

**TESP 46: FAITH, POVERTY, AND JUSTICE**  
**Fall 2007**  
**M/W 3:40 – 5:25 PM**  
**Daly Science Center 201**

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*Due to volume of emails, please observe the following: [1] allow up to several days for response; [2] note that questions concerning matters already explained in the syllabus cannot be addressed over email; [3] no assignments may be submitted over e-mail, EXCEPT as indicated below.*

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**COURSE DESCRIPTION, METHOD, AND GOALS**

Who is my neighbor? How are we to be community? More fundamentally, what kind of person does each of us want to be? These questions are critical to Christian ethics, and this Level 2 course approaches them by exploring what we mean by human development, social responsibility, and especially economic justice, locally and globally. It draws primarily on the Catholic social tradition and liberation theologies as tools for reflection and analysis.

In addition to the readings, the required Arrupe Partnership further provides a living text, a site where each of you has the opportunity for concrete learning and reflection. The readings will inform your experience there, just as your time and encounters in community will breathe life into your reading.

This syllabus is a working draft and subject to change as needed over the course of the quarter.

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**REQUIRED READINGS**

**AT BOOKSTORE:**

*The Catholic Study Bible* (You may also use another Bible, as long as it is NRSV, RSV, or NAB version; if in doubt, please consult the professor.)

Tracy Kidder, *Mountains beyond Mountains: The Question of Dr. Paul Farmer, A Man Who Would Cure the World* (New York: Random House, 2004), 3-44

H. Richard Niebuhr, *Christ and Culture* (New York: HarperCollins, 2001 [1951])

David J. O'Brien and Thomas A. Shannon, *Catholic Social Thought: The Documentary Heritage* (Maryknoll, NY: Orbis, 1992)

Jon Sobrino, *Where Is God?* (Maryknoll, NY: Orbis, 2004)

United States Conference of Catholic Bishops, *Economic Justice for All*, 10<sup>th</sup> anniversary ed. (Washington, DC: USCCB Publishing, 1997)

ON ANGEL:

Catholic Charities USA, "Poverty in America: A Threat to the Common Good" (policy paper draft, 30 Aug 2006),

<http://www.catholiccharitiesusa.org/poverty/downloads/policypaperdraft.pdf>

The Catholic Worker movement site, <http://www.catholicworker.org/index.cfm>; selections Dorothy Day, *By Little and By Little: The Selected Writings of Dorothy Day*, ed. Robert Ellsberg (New York: Alfred A. Knopf, 1983), selections

Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (Berkeley, CA: University of California Press, 2005), 29-50, 139-159

Gustavo Gutiérrez, *We Drink from Our Own Wells*, 20<sup>th</sup> anniversary ed. (Maryknoll, NY: Orbis, 2003), selections

Kenneth R. Himes et al., eds., *Modern Catholic Social Teaching: Commentaries and Interpretations* (Washington, DC: Georgetown University Press, 2004), selections *Provoke Radio*, <http://www.provokeradio.com>, selected podcasts

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### Assignments and Assessment

#### Class Attendance, Preparation, and Participation (25 %)

Punctual attendance at all class sessions is required. Please notify the instructor in case of absence. Except in cases of serious illness *only*, students who miss two or more classes can earn no higher than a B for the course.

Preparation means having completed readings and assignments in time for each class, as well as submitting assignments on time.

Participation includes preparation, selective verbal contributions, attentive listening, and facilitating the participation of others.

#### Arrupe Partnership Placement (15 %)

Your group presentation and individual papers demand that you bring the readings into conversation with your community experience. Satisfactory completion of a placement is critical to your concrete understanding of the material.

Further details will be distributed in class.

#### Dialogical Notebooks and Discussion Starters (15 %)

You are to keep a running notebook of reflections on the readings. *Your entries should be no more than one page (typed and single-spaced, with standard fonts and margins) per day.* Engage the readings for each session directly, with these criteria in mind:

- What ideas are central?
- What analysis and critique do you have?
- What questions do the readings raise for you?
- What would you propose for class discussion?

Bring your notebook to class, as you will be asked to use your reflections in sessions.

Notebook entries begin with the readings for Monday, September 24 and conclude with the readings for Monday, November 26. Your notebooks are due at the beginning of class on October 13 for weeks 1-4, October 31 for weeks 5-7, and November 26 for weeks 8-10. No late notebooks will be accepted. Date and number each entry.

Integration Papers

1. Social location statement (10%):  
 Discuss the impact of class in your life, and what you have noticed or experienced about social inequality. This should include a description of your roots and heritage, your geographic location(s), your religious heritage, and how you understand yourself religiously, economically, and politically. This paper should be typed, have standard fonts and margins, and be no longer than 2 pages, single-spaced. This is a CREDIT/NO CREDIT paper and is **due via ANGEL dropbox by the beginning of class on Monday, October 1**. No late papers accepted.
2. Report on the Frances Moore Lappé public lecture, Wednesday, November 28 (10%):  
 Ms. Lappé will be giving a public lecture at 7 PM in the Center of Performing Arts Recital Hall. (She will also be meeting with students at 2 PM in Benson Center Room 1; more details TBA.) Lappé is the author of sixteen books that deal with issues of social justice, democracy, and sustainability. Her 1971 three-million-copy bestseller *Diet for a Small Planet* continues to awaken readers to the human-made causes of hunger and the power of our everyday choices. Her newest book, *Getting a Grip: Clarity, Creativity & Courage in a World Gone Mad*, affirms our ability as citizens to address the roots of today's crises-- from hunger and poverty to climate change and terrorism. In your report, consider the arguments and claims she makes, and how they relate to our readings as well as your Arrupe experience. This paper should be typed, have standard fonts and margins, and be no longer than 2 pages, double-spaced. This is a CREDIT/NO CREDIT paper and is **due by 5 PM on Monday, December 3 via ANGEL dropbox** along with your final integration paper.
3. Final integration paper (% included with workgroup presentation; details below)

Final Workgroup Presentation (25%)

You will be part of a workgroup based on the issue focus of the Arrupe placement you undertake (immigration, youth, homelessness, labor, etc.). This is an opportunity for you to reflect creatively on what you are discovering in your placement and how that relates to our readings and discussions on faith, poverty, and justice. What are the links between the local and the global?

The framework for the presentation is: *how would you teach your issue to someone who has not been part of this class?* You might imagine your audience, for example, to be others in your RLC, a youth group in a church, or some kind of political workshop. Group presentations should run 10 minutes each, with a 5-minute feedback period afterwards. Creativity and interactive elements are encouraged. Sample past projects have included skits/street theater, short video or podcast productions, and even designing a board game. Feel free to use this as an opportunity to learn a new skill. However, given the rest of the workload for this class, it is less important that you master a particular medium than that you master the material and communicate that effectively.

For this assignment, you will receive two grades: one for your group work, and one for your individual integration paper (5-7 pp, double-spaced).

Each presentation will be graded on the following:

- Clarity of project—audience, content, method, aims
- Visible participation by each person in the group
- Connection between readings, lectures, and placement experience
- Bonus points for creativity

For those offering feedback, please be prepared to name:

- What you found helpful in the presentation
- Any questions of clarification you have
- What you wanted to hear more about or have explained in greater detail
- Any resources that might be helpful

On the day of presentation, each group will submit its work collectively on CD or DVD, including any written work, video, Powerpoint, or other elements relevant to grading.

The final integration paper will serve as your final and is **due on Monday, December 3 by 5PM via ANGEL dropbox**. More specific information about this will be distributed in class.

HONORS STUDENTS: Please meet with me during the first week of class to negotiate your work to meet the terms of the honors contract.

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### Class Policies

1. Plagiarism or other violations of academic integrity are forbidden by Santa Clara University in general and this course in particular. Please see your Handbook for details of the Santa Clara policy. The consequence of plagiarism is a failing grade for the course.
2. For students with disabilities: To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.
3. Cell phones *must* be turned off and put away before class.
4. Please do not bring food to class; beverages, however, are permitted.
5. Exchange contact information with someone in class, so that you have someone with whom to clarify your notes and questions.
6. If you must miss class, contact another student to find out what you missed; the professor cannot teach make-up lessons or respond to emails about what was missed on a particular day of class.
7. This syllabus is provisional and subject to revision as needed. Revisions will be negotiated in class.

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### Course Schedule

Community events of interest and other external learning opportunities will be posted on the course calendar in ANGEL and announced in class.

[A] = on ANGEL. You may read them (and even take notes on them) online, but please print your own copies of the text and bring them to class.

#### I. INTRODUCTION

##### WEEK 1

**M 09.17.07**      **Class cancelled due to University Convocation**

**W 09.19.07**      **Introduction to the course and syllabus review**  
**Arrupe placement guidelines**

Assignment: Please register yourself into the ANGEL site for this course by the end of this week, and make sure to select the right quarter (Fall 2007); you might have past and future versions appearing on the ANGEL home page. The PIN for enrollment is **FPJ2007**.

##### WEEK 2

**M 09.26.07**      **Fundamental questions, basic terms and themes (e.g. poverty, suffering, justice);  
what do they have to do with faith anyway?**

Read: USCCB, *Economic Justice for All*, 1-2, 13-61  
[A] Harvey Cox, "The Market as God"

**W 09.28.07**      **Geographies of poverty**

Read: [A] Farmer, *Pathologies of Power*, Ch 1  
[A] Kidder, *Mountains beyond Mountains*, Part I

##### WEEK 3

**M 10.01.07**      **Theological vs. secular perspectives on poverty and justice**  
**Class analysis and looking at structural violence**

Listen: [A] Go to <http://www.provokeradio.com/archives.cfm?year=2005> and scroll down to the 11/6/05 and 11/13/05 episodes. Listen to BOTH episodes of "The Working Poor: Invisible in America." You can listen to the programs online or download them to an mp3 player.

Read: [A] United Nations Millennium Declaration  
[A] Universal Declaration of Human Rights

Skim: [A] Catholic Charities USA, "Poverty in America: A Threat to the Common Good"

**DUE:**      **Integration paper #1: Social location statement** (see details, p. 3 of syllabus)

**II. READING TRADITION**

*Reading the introductions to each of the biblical books below will be helpful for context, especially since we are reading only selected passages.*

**W 10.03.07 Biblical theologies, part 1: hospitality, stewardship/care for the other, and notions of justice**

Skim: Genesis 1:1 – 4:26  
Exodus 1:1 – 15:27

Read: Deuteronomy 5:1-22, 6.1-25, 26.5-10  
Isaiah 1:1-17; 3:1-4:1 and 5:8-25; 10:1-4; 11:1-9; 29:17-24 and 35:1-10; 58:5-14;  
65:17-25

In class: Workgroup signups for final project AND collaborative reading of Niebuhr.  
Please also be prepared to talk or write briefly about your Arrupe placement.

WEEK 4:**M 10.08.07 Biblical theologies, part 2: the corporal and spiritual works of mercy**

Read: Matthew 5:3-12, 6:2-4, 7:12, 25:31-46  
Luke 3:11-15, 11:37-43, 12:10-34, 16:19-31, 18:18-30, 19:1-10, 20:20-26, 21:1-3  
Acts 2:42-47

Skim: Other chapters of Luke and Acts, or at least the introductory notes.

**W 10.10.07 Biblical theologies, concluded  
Christian models for engaging with the world**

Read: Niebuhr, *Christ and Culture*

\*\*\* MAKE-UP SESSION (proposed)

**Sat 10.13.07, 10 AM – 12 PM**

Niebuhr, continued  
Location TBA

**DUE: Reflections, set #1 (for readings in weeks 1-4)**

**III. RECEIVING TRADITION**WEEK 5**M 10.15.07 Monastics and mendicants, part 1**

Read: [A] *The Rule of St. Benedict* (selections)  
[A] Aquinas, *Summa Theologiae* (selections on virtue, charity, and justice)

**W 10.17.07 Monastics and mendicants, part 2**

Read: [A] Leonardo Boff, *St. Francis of Assisi* (selections)

Listen: [A] Steve Paulson, "Searching for Salvation," at  
<http://www.wpr.org/book/05book4.html#december>; scroll down to  
program #05-12-11-B and click to listen to the Real Audio segment on St.  
Francis (13:00 – 32:42)

WEEK 6**M 10.22.07 Voluntary simplicity and the discipline of solidarity, part 1**

- Read: [A] Tom Cornell, "A Brief Introduction to the Catholic Worker Movement"  
 [A] "The Aims and Means of the Catholic Worker"  
 [A] "The Works of Mercy"  
 [A] Dorothy Day, "To Our Readers"  
 [A] *By Little and by Little: The Selected Writings of Dorothy Day*, selections TBA
- Skim: [A] James Allaire and Rosemary Broughton, "An Introduction to the Life and Spirituality of Dorothy Day"

**W 10.24.07 Voluntary simplicity and the discipline of solidarity, part 2**

- Read: [A] Dorothy Day, "Letter to Our Readers at the Beginning of the Fifteenth Year"  
 [A] Marc Ellis, "Peter Maurin: To Bring the Social Order back to Christ, part I"  
 [A] Dorothy Day, "Peter's Program"  
 [A] Paul Magno, "Why Peter Maurin Matters"
- Skim: [A] Peter Maurin, "Easy Essays"  
 [A] Louise and Mark Zwick, "Voluntary Poverty at Heart of Catholic Worker Movement"  
 [A] "Emmanuel Mounier and Personalism"
- Listen: [A] Podcast TBA

**IV. CREATING TRADITION**WEEK 7**M 10.29.07 Catholic social teaching, part 1: an introduction**

- Read: [A] U.S. Catholic, "The Busy Christian's Guide to Catholic Social Teaching"  
 [A] Kenneth R. Himes, "Answers to 25 Questions about Catholic Social Teaching," especially #s 1-5, 9-10, 12, 15, and 24-25  
 [A] William J. Byron, "Ten Building Blocks of Catholic Social Teaching"

**W 10.31.07 CST, part 2: what we mean by human development**

- Read: O'Brien & Shannon, 238-62 (Paul VI, *Populorum Progressio/The Development of Peoples*), esp. sections 20-21, 24, 34, 43, 48, 53, 65, and 76  
 O'Brien & Shannon, 301-45 (Paul VI, *Evangelii Nuntiandi/Evangelization in the Modern World*), ONLY sections 8-9, 18, 20, 29-31, 35-36

**DUE: Reflections, set #2 (for readings in weeks 5-7)**WEEK 8**M 11.05.07 CST, part 3: human dignity and just labor**

- Read: O'Brien & Shannon, 129-63 (John XXIII, *Pacem in Terris/Peace on Earth*), ONLY sections 1-45, 53-74
- Listen: [A] Go to <http://www.provokeradio.com/archives.cfm?year=2005> and scroll down to the 1/9/05 episode, "The Public Will for the Common Good: Does It Exist?" You can listen to the program online or download it to an mp3 player.
- In class: Details about the final integration paper

**W 11.07.07 CST, part 3: human dignity and just labor**

- Read: O'Brien & Shannon, 12-39 (Leo XIII, *Rerum Novarum/On the Condition of Labor*), ONLY sections 4-10, 13-17, 19-20, 23-27, 30-38  
 O'Brien & Shannon, 350-92 (John Paul II, *Laborem Exercens/On Human Work*), ONLY sections 3-10, 18-27

[Alternate date for make-up session: Saturday 11.10.07]

## V. RE-CREATING TRADITION

### WEEK 9

**M 11.12.07**      **Liberation theologies on economic justice and social responsibility**  
**Preferential option for the poor**

Read:              Sobrino, *Where Is God?*, vii-xxxv, 49-70

**W 11.14.07**      **Linking theology, ethics, and spirituality**  
**Responding in faith to poverty and injustice**

Read:              Sobrino, *Where Is God?*, 71-105, 124-52  
[A] Farmer, *Pathologies of Power*, 139-159

### WEEK 10:

**M 11.26.07**      **Class cancelled – study day**

**DUE:**              **Reflections, set #3 (for readings in weeks 8-10)**

Please attach the first two sets (with my comments), and submit your complete packet for me at the Religious Studies department office (Bannan 344) **by 5 PM today**. Be sure to put a cover sheet with your name, my name, and the course number.

**W 11.28.07**      **Group presentations and evaluations (in class)**

Attend:             Frances Moore Lappé lecture, Recital Hall, 7 PM; other details TBA (see p. 3 of syllabus)

### **FINAL:**

In lieu of an exam, you will write an **INTEGRATION PAPER DUE 5:00 PM ON MONDAY, DECEMBER 3 AT THE RELIGIOUS STUDIES DEPARTMENT OFFICE.**

This paper should be 5-7 pages, double-spaced. It is your opportunity to integrate and demonstrate mastery and thoughtful engagement of the course components:

- the readings
- the lectures and discussions
- your Arrupe placement
- your workgroup experience

In this paper—as with all your written work—clarity of expression is key. And, of course, spelling and grammar matter.