THE CATHOLIC UNIVERSITY OF AMERICA
METROPOLITAN SCHOOL OF PROFESSIONAL STUDIES

MSO 490: Catholic Social Justice
Spring 2017

3 Credit Hours
No Prerequisites

Nursing-Biology Building, Room 154 (subject to change)
Day: Wednesdays
Time: 6:10pm-8:40pm
Dates: January 11 - April 26
No Class: Mar 8, Mar 22

Instructor contact information:
Mark M. Gray, Ph.D., Instructor
202-687-0885
mgray34@gmail.com
Office hours: by appointment or before or after class on Wednesdays

Course Description
Topics in Social Science: Social Justice
Social justice has many definitions and roots in different cultures and traditions. For the Catholic Church, social justice is embedded in its social teachings, which emphasize care for the poor and vulnerable, solidarity, the dignity of work, care for creation, life and dignity of the human person, and a call to family and community. Philosopher John Rawls’ view of social justice was that it was primarily about fairness in a free society under a social contract. In the United States, struggles for social justice have often involved constitutional matters and public policies related to religious freedom, ending slavery, the civil rights movement, women’s rights, voting rights, labor movements, environmental justice, anti-war and weapons movements, criminal justice reform, immigration reform, the right to life, reducing income inequality, access to health and mental care, and care for the poor and elderly. This course reviews this American political, social, and economic history in the context of the Catholic Church’s social teachings as well as other social justice traditions. The course concludes with a look to the future, at emerging issues and problems and the role social justice teachings may play in their resolution.

Instructional Methods
Lectures, multimedia, reading group discussions, assignments, exam, presentation, and research paper.
**Required Text**

*Living Justice: Catholic Social Teaching in Action* (3rd Edition)
By Thomas Massaro SJ
Publisher: Rowman & Littlefield Publishers; 3 edition (November 5, 2015)
ISBN-10: 1442230924

*The Beloved Community: How Faith Shapes Social Justice from the Civil Rights Movement to Today*
By Charles Marsh
Publisher: Basic Books (August 8, 2006)
ISBN-10: 0465044166

*This Economy Kills: Pope Francis on Capitalism and Social Justice*
By Andrea Tornielli and Giacomo Galeazzi
Publisher: Liturgical Press (August 17, 2015)
ISBN-10: 0814647251

**Reading materials, web materials with full citations. (Note if on reserve)**
http://www.jstor.org/stable/j.ctt5hj3b4.15


http://www.heritage.org/research/lecture/social-justice-not-what-you-think-it-is

http://w2.vatican.va/content/benedict-xvi/en/encyclicals/documents/hf_ben-xvi_enc_20090629_caritas-in-veritate.html

http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html


Libraries
The CUA Libraries’ wide range of resources and services, including databases, online journals, and FAQs are on the main web site. For assistance on papers and assignments, consult the research guides or schedule an appointment with a subject librarian.

Course Goals
The purposes goals of the course are to understand social justice as a concept and its impact on attempts to solve social problems in the United States. Emphasis is given to the Catholic Church’s social justice teachings and tradition.

Goals for Student Learning
- Explore the primary philosophies and theories of justice with emphasis on those specific to social justice. Explore the broader religious roots of social justice.
- Examine the emergence of the Catholic Church’s social justice concerns during the period of the Industrial Revolution. Explore the Catholic Church’s social teachings related to social justice since this time.
- Examine the history of the United States, including its colonial period, through the lens of social justice concepts. This includes reviews of major social movements and responses to social problems.
- Demonstrate and utilize critical thinking and social science techniques for examining social problems and the social justice responses to these.
- Explore issues of diversity and social identity in the United States. Define social injustices related to inequalities, prejudice, and discrimination.
- Examine the impact of the Catholic Church’s failures during the clergy sex abuse crisis and how these have impacted perceptions of moral authority on social justice issues.
- Forecast futures of social justice issues, challenges, and responses in the United States and elsewhere.
- Complete an analysis, using social science methods and social justice concepts, of a social problem in the United States. This will be presented in class and explained in greater detail in a research paper.
Expectations and policies

Academic Integrity
Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

At times, I may ask you to do group work for an in-class presentation or group project. For that specific assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit http://integrity.cua.edu.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support (dss.cua.edu) to coordinate reasonable accommodations for students with documented disabilities.

Other Policies or Expectations: Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

Academic Support Services
The university’s primary academic support resources are located on the 2nd floor of the Pryzbyla Center. These affiliated offices and services include:

The Undergraduate Advising Center offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals.
Phone: (202) 319-5545 Email: cua-advising@cua.edu Web: advising.cua.edu

The Center for Academic Success provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops,
Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more.

Phone: (202) 319-5655  Email: cua-academicsuccess@cua.edu  Web: success.cua.edu

The Writing Center provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, on the second floor of Mullen Library, can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours).

Phone: (202) 319-4286  Email: cua-writingcenter@cua.edu  Web: english.cua.edu/wc/

The Math Center is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center on the second floor of Mullen Library Monday through Thursday between the hours of 3:00 and 9:00 pm. No appointment is necessary and services are absolutely free.

Phone: (202) 319-5655  Email: cua-academicsuccess@cua.edu

Disability Support Services provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.

Phone: (202) 319-5211  Email: cua-disabilityservices@cua.edu  Web: dss.cua.edu

The Counseling Center provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O’Boyle Hall, or by phone.

Phone: (202) 319-5765. Web: counseling.cua.edu

Assessment

Grades will be based on a combination of assignments, an exam, and a project. In most weeks there will be in-class exercises or assignments linked to the content of the course. A few of these may require some additional work outside of class. Most are done as individual work; however some will also be done within a group. In total, assignments represent 30% of your overall grade. An in-class exam will be given during the semester to gauge your grasp of the course material representing 20% of the course grade. The examination is open-book and open-note.

The centerpiece of the course is a social justice research project. The specific topic will be determined by you in consultation with your professor during the semester. This topic must address a social problem in the United States and use social science research techniques and social justice theories and/or concepts. Each project will be summarized in a written paper. Throughout the semester we will be discussing and developing these projects together as a class. Results will be presented at the end of the semester in 5 to 10 minute presentations during class. In-class participation will account for 10% of your grade. Following the last class each project will be summarized in the written paper (including any feedback or changes derived from in-
class discussion). The paper should consist of a minimum of 2,400 words. Citations should be APA style. The written paper is worth 40% of your grade.

**Metropolitan School’s Grading Scale:**

Grading scale for MSPS Undergraduate courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>Lowest Passing</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Failure -- the student failed to demonstrate an adequate understanding of course concepts</td>
<td>&lt; 60</td>
</tr>
<tr>
<td>F*</td>
<td>Failure -- the student ceased to participate in the class</td>
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</tbody>
</table>

**University grades:**
The University grading system is available at [http://policies.cua.edu/academicundergrad//gradesfull.cfm#II](http://policies.cua.edu/academicundergrad//gradesfull.cfm#II) for undergraduates and [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](http://policies.cua.edu/academicgrad//gradesfull.cfm#iii) for graduate students.

Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class and topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Jan. 11</td>
<td>Course introduction; defining social justice; philosophical and religious roots of social justice, diversity and justice</td>
<td><em>Living Justice: Catholic Social Teaching in Action</em>: Chs. 1-2.</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Catholicism and social justice; responding to prejudice, discrimination, and oppression</td>
<td><em>Living Justice: Catholic Social Teaching in Action</em>: 3-4.</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Colonial religious liberty, contemporary struggles for religious</td>
<td><em>The Beloved Community: How Faith Shapes Social Justice from the Civil Rights</em></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>Feb. 8</td>
<td>Slavery and abolition; Reconstruction; Segregation; Civil Rights Movement</td>
<td><em>The Beloved Community: How Faith Shapes Social Justice from the Civil Rights Movement to Today</em>: Chs. 6-8.</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Reducing income inequality and fighting poverty and hunger; access to healthcare; Catholic Workers Movement</td>
<td><em>This Economy Kills: Pope Francis on Capitalism and Social Justice</em>: Chs. 8-15. Pope Benedict XVI. 2009. <em>Caritas in veritate</em></td>
</tr>
<tr>
<td>March 8</td>
<td>Spring Break</td>
<td>None</td>
</tr>
<tr>
<td>March 22</td>
<td>No class; administrative Friday</td>
<td>United States Conference of Catholic Bishops. 2015. “Forming Consciences for Faithful Citizenship.”</td>
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<tr>
<td>March 29</td>
<td>Environmental justice</td>
<td>Pope Francis. 2015. <em>Laudato si’</em></td>
</tr>
<tr>
<td>April 26</td>
<td>Presentations</td>
<td>None</td>
</tr>
<tr>
<td>May 5</td>
<td>Final paper due</td>
<td>Email submission</td>
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</table>