Course Description
Examination of the historical and ecumenical theological origins and contemporary expressions of Christian engagement with social justice. Topics addressed will include: the eighteenth and nineteenth century economic, political, philosophical, and religious background in Europe and North America; the Social Gospel and Christian Socialism in Protestantism and papal social teachings in Roman Catholicism; black and feminist theologies and global liberation theologies; and justice-related issues such as wealth and poverty, war and peace, race, gender, sexual orientation, and ecology. Sources examined will include the works of theologians and reports by denominational and ecumenical bodies.

Lectures, class discussions, and assignments will consider questions such as:

- With what social justice issue(s) is the author concerned? Why is the author concerned with this issue or these issues, and how does she or he describe the fundamental problem(s)? Does the author focus on one issue, or relate two or more issues (e.g., gender and racial justice, or economic and environmental justice) to each other?
- What fields or disciplines of social theory does the author use to describe and analyze the social justice issue with which she or he is concerned?
- How does the author appeal to the Bible in her or his understanding of the relationship between theology and social justice? On what particular texts, books, stories, or themes does the author draw?
- How does the author understand the relationship between social justice and biblical interpretation? Does the author think that the Bible straightforwardly supports various forms of social justice, or does the author think that traditional biblical interpretations must be reconsidered in order to achieve the social justice she or he envisions?
- With what theological doctrines or issues is the author concerned? For example, how does the author understand the relationship between social justice and creation, Jesus Christ, salvation, discipleship, the mission and work of the church, and eschatology?
- How does the author understand the relationship between social justice and theology? Does the author think that contemporary theological expressions are basically adequate for the purpose of working towards justice? Or, to what extent, lesser or greater, does the author think that theological doctrines and concepts must be revised or reconstructed in order to achieve social justice?
- How does the author understand her or his own approach to theological method, and on what sources, criteria, or other grounds does the author rely for that method?
Outcomes and Methods

The outcomes of the Emmanuel College and Toronto School of Theology basic degree programs to which this course primarily relates are:

**Christian Faith and Heritage:**
- Demonstrate knowledge of the Christian heritage, and articulate clearly their own theological positions.
- Interpret scripture and Christian texts using a variety of methods, sources, and norms.
- Identify and respect the diversity of theological viewpoints and practices within the Christian tradition.

**Culture and Context:**
- Demonstrate critical understanding for ordered and lay ministries of the relationship between faith practices and cultural contexts.
- Employ diverse methods of contextual analysis.
- Give evidence of critical self-awareness with regard to their own and other faith perspectives and practices.

The outcomes of the Toronto School of Theology advanced degree programs to which this course primarily relates are:

**Knowledge of the area of concentration, specifically:**
1.1 basic familiarity with their area of concentration, as outlined in the departmental description of the field and as understood in scholarly discussion at the forefront of study in the area
1.2 competence in a significant proportion (as determined by the department) of the subjects within their area of concentration

**Ability with scholarly tools and skills, especially proficiency with the following skills:**
2.3 proficiency in the use of a library and the construction of a bibliography
2.4 competence or proficiency in the use of pertinent electronic and web-based resources
2.5 proficiency in the following skills:
- clear and effective communication in both oral and written forms;
- the construction of a logical argument;
- the making of informed judgments on complex issues; and
- the use of standard conventions of style for scholarly writing.

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<th>Student Learning Outcomes</th>
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Accessibility and Learning Accommodations
Students with diverse learning styles and abilities are welcome in this course. If you require accessibility accommodations to facilitate your learning, please contact University of Toronto Accessibility Services as soon as possible. It takes time to put accessibility accommodations in place. The sooner you meet with a counsellor at Accessibility Services, the sooner the counsellor can assist you in achieving your learning goals in this course. Please contact Accessibility Services by e-mail or by visiting its office on the University of Toronto St. George Campus:

455 Spadina Avenue, 4PthP Floor, Suite 400
Toronto, ON  M5S 2G8
(just north of College St.)
Voice: (416) 978-8060
Fax: (416) 978-5729
E-Mail: accessibility.services@utoronto.ca

For more information, see the Accessibility Services web site at
http://www.accessibility.utoronto.ca

Academic Policies and Procedures
Observe all academic policies and regulations of your college of registration, the Toronto School of Theology, and the University of Toronto (e.g., academic honesty, use of inclusive language, requests for extensions). It is your responsibility to know, understand, and follow these policies and regulations. See especially:

TST Graduate Centre for Theological Studies Graduate Conjoint Degree Handbook
University of Toronto Code of Behaviour on Academic Matters
http://www.governingcouncil.utoronto.ca/policies/behaveac.htm

Laptops, Tablets, and Cell Phones in Class
You may use a laptop or tablet in class to access course readings or conduct other course-related activities. As a courtesy to the others in the class, please make sure keep cell phones and other electronic devices out of view with the sound turned off.

Email Contact with Instructor
I welcome contact by email, but please keep your messages brief and send them only from your @mail.utoronto.ca account. For more complicated issues, please call or email me to make an appointment. I try to respond to emails requiring a brief response within 24 hours, but not during evenings or weekends.

Class Cancellations
The University of Toronto rarely closes the St. George campus because of winter storms. You can check the campus status at http://www.utoronto.ca/campus-status or by calling 416.978.SNOW (7669). If the instructor falls ill, I will to notify you in advance of class by email as soon as possible. If a class is cancelled because of campus closure or instructor illness, we will make every effort to find a way to cover the material and presentations from a missed class.
Requirements and Assignments for Basic Degree Students

1) **Regular attendance, required reading (as listed in the Course Schedule below), and informed participation in class discussions, worth 10% of overall course grade.**

   Required reading is found in:
   - Don Schweitzer and Derek Simon, eds., *Intersecting Voices: Critical Theologies in a Land of Diversity* (Ottawa: Novalis, 2004), available from Crux Books; and
   - a course reader available at the Victoria University Print Shop.

   Resources identified as “Recommended Reading” (also listed in the Course Schedule below) are available in the TST and/or University of Toronto libraries and elsewhere.

   Class attendance and participation are important parts of the learning process; you may not receive credit for this course if you are absent from more than three classes.

2) **In 4-6 typed and double-spaced pages, answer the following five questions; due in class on Thursday, 30 September and worth 20% of the overall course grade.** No reading or research is required, but you may refer to (and appropriately cite) any books or essays that have influenced your thinking on Christianity and social justice.
   - In what social justice issues are you primarily interested in, and why?
   - In what theological doctrines or issues are you primarily interested in, and why?
   - What has influenced your understanding of Christianity and social justice (e.g., how you were raised or what you learned in church or school; books or films, whether fiction or non-fiction, religious or secular; local, national, or international events; personal experience; or other factors)?
   - To what extent are you questioning your understanding of the relationship between Christianity and social justice, and what are your questions?
   - How would you explain the relationship between Christianity and social justice to a Christian who does not think they are related?

   **Evaluation Criteria:** thorough response to and reflection on the questions (85%); consistency and clarity in writing, and correct citation and documentation of sources used (15%).

3) **Midterm paper on either option a. or b. below, 10-12 pages, due in class on Thursday, 2 November, worth 30% of final course grade.**

   **Evaluation Criteria:** clear statement of your rationale for your interest in the book and how your interest shapes your approach to it (10%); accurate and fair description of the author’s positions and the issues at stake in those positions (25%); fair evaluation of the strengths and weaknesses of the author’s positions and clear, well-warranted rationale for that evaluation (25%); appropriate research, using required and recommended course readings and other relevant sources, and fair and accurate description and evaluation of those sources (25%); consistency and clarity in writing, and correct citation and documentation of sources used (15%).
b. A thesis statement or question, related to one of the main course topics (see Course Schedule below) and in connection with something you discussed in your first assignment, with an annotated bibliography of 10-12 essays, journal articles, or book chapters that will help you demonstrate that thesis or answer that question. For more information, see “Writing an Annotated Bibliography” at www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography. You may use the thesis statement or question and the annotated bibliography in your final paper.

Evaluation Criteria: clear statement of your rationale for your interest in the thesis or question and how your interest shapes your approach to it (10%); clarity of thesis statement or question (25%); adequacy of selected essays to the thesis statement or question (25%); accurate and fair description of the content of the essays and summary of its relevance for the thesis statement or question in the annotations for each (25%); consistency and clarity in writing, and correct citation and documentation of sources used (15%).

4) Final paper on either option a. or b. below, due Friday, 15 December, 15-18 pages, worth 40% of the final course grade. See “Some General Advice on Academic Essay-Writing” at www.writing.utoronto.ca/advice/general/general-advice for more information.

a. A critical analysis of the understanding of theology and social justice in a theologian of your choice (e.g., the author of the book which you reviewed for your mid-term paper), using a representative selection of the author’s work (primary literature) and relevant scholarly discussions about her or his work (secondary literature).

Evaluation Criteria: clear statement of your rationale for your interest in the author and how your interest shapes your approach to her or his work (10%); accurate and fair description of the author’s positions and the issues at stake in those positions (25%); fair evaluation of the strengths and weaknesses of the author’s positions and clear, well-warranted rationale for that evaluation (25%); appropriate research, using required and recommended course readings and other relevant sources, and fair and accurate description and evaluation of those sources (25%); consistency and clarity in writing, and correct citation and documentation of sources used (15%).

b. A critical analysis of a topic or question of your choice, related to one of the main course topics (see Course Schedule below) and in connection with something you discussed in your first assignment and making use of the research you may have done for your mid-term paper.

Evaluation Criteria: clear statement of your rationale for your interest in the topic or question and how your interest shapes your approach to it (10%); accurate and fair description of the issues at stake in the topic or question and the positions of the authors you consider (20%); fair evaluation of the strengths and weaknesses of authors’ positions and clear, well-warranted rationale for that evaluation (20%); clear, well-warranted statement of your own position (20%); appropriate research, using required and recommended course readings and other relevant sources (15%); consistency and clarity in writing, and correct citation and documentation of sources used (15%).
Requirements and Assignments for Graduate Students

1) **Regular attendance, required reading (as listed in the Course Schedule below), and informed participation in class discussions, worth 10% of overall course grade.**

At times suitable for all, advanced degree students will meet with the instructor for further discussion, in additional sessions beyond the regular two-hour weekly sessions.

Required reading is found in:

- Don Schweitzer and Derek Simon, eds., *Intersecting Voices: Critical Theologies in a Land of Diversity* (Ottawa: Novalis, 2004), available from Crux Books; and
- a course reader available at the Victoria University Print Shop.

Resources identified as “Recommended Reading” (also listed in the Course Schedule below) are available in the Toronto School of Theology and/or University of Toronto libraries and elsewhere.

Class attendance and participation are important parts of the learning process; you may not receive credit for this course if you are absent from more than three classes.

2) **In 4-6 typed and double-spaced pages, answer the following five questions (in any order); due in class on Thursday, 30 September and worth 20% of the overall course grade.** No reading or research is required, but you may refer to any books or essays that have influenced your thinking on Christianity and social justice.

- In what social justice issues are you primarily interested in, and why?
- In what theological doctrines or issues are you primarily interested in, and why?
- What has influenced your understanding of Christianity and social justice (e.g., how you were raised or what you learned in church or school; books or films, whether fiction or non-fiction, religious or secular; local, national, or international events; personal experience; or other factors)?
- To what extent are you questioning your understanding of the relationship between Christianity and social justice, and what are your questions?
- How would you explain the relationship between Christianity and social justice to a Christian who does not think they are related?

**Evaluation Criteria:** thorough response to and reflection on the assigned five questions (85%); and consistency and clarity in writing, and correct citation and documentation of any sources used (25%).

3) **A class presentation and discussion facilitation, worth 30% of the course grade,** on one of the topics for the class sessions for 28 September through 30 November as described in the Course Schedule below. The instructor and the graduate degree students will negotiate and assign topics and dates for presentations during their first “extra” session of the semester. Evaluation of the presentation will be based on your oral presentation, facilitation of discussion during the session, and your written lesson plan, lecture notes, and/or digital presentation. *The topic on which you give your presentation may also be the same topic as your final paper.***

**Evaluation Criteria:** clear statement of your rationale for your interest in the topic and how your interest shapes your approach to it (10%); accurate and fair description of the background to the topic, the issues at stake in it, and the positions of the authors.
considered (20%); fair evaluation of the strengths and weaknesses of authors’ positions and clear, well-warranted rationale for that evaluation (20%); clear, well-warranted statement of your own position (20%); appropriate research, using required and recommended course readings and other relevant sources (15%); consistency and clarity in oral and written presentation and appropriate citation of sources used (15%).

4) **Final paper, due Friday, 15 December, 20-25 pages, worth 40% of the final course grade.**
   a. A critical analysis of the understanding of theology and social justice in a theologian of your choice (e.g., an author you considered in your class presentation), using a representative selection of the author’s work (primary literature) and relevant scholarly discussions about her or his work (secondary literature).

   *Evaluation Criteria:* clear statement of your rationale for your interest in the author and how your interest shapes your approach to her or his work (10%); accurate and fair description of the author’s positions and the issues at stake in those positions (25%); fair evaluation of the strengths and weaknesses of the author’s positions and clear, well-warranted rationale for that evaluation (25%); appropriate research, using required and recommended course readings and other relevant sources, and fair and accurate description and evaluation of those sources (25%); consistency and clarity in writing, and correct citation and documentation of sources used (15%).

   b. A critical analysis of a topic or question of your choice, related to one of the main course topics (see Course Schedule below) and in connection with something you discussed in your first assignment, and making use of the research for your class presentation.

   *Evaluation Criteria:* clear statement of your rationale for your interest in the topic or question and how your interest shapes your approach to it (10%); accurate and fair description of the issues at stake in the topic or question and the positions of the authors you consider (20%); fair evaluation of the strengths and weaknesses of authors’ positions and clear, well-warranted rationale for that evaluation (20%); clear, well-warranted statement of your own position (20%); appropriate research, using required and recommended course readings (20%); appropriate research, using required and recommended course readings and other relevant sources (15%); consistency and clarity in writing, and correct citation and documentation of sources used (15%).
Important Notes for All Written Assignments

- All papers are due on the dates indicated above in the assignment descriptions, and below in the course schedule. Students who have a compelling reason for submitting a paper after the due date may request an extension in advance of the due date. For papers submitted late without an approved extension, the instructor will deduct one point per day for every day after the due date the paper is submitted. For the final paper, any extensions must be requested using the extension request form (available from the Registrar at your college).

- Especially in the mid-term and final papers and class presentations, give reasons for your positions and arguments and back them up with material from required and recommended reading or other research. Consult the University of Toronto’s “Advice on Academic Writing” at http://www.writing.utoronto.ca/advice. For more detailed information on academic writing, see Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research, 3rd ed. (Chicago: University of Chicago Press, 2008), especially section III, “Making a Claim and Supporting It,” pp. 103-170.

- Use the system of documentation described in Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 8th ed. (Chicago: University of Chicago Press, 2013); you may use either footnotes or endnotes, but you must use one or the other.
COURSE SCHEDULE

14 September  Introducing the Course: Christianity, Modernity, and Social Justice

Recommended Reading:

21 September  The Social Gospel in Protestantism

Required Reading:

Recommended Reading:

28 September  Early Roman Catholic Social Teaching

Required Reading:

Recommended Reading:
• Charles E. Curran, Chapter 1, “Theological Methodology” and Chapter 2, “Ethical Methodology” in Catholic Social Teaching 1891-Present: A Historical, Theological, and Ethical Analysis, pp. 21-100.
5 October  Justice, Violence, and Non-Violence

**Required Reading:**

**Recommended Reading:**

12 October  Economic Justice

**Required Reading:**

**Recommended Reading:**
19 October  Racial Justice

Required Reading:
• James H. Cone, Chapter VI, “Who is Jesus Christ for Us Today?,” in God of the Oppressed, pp. 108-37.

Recommended Reading:

26 October  Reading Week – No Class

2 November  Gender Justice

Required Reading:
• Rosemary Radford Ruether, Chapters 2 and 5, “Sexism and God-Language: Male and Female Images of the Divine” and “Christology: Can a Male Saviour Save Women?,” in Sexism and God-Talk: Toward a Feminist Theology, pp. 47- 71 and 116-38.

Recommended Reading:
9 November  Sexuality and Social Justice

Required Reading:

Recommended Reading:

16 November  Environmental and Food Justice

Required Reading:

Recommended Reading:
23 November  Justice for Indigenous Peoples

Required Reading:

Recommended Reading:

30 November  Ecumenical Cooperation for Social Justice

Required Reading:

Recommended Reading:

7 December  Prospects and Resources for Social Christianity in the 21st Century

Required Reading:

Recommended Reading:

15 December  Final Paper Due
BIBLIOGRAPHY

Christianity, Modernity, and Social Justice


The Social Gospel in Protestantism


Woodsworth, J. S. *My Neighbour*. Toronto: University of Toronto Press, 1972 (first published 1911).
Early Roman Catholic Social Teachings


Justice, Violence, and Non-Violence


Mathews, Shailer. “Some Lessons the War is Teaching the Church.” *Christian Century* 3443 (October 25, 1917): 16-318.


Economic Justice


**Racial Justice**


Gender Justice


**Sexuality and Social Justice**


Environmental and Food Justice


**Justice for Indigenous Peoples**


**Ecumenical and Interfaith Cooperation for Social Justice**


Prospects and Resources of 21st Century Social Christianity


