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## Church History & Social Justice

*"As for me and my house, we will serve the Lord"* Joshua 24:15

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### COURSE DESCRIPTION

#### SEMESTER ONE: CHURCH HISTORY

As Freshmen you learned the story of the Hebrew people in the Old Testament and as Sophomores you studied in more depth the story of Jesus and his disciples in the New Testament. During the first two quarters of your Junior year we will continue the *story* of the Christian faith by studying the identity, mission and history of the Catholic Church. This course of study will follow the outline below:

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|--|-------------------------------------|
| 1. Introduction to Church History                        |                                     |
| 2. 30 – 100 ~ The Community of the Apostles:             | <i>Acts of the Apostles</i>         |
| 3. 100 – 600 ~ Constantine & the Councils of the Church: | <i>People of God</i> , chs. 1 – 4   |
| 4. 600 – 1500 ~ Christendom & the Crusades               | <i>People of God</i> , chs. 5 – 10  |
| 5. 1500 – 1700 ~ The Reformation & Counter Reformation:  | <i>People of God</i> , chs. 11 – 15 |
| 6. 1700 – 1962 ~ The Church & the Modern World (take 1): | <i>People of God</i> , chs. 16 – 18 |
| 7. 1962 – 2008 ~ Vatican II & the Contemporary Church:   | <i>People of God</i> , chs. 19 - 21 |

#### SEMESTER TWO: SOCIAL JUSTICE

Our reflection on the challenges and hopes of the Contemporary Church launches us directly into today's most pressing questions of Social Justice: What does Christian discipleship require of me, personally? What are the causes of today's social problems? Where does the Church stand on many of today's complex moral dilemmas? Our second semester reflection and discussion of social justice (and social injustices) will help form the foundation of your Christian Service projects due at the end of the fourth quarter. Depending on student interest and time we will cover the following topics:

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| 1. Catholic Social Teaching: Foundations & Principles      | <i>Living Justice &amp; Peace</i> , chs. 1 – 2 |
| 2. Human Rights & Genocide                                 | <i>Living Justice &amp; Peace</i> , chs. 3     |
| 3. Consistent Ethic of Life: Abortion & Capital Punishment | <i>Living Justice &amp; Peace</i> , chs. 4     |
| 4. Racism & Immigration                                    | <i>Living Justice &amp; Peace</i> , chs. 5     |
| 5. Option for the Poor: Catholic Economics                 | <i>Living Justice &amp; Peace</i> , chs. 7, 8  |
| 6. Environmental Justice                                   | <i>Living Justice &amp; Peace</i> , chs. 9     |
| 7. War & Peace in the Catholic Tradition                   | <i>Living Justice &amp; Peace</i> , chs. 10    |

### EXPECTATIONS & CLASS PROCEDURES

With the above description in mind, the goal of this class is to engage the material with a critical mind, openness to the arguments of others, and respect for everyone in the class. This is the type of course that involves a great deal of discussion and debate, both of which can be exciting, fun and challenging only if all of us participate and do so respectfully.

One definition of *theology* is "faith seeking understanding." Understanding requires *thinking*. Therefore, I expect you to do a lot of THINKING in this class. Another crucial aspect of this journey of faith towards understanding is asking *questions*. I invite any and all QUESTIONING as we all hope to grow in knowledge and faith.

Prayer is an essential aspect of Christian life & this class. Thus, we will start every class promptly with an opening prayer. Please be respectful of this prayer time and present to the needs of your fellow classmates. Disruptions of this time will not be tolerated.

## STUDENT RESPONSIBILITIES

As a student in this class you are expected to:

- ~ be in your seat with desk cleared and ready for prayer when class begins
- ~ actively take notes and be attentive at all times
- ~ participate in class discussion by actively listening or respectfully contributing
- ~ show respect and attention at all times towards teacher or other students
- ~ make up any missed assignments/tests promptly upon return to school
- ~ turn in all assignments on time

## GRADING

I follow the school's grade scale. You will receive two-week updates on your progress in class.

**Participation: 10%** (preparation for class, taking notes, class discussion)

**Homework 20%** (reading assignments, worksheets, short essays)

**Quizzes 30%** (on reading/vocabulary or lecture notes, 4-6 per quarter)

**Tests 40%** (comprehensive reviews, 2 per quarter; longer essays will be counted as Test grades)

**PAPER SUBMISSION:** Unless otherwise instructed you will turn in all essays to me as a word document via email: [mwarner@cdeducation.org](mailto:mwarner@cdeducation.org). All written assignments must be turned in before **8:00am** the day they are due. All assignments will be graded and returned electronically.

**CHEATING/PLAGIARISM and even the strong suspicion of any type of cheating or plagiarism will immediately result in a failure for the quarter. In this course, cheating is defined as attempting to give or receive answers or information concerning the nature or content of a test or quiz. Plagiarism is primarily defined as ascribing someone else's work as your own.**

## CHRISTIAN SERVICE PROJECT

The Junior requirement is 24 hours of service. All service projects must be approved by Mr. Warner. Along with the 24 hours, your requirement for this class includes a paper, which integrates your service experience with Catholic Social Teaching. You cannot pass this class unless you do the required service hours, and reflection paper. You will receive a separate project syllabus with due dates and requirements.

## TEXTS

*The People of God: The History of Catholic Christianity*, Anthony E. Gilles (2000) – [classroom set]

*Primary Source Readings in Catholic Church History*, edited by Robert Feduccia Jr. with Nick Wagner (2005)

*Living Justice and Peace: Catholic Social Teaching in Practice*, 2<sup>nd</sup> edition, Jerry Windley-Daoust (2008)

Course Packet: Throughout the year additional articles will be distributed for which you will be responsible.

## IGNATIAN PRINCIPLE FOR LEARNING & DISCUSSING

Every good Christian ought to be more ready to give a favorable interpretation to another's perhaps obscure statement or position than to condemn it. But if he can find no way at all to defend the other's statement made or position taken, let him make careful inquiry into what the other means by it. And if the latter's attitude or understanding of the matter seems to be somewhat unreasonable, let him *gently* and *courteously* point this out to him. And if this course of action brings no result, let him try all other suitable ways to help the other see things in proper perspective and without misconceptions.

~ St. Ignatius of Loyola, as quoted by Pedro Arrupe, S.J.