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COURAGE. HOPE. JUSTICE.
THEOLOGY 160-20
SUMMER 2018
M-TR 8:30-10:30 a.m.

Syllabus may be changed at instructor's discretion.

Theology-160-20: Courage, Hope, Justice

How do we become courageous but not reckless? Maintain hope in a world full of despair? This course addresses the virtues of courage, hope, and justice and its religious, psychological, and social dimensions. We will explore physical, moral, and spiritual courage, hope, and justice through the lives of individuals, such as Colin Kaepernick, and communities, such as the protestors of the Dakota Access Pipeline. We will look at how courage and hope manifest in everyday life—in addiction, in financial stress, and even on playgrounds and Healy Lawn. Special attention will be given to how religious practices and music sustain courage, hope, and justice. While there is an emphasis on Christian ethics, readings and discussion are not limited to Christian approaches.

LEARNING OBJECTIVES

- To gain a deep understanding of the critical role of perception, dispositions, and habits in one's moral life;
- To gain a deep understanding of the complexities of being courageous, hopeful, and just;
- To gain a deep understanding of the theological virtues of faith, hope, and charity in addition to the moral virtues;
- To understand why exemplars are critical to virtue and the moral life generally;
- To understand the relationship and distinction of charity and justice;
- To understand contemporary challenges to traditional virtue approaches; and
- To speak and write competently and precisely on religious and theological matters, using basic terminology and concepts engaged in this course.

Class exercises, discussion, and assignments ask you:

- To consider who you admire and why
- To clarify one's own and various author's claims about what is good for a person
- To reflect on how various virtues and character traits contribute to one's commitment to one's own and community flourishing through weekly case studies and exercises.
- To consider the religious, cultural, and social resources available to articulate and foster social justice
- To summarize, critique and engage others' beliefs, practices, and opinions in a respectful manner.
- To reflect on and articulate others' and one's own ideas (orally and in writing) with coherency and precision.

COURSE MATERIAL

Required Texts:

Lamoureux, Patricia and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*, New York: Maryknoll, Orbis, 2010.

Other readings are available on blackboard or e-reserve.

Additional Readings: Several other readings for this course can be found on Blackboard (<https://campus.georgetown.edu>) OR on e-reserve at the library (<http://www.library.georgetown.edu/undergrads>). To find e-reserve readings: go to the library home page noted above, scroll down and select “Course Reserves.” Next, search by Instructor using my last name, “Danner” and then by course name. Be sure to check that you are clicking on the electronic copy as print copies may also display on the reserve list.

COURSE ASSUMPTIONS

General Classroom Policies: Discussing complex ideas and expressing your ideas can be intimidating. This is particularly true when other persons or readings challenge deeply held beliefs. However, intellectual challenge is an essential part of this course. All students should come to class with an inquiring mind and carefully listen to the views of others. No questions are off limits but respectful dialogue is expected.

- Anyone text messaging will be asked to leave the class.
- Laptop use is not permitted unless. Exceptions for documented need only. If you are asked to bring your text to class and it is in electronic format please print out a copy in advance.
- **All assignments are to be turned in on paper unless otherwise stated.**

E-mail and Office Hour Policies: Be sure to consult this syllabus before e-mailing me. Frequently, the answer to your question will be found here. I normally respond to e-mail within 36 hours. Come see me during my office hours if you anticipate the need for an extensive discussion.

Plagiarism, Cheating, and Academic Fraud: Students are expected to be familiar with Georgetown’s Honor System and to abide by the Standard of Conduct. The section on plagiarism is especially important: “Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Plagiarism is the act of passing off as one’s own the ideas or writings of another. While different academic disciplines have different modes of attributing credit, all value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student’s use of another’s work was intentional” (Undergraduate Bulletin, IV.3.b). Academic dishonesty is a serious breach of the contract we all have with each other and all cases of academic dishonesty in this course will be referred to the Honor Council.

Accommodations: Students with documented and qualifying learning, physical and psychological disabilities should contact the Academic Resource Center (ARC), which arranges for reasonable accommodations in accordance with the Americans with Disabilities Act and University policies. In order to arrange accommodations in each course, the student must present his/her professors with a letter from the ARC outlining the recommended accommodations at the beginning of the semester.

All Students: Resources are available for students when they experience life events or academic pressures that leave them feeling anxious, confused, depressed, lonely, or overwhelmed. Although

such students may not be eligible for accommodations through the Academic Resource Center, they are encouraged to:

1. Visit the Counseling and Psychiatric Services (CAPS) in Darnall Hall. A free intake can be arranged by walk-in, or by calling 202-687-6985 during normal business hours (202-444-PAGE (7243) for emergencies).
2. Talk to their deans, who can connect students to the appropriate resources and help them work through their academic options.
3. Communicate proactively with faculty if anxiety or depression have disrupted class attendance and/or productivity.

Students who are not registered with the ARC are not entitled to accommodations (including extensions), nor are registered students who fail to follow established ARC procedures. Any student with a *chronic* condition which affects class performance is urged to contact the ARC to pursue whether accommodations may be appropriate for future coursework.

COURSE EVALUATION

Class Discussion Participation and Attendance: 10%

Regular attendance, thoughtful participation, and a commitment to creating a good learning environment are expected. **Your participation will be evaluated by your attentiveness and contributions to class discussion.**

Each student may have three unexcused absences. Absences are considered excused for sickness (a note from the health center is required), official GU activities (like debate team or sports), religious observance, and at my discretion. If you know you will miss class, please let me know via e-mail as early as possible. **Not attending class will negatively affect your course grade regardless of participation:**

- Four unexcused absences will result in a participation grade of F.
- Five unexcused absences will result in lowering your final course grade by one letter grade.
- Six or more unexcused absences will result in course failure.

Discussion Leader: 10%

You will lead the discussion of an article once during the semester. Student led discussions will last 15-20 minutes. Using the send e-mail function in Blackboard, e-mail your questions 24 hours prior to the class period in which we will discuss them.

InClass Reflections/Exercises: 10%

A variety of in-class reflections and exercises will be used. Generally, such exercises and reflections ask you to integrate your comprehension of course material and your own critical thinking and reflection.

Presentation: 30%

Each student will be responsible for choosing someone (living or passed away) who embodies courage, hope, or justice. The presentation will be 10% of the grade and corresponding written analysis will be 20%.

Exams (2): 50%

Both exams will include multiple choice, short answer, and short essay questions. The mid-term will be worth 20% and final exam 30%.

COURSE GRADING AND RELATED POLICIES

- As a safety measure, you should retain one copy of every paper that you hand in and should retain all course assignments until you have received your final grade.
- If you wish to contest a grade, you may do so in writing within one week of my handing the assignment back. You should include a copy of the graded assignment and a typed explanation of why you feel the grade was inappropriate.
- Any paper turned in late will lose 5 points per day. Exceptions will be made ONLY in case of serious illness.
- The Georgetown Intellectual Life Report of 1996-97 recommends that no more than 30% of grades be in the “A/A-” range.
- Final grades are only rounded up if they are equal or higher than .75. For example, 86.75 will be rounded up to a B+.

Grading Scale:

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	64-66

Instructional Continuity: In the event a class has to be cancelled, due to instructor illness or weather, you will be notified of alternative assignments/expectations via Canvas.

TENTATIVE SCHEDULE OF READINGS & ASSIGNMENTS

Introduction

M, 7/9 Course Introduction

- Syllabus Overview
- Loeb, Paul Rogat, “We Don’t Have to Be Saints” in *Soul of a Citizen: Living with Conviction in a Cynical Time*. St. Martin’s Griffin: New York, 1999, 34-57. (Canvas)

T, 7/10 Habits, Vision, and the Moral Life

- Lamoureux and Wadell: Ch. 2 “The Christian Moral Life and Learning to See, 23-51.
- Campus Vision: What do you see on campus? What do you care about?

W, 7/11 The Virtues

- Lamoureux and Wadell, Ch. 5 “The Virtues—How to be Good at Being Human,” 109-144.

TR, 7/12 Virtues and Luck

- Meritocracy: “Being in the Right Place at the Right Time: The Luck Factor,” 125-152 (Canvas)

The Theological Virtues

M 7/16 Faith, Hope and Love

- Lamoureux and Wadell, “Love—The Only True Path to Life,” in *The Christian Moral Life*, 179-205.
- Massé, Mark H. “Father Gary Smith – “Street Angel”” in *Inspired to Serve: Today’s Faith Activists* (Indiana: Indiana University Press, 2004), 7-11. (Canvas)

T, 7/17 Faith, Hope and Love Continued

- Massé, Mark H. “Reverend Skip Long” in *Inspired to Serve: Today’s Faith Activists* (Indiana: Indiana University Press, 2004), 136-154.

W, 7/18 Exam (20%)

Justice

TR, 7/19 Types of Justice and Justice as Virtue

- Wadell, Paul, “Reimagining the World: Justice” in *Happiness and the Christian Moral Life: An Introduction to Christian Ethics* (Lanham, MD: Rowman and Littlefield, 2008).

- M, 7/23 Exemplars: Why Role Models Matter
- Oliner, Samuel P. "Visions of a More Just World: The Acts of Moral Leaders" in *Do Unto Others: Extraordinary Acts of Ordinary People*, 137-172. Westview/ Perseus Books Group. Boulder, CO, 2003. (Canvas)
 - Colin Kaepernick: reading TBD
- T, 7/24 Auxiliary Virtues of Justice: Hospitality, Humility and Solidarity
- Griffin, Michael and Jennie Weiss Block. *In The Company of the Poor: Conversations with Dr. Paul Farmer and Fr. Gustavo Gutiérrez*. Maryknoll, New York: Orbis Books, 2013, 15-70 (ch. 1-3).
 - Presentations Begin
- W, 7/25 Previous Reading Continued
Presentations Continue
- Courage**
- TR, 7/26 Secular vs. Christian Courage?
- Stanley Hauerwas and Charles Pinches, "Courage," in *Virtue: Readings in Moral Theology No. 16*. ed. Charles Curran and Lisa Fullam, 227-249. New York: Paulist Press, 2011. (Canvas).
- M, 7/30 Courage in Action
- Dalton, Frederick John. *The Moral Vision of César Chávez*. Maryknoll, New York: Orbis Books, 2003. Excerpts on nonviolent action of pilgrimages strikes and boycotts. (Blackboard)
- T, 7/31 Physical, Moral, and Spiritual Courage
- Walters, Kerry. *Profiles in Christian Courage: Extraordinary Inspiration for Everyday Life*. Lanham. MD: Rowman & Littlefield, 2014. Selections (Canvas)
- W, 8/1 Courage as a Social Virtue
- Dakota Access Line and Water Resisters
- Hope**
- TR, 8/2 Hope
- Brueggeman, Walter. *Hope Within History*. Atlanta, GA: John Knox Press, 1987 Selections.
- M, 8/6 Hope as A Social Virtue
- Palm, Selina and Cline Le Bruyns, "Transforming Hope? A Theological Vision, Virtue and Practice for the Common Good." *Journal of Theology for Southern Africa* 146 (July 2013): 104-121. (Canvas)

T, 8/7 Courage and Hope in Relation

- Danner, Kerry, "Hope, Courage, and Resistance During Climate Change: Insights From African-American Economic Cooperative Practices," *The Journal of the Society of Christian Ethics* 36, No. 2 (Fall/Winter 2016): 173-192.

W, 8/8 Exam Review

TR, 8/9 EXAM