, *Dispossessed*, "What 'They' Know, What 'We' Don't" (pp. 5-6) (Camino)

Week 4 – April 20-24:

Where we stand determines what we see!

SCRIPTURE: Jeremiah 22:13-17; Matthew 25:31-33

*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: *Downtown Streets Ministry*

READ FOR CLASS TODAY

- Review: Kramer, *Dispossessed*, “What ‘They’ Know, What ‘We’ Don’t” (pp. 5-6)

DUE: Justice Paper

Wednesday: *Liberation Theology*

READ FOR CLASS TODAY:

- Robert McAfee Brown, *Liberation Theology* (excerpts on Camino)

Friday: *Privilege and Solidarity*

READ FOR CLASS TODAY: tba

DUE: First 2 entries from CBL journals

Week 5 – April 27-May 1:

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

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*) (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*

DUE: Product Choice for Ethical Product Analysis

Week 6 - May 4-8

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” (p. 66-70 in *Jesus: A Revolutionary Biography*) (Camino)
- Santos Yao, “The Table Fellowship of Jesus with the Marginalized: A Radical Inclusiveness” (excerpts) (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: *Good Food Manifestos*

READ FOR CLASS TODAY:

- Articles on Camino as assigned

Week 7 – May 11-15:

Where is the love??

SCRIPTURE: Luke 4:16-20 (again!); Matthew 6:12

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

Social entrepreneurs identify resources where people only see problems. They view the villagers as the solution, not the passive beneficiary. They begin with the assumption of competence and unleash resources in the communities they're serving. -- David Bornstein, author of *How to Change the World: Social Entrepreneurs and the Power of New Ideas*

Monday: *Values Seen and Unseen*

READ FOR CLASS TODAY:

- Duncan, “Globalization’s Theological Values” (pp. 43-51 in *The Greatest Story Oversold*) (Camino)
- Pamela K. Brubaker, “Reforming Global Economic Policies” (pp. 127-136 in *Justice in a Global Economy*) (Camino)
- SCRIPTURE: Luke 4:16-20

Wednesday: *Life and Debt and Mud Cookies*

READ FOR CLASS TODAY:

- Clawson, chapter 7, “DEBT: Proclaiming Jubilee to the Nations”
- SCRIPTURE: Matthew 6:12

Friday: *Love and Making a Living*

- William Goettler, “A Story of Faith & the Global Market” (pp. xi-xvii in *Global Neighbors*) (Camino)

- Claiborne, *Irresistible Revolution*, “Despectacularizing Things” and “A Different Kind of Tax Collector” (pp. 132-141)
- Patrick Struebi, “10 Lessons From 10 Years as a Social Entrepreneur” (Camino)

DUE: Next 2-3 entries from CBL journals

Week 8 – May 18-22:

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*

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

Monday: *Wonder Bread*

READ FOR CLASS TODAY:

- Background sheet for Exodus 16 and Brueggemann reading (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)
- Claiborne, *Irresistible Revolution*, “Theology of Enough” (pp. 169-172) (Camino)

Friday: Ethical Product Analysis student reports

DUE TODAY: Ethical Product Analysis

Week 9 – May 25-29:

Values in our Stories of Stuff and Society

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)

Monday: MEMORIAL DAY HOLIDAY – No Class

Wednesday: Ethical Product Analysis student reports

READ FOR CLASS TODAY:

- *Rebecca M. Blank, “A Christian Perspective on the Role of Government in a Market Economy” (pp. 224-240 in *Global Neighbors*) (Camino)

Friday: Ethical Product Analysis student reports

READ FOR CLASS TODAY:

- *Rebecca M. Blank, “A Christian Perspective on the Role of Government in a Market Economy” (pp. 240-247 in *Global Neighbors*) (Camino)
- Amos 5:21-24

Week 10 – June 1-5:

Life Abundant for All

SCRIPTURE: Isaiah 58:6-12; Luke 1:46-55

“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

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

Monday: *To Repair the World*

READ FOR CLASS TODAY:

- Paul Farmer, Poverty and Global Health (Camino)

Wednesday: *Home Economics*

READ FOR CLASS TODAY:

- Wendell Berry, “Two Economies” (Camino)

Friday:

DUE: Reconstruction Paper

FINAL Wednesday, June 10, 1:30pm

DUE: Remaining CBL journal entries + final reflection paper

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.

In the Arrupe Weekly Engagement Program, Ignatian Center staff, Santa Clara faculty, community partners, and students reflect on both classroom and placement learning, yielding tangible benefits to the community as well as an integrated educational experience.

For information on how to sign up for your placement, see <http://www.scu.edu/ic/cbl/signup.cfm>

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 <http://scu.edu/campusmap/zipcar/cbl-affiliate-memberships.cfm>

SPRING QUARTER CALENDAR:

Week 1: *Sign-Up in Sobrato Hall, Commons B*

Monday, March 30 – Wednesday, April 1, 10am-2pm

Week 2: *Orientations*

Each organization has a specific mandatory orientation date/time at each site, usually during the second week of the quarter. Students who do not attend orientation may be dropped from that program.

Week 3-10: *Weekly Engagement Participation:*

Participation is 2 hours/week for 8 weeks.

Midquarter: *Electronic Progress Report:*

Students must submit their feedback via on-line format.

Week 10: *CBL Site Supervisor Sheets:*

Each student must submit a completed and signed CBL Site Supervisor Evaluation to your professor directly after last day of session.

Community-based Learning Policy

All students enrolled in an ELSJ-approved course must satisfactorily complete the university- approved community-based learning engagement component of the course. Usual practice will involve 16 or more engagement hours during the quarter (unless otherwise indicated by the course instructor).

Note: Time students spend on orientation(s) related to the community-based learning engagement DOES NOT count towards the required participation hours. Student participation in community-based learning engagements must be regular and consistent over the quarter, as instructed by the course instructor and/or community placement site supervisor.

Students must submit a CBL Site Supervisor Time & Evaluation Sheet completed in full and signed by your site supervisor to the course instructor by the last day of class. Student performance at the community-based learning engagement must be appropriate at all times. Receipt of a passing grade in this course is contingent upon successful completion of the community-based learning component of the course, as outlined above.