

THEO 266: Church and Global Cultures
Inclusion and Belonging

Spring 2024

Mondays, 6:45PM - 9:15PM

Location TBA

Dr. Luca Badetti

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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 absence.
- For all classes meeting twice a week, students cannot incur more than two absences.
- For all classes meeting three times a week, students cannot incur more than two absences.

The final course grade will drop by 1 % for each absence beyond the allowance specified.

Attendance is mandatory in class including on all scheduled Friday class days. Students should consult the on-campus nurse or call the on-call doctor if they are sick. The collective health of the JFRC is everyone's responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL.** In the event of missed classes due to sickness or the obligation to quarantine, the offices of the JFRC Academic Dean and Student Life will work with students and professors to ensure access to course content.

Assessment Components

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|------------------------|-----|
| • Participation | 30% |
| • Self-assessment Quiz | 20% |
| • Final Exam | 20% |
| • 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, small group involvement, 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 (1/15): Course Introduction

Session 2 (1/22): What is 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 (1/29): 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 (2/5): What is Culture?

- Read: Flowers, B., and Davidov, B. J. (2006) The virtue of multiculturalism: Personal transformation, character, and openness to the other.
-Reginald, A. (2017) The Catholic Church's perspective of human dignity as the basis of dialogue with the secular world.
-Giorgi, A. (2019) Mediatized Catholicism—Minority voices and religious authority in the digital sphere.

Session 5 (2/12): Focus: Pope Francis' Fratelli Tutti

- Read: Francis (2020) Fratelli Tutti (assigned section)
*During this session you will take the **self-assessment quiz** (details TBA)*

Session 6 (2/19): Encounter and transformation

Session 7 (2/26): 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.

Session 8 (3/11): The Church meets 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 9 (3/15 – Friday Class Day): Ecumenical and Interreligious Dialogue

- Read: Scerri, H. (2018). The concept of unity in the Anglican, Methodist, Lutheran, and Reformed dialogues with the Roman Catholic Church.
- Illman, R. (2010). Plurality and peace: Inter-religious dialogue in a creative perspective.
- Samarakone, J. (2008). My adventure with inter-religious dialogue.

Session 10 (3/18): Church and Human Rights

- Read: Boehrer, F. & Sullivan, K. (2002). Compassion and structural change as healing responses to social harms: An interview with Sister Helen Prejean
- De Volder. (2023). Pope Francis's contribution to Catholic thinking and acting on war and peace.
- Giordan, G. & Zrinščak, S. (2018). One pope, two churches: Refugees, human rights and religion in Croatia and Italy.

Session 11 (3/25): Church and Disability Culture (part 1): What is Disability Culture?

- 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 12 (4/8): Church and Disability Culture (part 2): 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

Session 13 (4/15): Presentations + Looking Ahead

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

4/22: **Final Exam** (details TBA)