

THEO 266: Church and Global Cultures
Inclusion and Belonging

Fall 2023

Mondays, 6:45PM - 9:15PM

Location TBA

Dr. Luca Badetti

Email: lbadetti@luc.edu

Office Hours: Tue., 10.30 am – 11.30 am by appointment

Please note: this is an Engaged Learning course, approved for the Service-Learning category, satisfying the Loyola University Chicago Engaged Learning requirement. All students must complete the service-learning experience and related assignments in order to successfully pass this course.

Course Description

This course provides an introduction to ways in which the Christian churches, and primarily the Roman Catholic Church, understand and enact their identity in relation to the secular world of culture, economics, and politics, both nationally and globally.

This course, through its classroom content and Service Learning engagement, will explore themes of inclusion and belonging, analyzing multicultural, diversity and accessibility discourses, and how they relate to the church.

This course is designed to include five main sections:

- A theological analysis of the nature of the Church and its relationship to the world, with a particular focus on its approach towards the oppressed and marginalized.
- An interdisciplinary exploration of the concepts of multiculturalism, inclusion and belonging. This interdisciplinary contextualization can better inform our theological inquiry and ground it in social and cultural needs.
- An exploration of disability culture and the church's engagement with it.
- A Service Learning component, which should take at least 20 hours.

The course syllabus is subject to change and changes will be announced accordingly to the class.

Learning Outcomes

On completion of the course students should be able to:

- Analyze and interpret contrasting Christian understandings of the notion of original sin.
- Demonstrate knowledge, with attention to historical development, of the central texts, beliefs, ethical understandings, and practices of at least one religious tradition.
- Reflect on and engage with cultural realities and gain knowledge on the Church's engagement with them.
- Learn about and reflect on disability culture, the church's relation with it and the values of encounter and transformation.

Course Material

Assigned material shall be posted and/or linked on the course's Sakai page.

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.

This course meets once a week, thus a total of one unexcused absence(s) will be permitted. Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the "approved limit". The collective health of the JFRC is everyone's responsibility. Do not attend class if you are ill.

Assessment Components

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|------------------------|-----|
| • Participation | 10% |
| • Self-assessment Quiz | 30% |
| • Final Exam | 30% |
| • Service Learning | 30% |

This course does not include extra credit options.

Please find below a description of the assessment components:

- Participation is demonstrated by good class attendance and active class participation.
- The self-assessment quiz is meant to help students self-assess their knowledge of the first part of the course as well as familiarity with how/where to locate information.
- The final exam is the course's final course assessment.
- The Service Learning component of the course, which should total at least 20 hours, invites students to learn about who is at the margins of society, the church's engagement with them, and experience communal transformation through encounter and sharing. More Service Learning details will be shared in class. As part of the Service Learning, students are asked to prepare a minimum of *three* reflections to be shared in class (verbal sharing should last around five minutes).

Grading

94-100: A	74-76: C
90-93: A-	70-73: C-
87-89: B+	67-69: D+
84-86: B	60-66: D
80-83: B-	59 or lower: F
77-79: C+	

Academic Honesty

You are expected to respect copyright and intellectual property rights.

Material that is my intellectual property cannot be shared outside of this course without my written permission.

Plagiarism and other forms of academic dishonesty are unacceptable and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Remember to cite any sources that you use in your work. You can find info on citation styles here: <https://libguides.luc.edu/citing>

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

Course Schedule

Session 1 (9/4): Course Overview + Introduction to Service Learning

WHAT IS THE CHURCH?

Session 2 (9/11): Models of the Church

- Read: Dulles, A. (2013) The use of models in ecclesiology (Ch. I), Models of the Church.
-Gleeson, B.J. (2008) Images, understandings, and models of the Church in history: An update.

Session 3 (9/18): Tenants of Catholic Social Teaching

- Read: Pontifical Council for Justice and Peace (2004) Chs. 2, 3, 4, Compendium of the Social Doctrine of the Church.
-Reginald, A. (2017) The Catholic Church's perspective of human dignity as the basis of dialogue with the secular world.

Session 4 (9/25): Encounter and transformation

MULTICULTURALISM AND COMMUNITY

Session 5 (10/2): Church engagement with the world

- Read: Arabome, A. (2014) The sacrifice of Africa and the midwives of a new church and a new Africa.
-Gregory, D. L. (1999) Dorothy Day, workers' rights and Catholic authenticity.
-Maier, M. (2018) Do we still need reformers in the Church? The case of Oscar Romero.
- Create Service Learning reflection #1, based on prompt found on Sakai, for in-class sharing.

Session 6 (10/9): Cultural Identity, Diversity and Multiculturalism

- Read: Flowers, B., and Davidov, B. J. (2006) The virtue of multiculturalism: Personal transformation, character, and openness to the other.

-Brewer, M. B., & Gardner, W. (1996) Who is this "We"? Levels of collective identity and self-representations.

-Giorgi, A. (2019) Mediatized Catholicism—Minority voices and religious authority in the digital sphere.

- *During this session you will take the **self-assessment quiz** (details TBA).*

10/16 – Fall Semester Break

Session 7 (10/23): Inclusion, Belonging and Reconciliation

- Read: Sachs, J. R. (1991) The individual in community (Ch. 3), The Christian Vision of Humanity.
- Frise, N. R. and McMinn, M. R. (2010) Forgiveness and reconciliation: The differing perspectives of psychologists and Christian theologians.
- Francis (7 April 2013) Homily of Pope Francis.

Session 8 (10/30): Focus: Pope Francis' Fratelli Tutti

- Read: Francis (2020) Fratelli Tutti (assigned section)

Session 9 (11/6): Ecumenical and Interreligious Dialogue

- Read: Gideon (2007) Ecumenism and interreligious dialogue seen through an emancipatory theory.

DISABILITY CULTURE(S) AND THE CHURCH

Session 10 (11/13): Disability Culture and Cultures

- Read: McKenzie, J. A. (2013). Models of intellectual disability: towards a perspective of (poss)ability.
- McDonald, K. E., Keys, C. B., & Balcazar, F. E. (2007) Disability, race/ethnicity and gender: Themes of cultural oppression, acts of individual resistance.
- Create Service Learning reflection #2, based on prompt found on Sakai, for in-class sharing.

Session 11 (11/20): Overcoming Ableism, Finding Empowerment

- Read: Gilmartin, A., & Slevin, E. (2010). Being a member of a self-advocacy group: experiences of intellectually disabled people.
- Creamer, J. P. (2018) Dementia didn't rob me of my mom. It revealed her truest self.

Session 12 (11/27): Disability theology

- Read section of Yong's "Theology and Down Syndrome" (2007) assigned to your small group.

Session 13 (12/4): Church and Disability Culture: Theological Reflection and Practice

- Read: Reinders, H. (2012) "Doing theology and disability" in Europe.
- Schianchi, M. (2013) Associations of people with disabilities in Italy: a short history.
- Eiesland, N. (2002). Encountering the disabled God.
- Swinton, J. (2020). Disability, vocation, and prophetic witness.
- Create Service Learning reflection #3, based on prompt found on Sakai, for in-class sharing

12/11: Final Exam (details TBA)