

HU 126 Catholic Social Thought

Spring Day 2015 CCPI

Course Description: We will explore what Catholic Social Teaching is about and why it is important for Catholics and all persons of good will to understand the teaching and apply it in their lives. We will explore what the teaching says to you, the student, and how it may help you make good decisions in support of your families, communities, and nation. The first part of the course deals with the concepts, and the last few weeks will be devoted to applying the concepts to issues in Chuuk and the Federated States of Micronesia.

Course Learning Outcomes

All participants who successfully complete this course will:

1. discuss the foundations of Catholic Social Teaching in Catholic theology (PLO 2)
2. explain the sources and methods of Catholic Social Teaching (PLO 3 and 4);
3. Identify the nine key themes of Catholic Social Teaching (PLO 1 and 3);
4. Interpret the social doctrine of the church in light of its mission; (PLO 2 and 5)
5. Share examples of how Catholic Social Teaching can help the local Church and communities in Micronesia.

Mission Statement and Marianist Values

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

An education in the **Marianist Tradition** is marked by five principles:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. We expect students to complete their own work. Chaminade University policy expects that students will not participate in any act of dishonesty and report any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records, alteration of grades, plagiarism, and cheating. Punishment for academic dishonesty may range from an “F” grade on the assignment to an “F” for the course to suspension or dismissal from the University.

Grade Calculation:

Quizzes	50 points possible
Online Threaded Discussions 10 x 25 each	250 points possible
Short Essays	300 points possible

Minimum level of achievement for each grade level:

A = 540 points; B = 480 points; C = 400 points; D = 300 points;

Below 300 points fails the course

Assessment and Grading: We are all accountable for our performance in our jobs, in our service, and in our ministries. As various systems of accountability are formalized across our society, they often become burdensome and even somewhat scary and a cause for anxiety. I have outlined the “grade calculation” above so you can see how I will do the “grade” for the class. This is my evaluation of your personal performance and demonstration of the learning outcomes for this course. I will use portions of your work to assess the effectiveness of the class and my work with you. Quizzes and short answer essays will contribute data to the assessment process, which will be used to help us continually update and improve the learning process in the course.

Quizzes: There will be periodic quizzes and other assessment activities that may occur online. The online quizzes are open book and based on the readings. In general we will open a quiz for you on the day of your class section. You will have to do the quiz at that time.

Online Discussions: Every week you will have some discussions. We will start with a question for you to discuss. There are five sections to the course (six with this week’s introduction). Each section has a reading with questions that you will respond to in the online discussions. Check your calendar on the home page for the schedule for when you must post your discussion.

Short Essays: You will be asked to write a number of short essays. Most of these will ask you how the concept, idea, or social value is applied (or found) in your own experience. Hopefully these short essays

will not only let you reflect on what you are learning in your own experience, but also give you some practice in writing English.

In all of your education at Chaminade and CCPI you have to continue to practice writing and speaking formal English. In all your assignments including the discussion threads please try to use full sentences with correct grammar. The purpose of grammar is to help you express your ideas clearly in English. Keep it simple and clear as best you can. Thank you for trying your best!

Participation in the threaded discussions: Good participation, however, is more than simply the number of times you post a note. Instead, good participation in an online learning environment is determined through the application of the qualitative questions listed below. You are encouraged to use these questions to help you answer the questions in the threaded discussion and respond to your fellow classmates. The qualitative questions are:

1. Are my comments supported by more than personal opinion, such as cited references or quotes, cited Internet research information or other credible resources?
2. Are my comments fair and balanced even if in disagreement with the other student's response?
3. Do my comments contribute "meaningfully" by bringing new insights, experiences or perceptions to the discussion?

Note: While part of civil discourse and "feel good motivation," examples of comments that do not contribute meaningfully to a discussion include "good job," "I agree," "I wish I had thought of that," "I like/don't like your paragraph," and-so-forth. Instead, meaningful comments add qualitative "value" to a discussion by lending new information, insights or perspectives that enrich our understanding of the subject under discussion.

Quality responses are often structured as:

1. This is what I am responding to (the author of a reading; the author of a posted comment);
2. whether agreeing or disagreeing, what is my point and what support do I have for it in my own reading of the texts for the course; and
3. why is my comment important to furthering the discussion.

Plagiarism The Chaminade University of Honolulu General Catalog states that:

"Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.

2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

This policy statement means that students' are not allowed to submit the work of another as their own, that altering the work of another for presentation as one's own constitutes plagiarism, and that all sources must be properly cited. If a student commits plagiarism, or fails to properly cite all sources, then the student will receive no credit for the assignment and the Academic Dean will be notified accordingly.

For your work in the class, we do encourage you to try to find other perspectives online, particularly from the Micronesian Seminar when appropriate. If you go online and find any information that you use to answer a question or post on the discussions, you must put the reference to the website. For example, if I go to the internet to find information on international issues affecting Micronesia, then I go to the CIA World Factbook to read one of their country reports on the Federated States of Micronesia. I find the following on Human Trafficking:

current situation: Micronesia is a source, and to a limited extent, destination country for women subjected to sex trafficking; Micronesian women are fraudulently recruited for jobs in the US and its territories only to be forced into prostitution or labor upon arrival; Micronesian and foreign women and children are also reportedly prostituted on fishing vessels in Micronesia or its territorial waters, as well as restaurants and clubs frequented by fishermen; complaints of nonpayment and inhuman treatment on fishing boats has led to investigations of labor trafficking
tier rating: Tier 2 Watch List - Micronesia does not fully comply with the minimum standards for the elimination of trafficking; however, it is making significant efforts to do so; despite passage of implementing regulations for Micronesia's 2012 trafficking law, the government has not reported any investigations, prosecutions, or convictions for sex or labor trafficking; the government also makes no efforts to identify trafficking victims and refer them to protective services; no NGOs provide services to victims; limited efforts are made to increase the public's awareness of human trafficking (2013)

<https://www.cia.gov/library/publications/the-world-factbook/geos/fm.html>

If you decide to answer the question using ANY information from the quoted section above, you must follow your statement with a parenthetical reference. An example might be:

The Federated States of Micronesia continues to have significant problems with human trafficking of women and children. According to the CIA World Factbook, women are recruited for supposed jobs in the U.S. and then “forced into prostitution or labor upon arrival.” (CIA World Factbook, “Federated States of Micronesia: Disputes International,”

<https://www.cia.gov/library/publications/the-world-factbook/geos/fm.html>)

Quoting the material obviously requires a reference. Even if you simply assert in your answer that human trafficking is one of the international disputes confronting Micronesia, you should then put a reference note where you got the information (<https://www.cia.gov/library/publications/the-world-factbook/geos/fm.html>)

In this course we are primarily interested in your own experiences and how Catholic Social Teaching may give you a deeper insight into your faith and how what you believe does affect our understanding of the right relationships that form your society: family, island, nation, and global communities.

Schedule

(we may make changes in the schedule if needed!)

Week One January 5 - 11: Introductions

Who are you? Tell us about your family, your village, your island and your state.

What is the most difficult social issue in your community?

A social issue is a problem that affects the whole community and can only be solved by involving everyone in the proposed solution. *(An example: In the United States, women could not vote until the early part of the 20th century (they gained the right to vote nationally in 1920!) This was a social issue that required decades of organizing and education of the whole community to change the constitution that prohibited women from voting.)*

Week Two and Three January 12 - 25: What is Catholic Social Teaching? Why do Catholics believe it?

Week Four, Five, and Six January 26 – February 15: Source and Methods of Catholic Social Teaching

Week Seven, Eight, and Nine February 16 – March 8: Nine Key Themes in Catholic Social Teaching

Week Ten, Eleven, and Twelve March 9 – 22; March 30 – April 5 (March 23 – 29 is the Spring Break): Poverty, Human Trafficking, Environmental Stewardship

Week Thirteen, Fourteen, and Fifteen April 6 – April 26 : Social Justice Issues in Micronesia

Final Exam (online) April 27-30