**Course Description:** The course focuses on enabling religious educators and pastoral ministers to think theologically about issues of peace and justice. The course will explore biblical, historical, theological, and philosophical lenses for understanding peace and justice as constitutive dimensions of Christian faith. Special attention will be given to pedagogical approaches to peace and justice within the field of religious education. Additional focus will provide a framework for social ministers to envision their ministry in relation to other ministries in the Church. Based on student interest and experience, the course will also explore ways of bringing a concern for peace and justice issues into liturgy, preaching, religious education, and pastoral ministry; how to relate Christian understandings of peace and justice to everyday work, and civic, political, and family life; and how to address social issues from a Christian faith perspective.

**Learning Objectives**
- Demonstrate an understanding of core theories, approaches, and specialized knowledge within the academic field of religious education pertaining to religious education for peace and justice
- Demonstrate an ability to effectively relate this understanding to one’s own lived experience and ministerial contexts
- Demonstrate a well-rounded knowledge and critical appropriation of Catholic and Jesuit theological traditions within the broader context of religious education for peace and justice

**Course Resources:** The experience and insight of the teacher and the students, in dialogue with the following required texts and additional readings posted on Blackboard.

**Required Texts**


Course Requirements

1. **Class participation (40%)** Students should participate according to one’s learning style and give careful attention to required readings for each week. Informed, creative, and courteous engagement throughout the semester on the Discussion Board is required (See Appendix Two: Guidelines for Posts). For each Discussion Board assignment, students are required to make three (3) posts: a major post of no more than 500 words in which they respond to the question for the week, and two (2) minor posts of no more than 250 words each in which they respond to two (2) of the major posts made by their fellow students.

2. **Journal (20%)** Three times during the semester (anytime during weeks 3, 5, and 7), students are required to step back from their weekly assignments in order to reflect on the big picture of their learning. Students are asked to engage in this experience of recapitulation, an essential practice in Ignatian pedagogy, which invites one to reflect about his or her experience and learning over the course of the online semester. In this way, students are given an opportunity to go deeper in their learning by reflecting on how their mind has changed, how they have seen themselves grow during the course, and to share this with the class.

3. **Research Paper (40%)** After completing all course weeks, you are asked to submit a final research paper in which you identify a social concern that is important to you and/or your faith community and reflect on how, ideally, this concern should be addressed. Detailed instructions for this assignment are posted on Blackboard. Research papers should be **10-15 double-spaced, typed pages** in length, following the author-date format guidelines of *The Chicago Manual of Style* (16th Edition). All papers are to be e-mailed to the professor by **9:00AM on Monday, March 14**. Late submissions will be penalized. Final evaluation will be given by e-mail.

4. **Blog (Extra credit toward class participation grade)** Issues of peace and justice are always in the news. While current events are sometimes very interesting and relevant to the focus of this course, it may not easily fit into the reflections of a given week. To facilitate information and discussion about peace and justice in our world today, students are encouraged to post interesting and relevant news on the course blog. While this is not a required assignment, students who post and comment regularly will be given extra credit for their efforts (a point or some fraction thereof will be added to the final course average grade).

**Paper Guidelines:** All written work should demonstrate clear organizational structuring of ideas, thoughtful engagement with texts, incorporation of one’s own new learning, and attention to basic grammar, spelling, punctuation, style, and inclusive language. Students should follow *The Chicago Manual of Style* (16th Edition) for all format guidelines (author-date style). For all policies, please see the Fordham GRE Academic Policies and Procedures Guidebook.

**Fordham GRE Grading System and Equivalents**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0: Excellent. Honors-level work</td>
<td>&gt;95%</td>
<td>9.5-10</td>
</tr>
<tr>
<td>A-</td>
<td>3.7: Still excellent</td>
<td>90-94%</td>
<td>9-9.4</td>
</tr>
<tr>
<td>B+</td>
<td>3.3: Very good. High level of performance</td>
<td>87-89%</td>
<td>8.7-8.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0: Good, solid and above average performance</td>
<td>83-86%</td>
<td>8.3-8.6</td>
</tr>
<tr>
<td>B-</td>
<td>2.7: Good. Still above average</td>
<td>80-82%</td>
<td>8.0-8.2</td>
</tr>
<tr>
<td>C+</td>
<td>2.3: Average level of performance</td>
<td>77-79%</td>
<td>7.7-7.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0: Satisfactory, acceptable performance</td>
<td>73-76%</td>
<td>7.3-7.6</td>
</tr>
<tr>
<td>C-</td>
<td>1.7: Minimally acceptable</td>
<td>70-72%</td>
<td>7-7.2</td>
</tr>
<tr>
<td>F</td>
<td>0.0: Failure. Inferior performance</td>
<td>&lt;69%</td>
<td>&lt;6.9</td>
</tr>
</tbody>
</table>

**Other Grades:** INC (incomplete), AUDIT (no letter grade given), W (withdrawal). Written permission from GRE Dean and professor required for INC. Failure to remove an incomplete by the appropriate date results in an F.
Detailed Course Curriculum

Week of 1/18  Class 1 – Introduction: Thinking Theologically about Peace and Justice

Required Reading
- Forell and Childs, Christian Social Teachings:
  - Martin Luther King, Jr. “Letter from a Birmingham Jail” (pp. 346-357)
- Omar and Duffey, Peacemaking and the Challenge of Violence in World Religions:
  - Chapter 2 - Christianity: From Peacemaking to Violence and Home Again (pp. 47-74; 80-82)
  - Chapter 3 - Jewish Ideologies of Peace and Peacemaking (pp. 83-106; 107-108)
  - Chapter 1 - Jihad and Nonviolence in the Islamic Tradition (pp. 9-40; 44-46)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 1/19
- Two Minor Posts Due by 9:00AM on Thursday 1/21

Week of 1/25  Class 2 – Praxis: Human Experience and Liberation

Required Reading
- Freire, Pedagogy of the Oppressed (pp. 35-124)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 1/26
- Two Minor Posts Due by 9:00AM on Thursday 1/28

Week of 2/1  Class 3 - Social Analysis: Reading the Signs of the Times

Required Reading
- Holland and Henriot, Social Analysis: Linking Faith and Justice (pp. ix-112)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 2/2
- Two Minor Posts Due by 9:00AM on Thursday 2/4

Week of 2/8  Class 4 – Biblical Perspectives: Faith That Does Justice

Required Reading
- Forell and Childs, Christian Social Teachings: Biblical Influences (pp. 2-15)
The Gospel of Luke (Ch. 1-24) (any translation you prefer; NRSV or NABRE recommended)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 2/9
- Two Minor Posts Due by 9:00AM on Thursday 2/11

Week of 2/15 Class 5 – Historical Influences: Catholic and Reformation Perspectives on Peace and Justice

Required Reading
- Forell and Childs, Christian Social Teachings:
  - Augustine. Selections from Enchiridion, City of God, Of the Morals of the Catholic Church (pp. 46-52; 54-56)
  - Thomas Aquinas. Selections from Summa Theologica II (pp. 76-98)
- Forell and Childs, Christian Social Teachings:
  - Martin Luther. Selections from Treatise on Christian Liberty and Temporal Authority (pp. 104-114)
  - John Calvin. Selections from Institutes of the Christian Religion (pp. 119-128)
- Bender, Harold S. 1944. The Anabaptist Vision. Scottdale, PA: Herald Press. (pp. 3-36) (Blackboard)
- Forell and Childs, Christian Social Teachings:
  - The Anabaptists. Selections from The Schleitheim Confession of Faith and Menno Simons, Reply to False Accusations (pp. 129-132; 136-139)
  - The Quakers (Society of Friends). Selections from Rules of Discipline (pp. 159-162)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 2/16
- Two Minor Posts Due by 9:00AM on Thursday 2/18

Week of 2/22 Class 6 – Catholic Social Teaching

Required Reading
- Pope Leo XII. 1891. Rerum Novarum (On the Condition of Labor) – par. 1-23; 31; 42; 53-54 (Blackboard)
- Pope Pius XI. 1931. Quadragesimo Anno (On the Reconstruction of the Social Order) – par. 1; 16-24; 39-41; 46-47; 78-93; 105-137 (Blackboard)
- Pope John XXIII. 1963. Pacem in Terris (Peace on Earth) – par. 1-77; 147-150; 167 (Blackboard)
- Vatican II. 1965. Gaudium et Spes (Pastoral Constitution on the Church in the Modern World) – par. 1-4; 11-18; 23-45; 54-62; 66; 69; 76-78; 83 (Blackboard)
- Pope Paul VI. 1967. *Populorum Progressio (On the Development of Peoples)* – par. 1-26; 42; 49; 76-83 (Blackboard)
- Synod of Bishops. 1971. *Justicia in Mundo (Justice in the World)* – par. 1-77 (Blackboard)
- Pope John Paul II. 1987. *Sollicitudo Rei Socialis (On Social Concern)* – par. 1-4; 11-40 (Blackboard)
- Pope Francis. 2015. *Laudato Si’ (On Care for Our Common Home)* – par. 1-6; 13-15; 18-36; 43-52; 65-69; 76-77; 93-95; 105; 112; 116; 119; 138-141; 156-160; 200-201; 209-215 (Blackboard)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 2/23
- Two Minor Posts Due by 9:00AM on Thursday 2/25

**Week of 2/29  Class 7 – Pedagogies for Peace and Justice**

**Required Reading**

- Freire, *Pedagogy of the Oppressed* (pp. 125-183)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 3/1
- Two Minor Posts Due by 9:00AM on Thursday 3/3

**Week of 3/7  Class 8 – Social Ministry**

**Required Reading**

- Hessel, *Social Ministry* (pp. vii-208)

Discussion Board
- Major Post Due by 9:00AM on Tuesday 3/8
- No minor posts required for this week so that students may concentrate on completing their research papers.

Monday 3/14  Research Paper Due by 9:00AM
Appendix One

Student and New User Guide to Fordham Blackboard Courses

In order to access Fordham’s Blackboard site, you must direct your web browser to the following address:

http://fordham.blackboard.com/

Note: There is no “www” in this address.

1. Click on the Login button located at the left of the screen.

2. After you press the Login button, the Welcome Screen will appear requesting your Username and Password.

3. Your username is your e-mail username, or everything before the @ sign. For example, if your e-mail address is jsmith@fordham.edu, your username is jsmith.

4. Your password is your four digit Oasis pin #. We do not use Social Security numbers. If you have forgotten your password, try the last 4 digits of your home zip code or call the help desk at 718-817-3999, or click on the “Forgotten Password” link and follow the instructions. Note: changing your password in Lotus, Oasis or anywhere else does not change your password in Blackboard or vice versa.

Welcome Page

Once you have logged into Fordham University’s Blackboard site, you will be greeted with a Welcome Page. It will identify you by your first name and the Course(s) in which you are participating. To enter a course in which you are enrolled: Under the area labeled, “My Courses”, click on the hyperlink to your course.

Generally you will enter your desired course through the Announcements Page of the course. Any announcements posted by the professor will be displayed on this page as the course progresses. If there is more than one announcement posted on this page, simply scroll down the screen.

Editing Personal Information

Users manage personal data and privacy settings from the Personal Information page found on the left side of the Welcome Page in the Tool Box. The Edit Personal Information option allows you to control the information that appears in your account’s profile. You can change the values in fields, populate empty fields, or remove information from fields. The fields with a red asterisk must be included. Note: Please change your e-mail address here to the one you use most regularly. This will ensure timely communication.

The Change Password option manages your account password in Blackboard ONLY and not in Gmail, etc.

The Set Privacy Option manages your profile in the User Directory. Individuals may choose to make information available through the User Directory/Class roster, and control what information will be displayed.

To receive notifications of new postings within any course to your e-mail account or cell phone, go to the TOOLS menu and NOTIFICATIONS and follow the instructions there to set your preferences.

For more useful information about Blackboard, check out the Fordham IT Blackboard page:
http://www.fordham.edu/info/21478/blackboard
Appendix Two

Discussion Board: Guidelines for Major and Minor Posts

Major Posts

- One major post should be made by 9:00AM on Tuesdays each week for online courses. Lateness will be penalized. Major posts should be no more than 500 words or two double-spaced typed pages. Answer only one reflection question in the forum. Please write the topic of your question in the subject line on Blackboard.

- It is best to write the post in a word-processing program and then cut and paste them into Blackboard. Please make sure that paragraphs are set off from each other on Blackboard so that the post does not all run together.

- Answer the major post in two parts. The first part of the post will answer the question as fully as possible giving evidence that you have done the reading and understood it by using your own words in formulating an answer. There is no need to cite sources other than the readings. The second part of the post will give your opinion on the subject that you have written, citing examples and giving reasons for your opinion. In this part you may focus on the impact of the issue on your life, your ministry, the world or Church at large.

- The genre of the post is an essay. Think in paragraphs, thesis statements, and the development of an argument with examples and reasons. Bullet-point answers that resemble notes are not acceptable. Please proofread and spell-check your answer before posting. Clarity of expression will be considered in grading.

Minor Posts

- Two minor posts should be made by 9:00AM on Thursdays each week. Lateness will be penalized. Minor posts should be no more than 250 words or one double-spaced typed page. Please respond to two major posts by your classmates for that week.

- It is best to write the post in a word-processing program and then cut and paste them into Blackboard. Please make sure that paragraphs are set off from each other on Blackboard so that the post does not all run together.

- The objective of the minor post is to engage the thought of your classmate as expressed in his or her major post for the week. Simply disagreeing or agreeing with the major post is not sufficient. In the minor post you may point out some lacuna in the major post’s argument and supplement it with relevant information. You may respectfully agree or disagree with the opinion expressed in the major post and provide examples and reasons for that agreement or disagreement. Try to carry the conversation forward by providing insightful feedback in so far as you are able to do so. By insightful feedback I mean observations that in disagreeing or agreeing point out a dimension or aspect of the topic under discussion that the author of the major post did not consider in his or her major post. These insights may be drawn from other reading you have done, life and ministry experiences, etc.

- The genre of the post is an essay. Think in paragraphs, thesis statements, and the development of an argument with examples and reasons. Bullet-point answers that resemble notes are not acceptable. Please proofread and spell-check your answer before posting. Clarity of expression will be considered in grading.