

U.I.O.G.D.



SAN BEDA UNIVERSITY
College of Arts and Sciences
Department of Theology



COURSE SYLLABUS
First Semester, AY 2024-2025

COURSE CODE: THED 04
COURSE TITLE: **SOCIAL JUSTICE**
COURSE PRE-REQUISITES: Thed 01-03
FACULTY: Prof. Rebecca C. Daluping
COURSE DELIVERY MODE: Hybrid
CONSULTATION DAY/TIME: TBA

COURSE DESCRIPTION:

The course helps form a willful response of students to the vocation and commitment to service as sharing in Christ's threefold mission, as a priest, prophet and king-servant. The course presents the dynamic nature of the Church's social thought. Thus, the course identifies Philippine social realities and issues which could affect the life of the journeying people of God. From the vantage point of the Church's social teachings, these social realities will be viewed, analyzed and reflected. The response to the different social realities will be concretely realized through community immersion.

COURSE GOALS:

1. A collaborative contributor and transformative leaders with critical and analytical mind formed in the Benedictine values and ideals in the application of the Church's Social Teachings.
2. An effective communicator and globally competitive individual who can articulate the purpose of religion, faith and theology in the context of human existence.
3. A self-directed, life-long learner who is discerning, creative and holistic thinker with logical reasoning and sound judgment formed in the Catholic faith community and has developed a sense of stewardship.
4. A responsible citizen who is Fully Human, Wholly Christian, Truly Filipino imbued with the values of Prayer and Work, Community, and Pursuit of Peace Practice.

LEARNING OBJECTIVES/OUTCOMES:

Upon completion of the Social Justice course, the student is expected to be able to do the following:

Expected College of Arts and Sciences Graduate Attributes (ECGAs)	LEARNING OBJECTIVES/OUTCOMES
	At the end of this course, the students will be able to:
1. A collaborative contributor and transformative leaders with critical and analytical mind formed in the Benedictine values and ideals in the application of the Church's Social Teachings.	LO1: Major research paper and presentation: <ul style="list-style-type: none"> - Identify and critique relevant contemporary social issues using See-Judge-Act process of social analysis; <ul style="list-style-type: none"> • assess the root-causes of the identified social issues in the light of the Catholic Social Teachings through group discussions, research and propose a plan of action to address a chosen social issue
2. A responsible citizen who is Fully Human, Wholly Christian, Truly Filipino imbued with the values of Prayer and Work, Community, and Pursuit of Peace Practice.	LO2: Virtual Social exposure and involvement: <ul style="list-style-type: none"> - Choose an advocacy in the context of CST, perform a certain level of involvement and create concrete acts that can challenge the lifestyle of the privileged students and will promote awareness of your chosen advocacy. <p>(note: this will be integrated to the major research paper)</p>
3. An effective communicator and globally competitive individual who can articulate the purpose of religion, faith and theology in the context of human existence.	LO3: Deliver a creative presentation on the progression of Catholic Social Teachings from its biblical roots to the digital age and relate them to the identified social issues
4. A self-directed, life-long learner who is discerning, creative and holistic thinker with logical reasoning and sound judgment formed in the Catholic faith community and has developed a sense of stewardship.	LO4: Assess and explain the key concepts of what was discussed and formulate concrete ways in implementing them in one's choices and actions

IMPACT ON THE GRADE:

The student will be graded according to the following:

Requirements (Based on the Learning Outcomes)	Scope of Work (Individual or Group)	Percentage (Weight is based on the importance of the LO)
LO1: Major research paper and presentation: <ul style="list-style-type: none">- Identify and critique relevant contemporary social issues using See-Judge-Act process of social analysis;<ul style="list-style-type: none">• assess the root-causes of the identified social issues in the light of the Catholic Social Teachings through group discussions, research and propose a plan of action to address a chosen social issue	Group	80% of final-term class standing (quizzes & PT) and serves as the final exam
LO2: Virtual Social exposure and involvement: <ul style="list-style-type: none">- Choose an advocacy in the context of CST, perform a certain level of involvement and create concrete acts that can challenge the lifestyle of the privileged students and will promote awareness of your chosen advocacy. (note: this will be integrated to the major research paper)	Group	40% of the final class standing; serves as final PT
LO3: Deliver a creative presentation on the progression of Catholic Social Teachings from its biblical roots to the digital age and relate them to the identified social issues	Individual/ Group	40% of the midterm class standing; serves as midterm PT
LO4: Assess and explain the key concepts of what was discussed and formulate concrete ways in implementing them in one's choices and actions	Individual	20% of class standing

NOTE: All requirements should be submitted on the specified time. Papers are to be typed single-spaced, Arial, font size 12, in short bond paper.

COURSE OUTLINE/ LEARNING PLAN:

Topic/ Content	Learning Resources <i>(print and non-print materials and online/open-access resources)</i>	Week/ Date <i>(Schedule of each Topic, Assign, Exam for the entire semester)</i>	Learning Methods <i>(activities designed or deployed by the teacher to bring about, or create the conditions for learning)</i>
1.Orientation/ Discussion of Syllabus 2. Discussion on Religion and Theology in general > Review on the three dimensions of Faith (understanding, believing, acting)	<ul style="list-style-type: none"> • Syllabus • Reference Materials (ppt presentation) • You tube Videos • Cases • Illustration/Graphic • News Articles 	C1 Wk1 C2 Wk1 C1 Wk2	<ul style="list-style-type: none"> • Synchronous Lecture • Synchronous Discussion • Pre-assessment seatwork on justice and poor • Group discussion: <ul style="list-style-type: none"> ➢ Are faith and religion still relevant? ➢ What is their relevance especially during this time of pandemic? • Video clip: Filipino Faith and Religiosity • Seatwork: What does the video clip say about the faith and religiosity of the Filipino people? • Asynchronous Activity: <ul style="list-style-type: none"> i. Read ebook – Social thought (indicated chapters only)
4. Defining Social Justice and Social Sin	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) • You tube Videos • Film clips 	C1 Wk2; day2 C2 Wk1; day2	<ul style="list-style-type: none"> • Synchronous Lecture • Synchronous Discussion • Asynchronous Activity:

	<ul style="list-style-type: none"> • Illustration/Graphic • Journals or Articles • Film clips 		<ul style="list-style-type: none"> i. Give examples of the different types of justice ii. How do my personal sins contribute to the social sin of our country?
5. Liberation Perspective of the Old Testament Themes (Covenant, Exodus, Prophets) 6. Jesus' Mission: The Kingdom of God Eschatology in the Context of Social Justice	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) • You tube Videos • Film clips • Illustration/Graphic • Journals or Articles • News Articles 	C1 Wk3; day1 C2 Wk2; day1	<ul style="list-style-type: none"> • Synchronous Lecture • Synchronous Discussion • Oral Quiz: <ul style="list-style-type: none"> i. Relate Hebrew's social justice principles with the covenant, true meaning of religion, kingdom of God and Social Mission • Asynchronous Activity: <ul style="list-style-type: none"> Make a comparative study on the liberation perspective of the Hebrew from Egyptians with that of the Filipinos from the Spaniards
7. The Social Mission of the Church and Lay Involvement <ul style="list-style-type: none"> - Old and New Understanding of Salvation and Mission - Vatican II highlights and principles on social concern and justice and peace 8. Development of Catholic Social Teachings (CST) <ul style="list-style-type: none"> a) Historical events that shaped CST b) Major social encyclicals c) Definition and types of justice 	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) • You tube Videos • Film clips • Illustration/Graphic • Journals or Articles • News Articles • Speech • Cases 	C1 Wk3; day2 C2 Wk2; day2	<ul style="list-style-type: none"> • Synchronous Lecture • Synchronous Discussion • Video Clip: "Four Missionaries" or "Greater Love (Richie Fernando story)" • Presentation/ Reporting: <ul style="list-style-type: none"> Deliver a creative presentation on the progression of Catholic Social Teachings from its biblical roots to the digital age and relate them to the identified social issues

			<ul style="list-style-type: none"> Asynchronous activity: Synthesize laity's vocation and mission vis-à-vis the mission of the Church;
9. Social Analysis <ul style="list-style-type: none"> - Karl Marx - See-Judge-Act method <ol style="list-style-type: none"> Philippine situation Social Sin: Analysis of Social Realities in the Socio-cultural, Political and Economic aspects Preferential (Love) 'Option' for the poor Principles of Filipino Liberation Theology 	<ul style="list-style-type: none"> Reference Materials (ebooks; ppt presentations) You tube Videos Film clips Simulation game on social pyramid Illustration/Graphic Journals or Articles News Articles Cases Annual Reports Government Reports/Bulletins 	C1 Wk4; day1 C2 Wk3; day1)	<ul style="list-style-type: none"> Synchronous Lecture Synchronous Discussion Video clip: Documentary (I-witness; reporter's notebook episode) Asynchronous activity: <ol style="list-style-type: none"> Reading/worksheet on the life of Rosa Parks or as an application of the See-Judge-Act method Reading: Article on "Social Issues of the Philippines" Make a social Analysis on the article "Social Issues of the Philippines" Conduct a Social Analysis about the social issues of Philippines in this time of pandemic using the framework/ steps of social analysis
10. Defining stewardship 11. Stewardship as gratitude <ol style="list-style-type: none"> Human dignity Subsidiarity Care for the earth 	<ul style="list-style-type: none"> Reference Materials (ebooks; ppt presentations) You tube Videos Film clips Illustration/Graphic Journals or Articles News Articles Speech Cases Annual Reports 	C1 Wk4; day2 C2 Wk3; day2	<ul style="list-style-type: none"> Synchronous Lecture Synchronous Discussion Bible reading: Cite 2 examples of stewardship in scriptures from OT and NT Recitation and discussion: What makes the gap between the rich and the poor a scandal?

	<ul style="list-style-type: none">• Government Reports/Bulletins		<p>Video clip: Women are not commodities or Documentary on people living in 'sub-human' condition</p> <ul style="list-style-type: none">• implement stewardship through sharing their time, talents and even resources to the marginalized people of society as a concrete manifestation of Christian service;• Reading and reflection: The secret world of child brides• Debate:<ul style="list-style-type: none">- Does the Anti-terrorism bill violate human rights?- Does the RH law violate subsidiarity?• Group work: Determine the average ecological footprint of the group members and provide ways to lower it• Dyad seatwork:<ol style="list-style-type: none">i. What is the basis of human dignity?ii. Can dignity be lost?iii. Is respect earned or demanded?iv. What do we do when people don't want to accept help?v. As stewards, how can we give justice to the poor vis-à-
--	--------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			vis help restore the dignity of people living in subhuman condition ?
11. Stewardship as accountability a) Human rights b) Dignity of work c) Authentic human Development	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) • You tube Videos • Film clips • Illustration/Graphic • Journals or Articles • News Articles • Speech • Cases • Annual Reports • Government Reports/Bulletins 	C1 Wk5; day1 C2 Wk4; day1	<ul style="list-style-type: none"> • Synchronous Lecture • Synchronous Discussion • Video clip: The United Nations Declaration of Human Rights (UNDHR) • Group report: Interview of a worker • Suggested readings: <ul style="list-style-type: none"> i. Walmart Labor practices ii. CST on living wages • Forum discussion: Group members will be assigned a role and answer the question "Does contractualization/ outsourcing agency workers promote the common good?" from the perspective of the role given (e.g. businessman, customer, worker, government, or church) • Create a set of criteria to measure authentic human development. • Recitation: <ul style="list-style-type: none"> i. What gives human work dignity? ii. Based on the lesson, who has the most important job?
12. Stewardship as co-responsibility a) Preferential Option for the Poor b) Solidarity	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) • You tube Videos 	C1 Wk5; day2 C2 Wk4; day2	<ul style="list-style-type: none"> • Synchronous Lecture • Synchronous Discussion

c) Common good d) Universal destination of goods	<ul style="list-style-type: none"> • Film clips • Illustration/Graphic • Journals or Articles • News Articles • Speech • Cases • Annual Reports • Government Reports/Bulletins 		<ul style="list-style-type: none"> • Case analysis: Whose crime is greater: the brother who stole money or the brother who deceived a philanthropist to gain money? • News analysis: CARPER • Debate: Who can claim ownership of land? (read first Lev. 25: 23 and RA 7279) • Recitation: <ul style="list-style-type: none"> i. What is the opposite of solidarity? ii. Can the rights of others be sacrificed for the sake of common good? iii. What is the authentic basis of ownership? iv. As stewards, how can we give justice to the poor in a concrete sense?
13. Application of CST a) Management of Wealth b) Corporate social responsibility c) Business ethics d) Economy of cooperation	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) • You tube Videos • Film clips • Illustration/Graphic • Journals or Articles • News Articles • Speech • Cases • Annual Reports • Government Reports/Bulletins 	C1 Wk6; day1 C2 Wk5; day1	<ul style="list-style-type: none"> • Discussion • Readings: <ul style="list-style-type: none"> i. Gospel of Wealth ii. Stewardship-based economics • Debate: <ul style="list-style-type: none"> i. Should wealthy families leave behind inheritance? ii. Does ethics make good business sense? iii. Does a "perfect market" promote the common good? • Dyad seatwork: <ul style="list-style-type: none"> - Ask students, how can your work and development be a source of

		C1 Wk6; day2 Midterm Exam C2 Wk5; day2 Midterm Exam	liberation (in the context of social justice)? - Looking forward to your professional life, how would your hard-earned success and accomplishments be an effective process to correct poverty, injustice, oppression and violation of human rights?
Orientation for Virtual Social Involvement and Final Paper	<ul style="list-style-type: none"> • Syllabus • Reference Materials (ppt presentations) • You tube Videos • Film clips • Illustration/Graphic • Journals or Articles • Cases 	C1 Wk7; day1 C2 Wk6; day1	<ul style="list-style-type: none"> • Discussion <ul style="list-style-type: none"> - Rationale and guidelines of virtual exposure and research paper - Needed documents - Rubrics of documentary and paper • Group work <ul style="list-style-type: none"> - Selection of possible social issues, sector and area of advocacy - Choose a CST themes as a focus of the study - Make a plan of action on how you are going to go about this project • Seatwork: Make a personal goal based on the given guide questions: <ul style="list-style-type: none"> - What do you want to achieve in this virtual exposure? - What are the questions you want to be answered after the exposure? - Why are these questions important to you?
Virtual exposure, research paper writing and consultation	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) 	C1 Wk7; day2	<ul style="list-style-type: none"> • Virtual exposure through films, documentaries and journal writing

	<ul style="list-style-type: none"> • Documentary Videos • Film • Illustration/Graphic • Journals or Articles • News Articles • Speech • Cases • Simulation • Annual Reports • Government Reports/Bulletins 	<p>C1 Wk8; day1</p> <p>C1 Wk8; day2</p> <p>C2 Wk6; day2</p> <p>C2 Wk7; day1</p> <p>C2 Wk7; day1</p> <p>C2 Wk8; day1</p>	<ul style="list-style-type: none"> • Consultation and Experience Processing <ul style="list-style-type: none"> - Processing of experience with what is written in their journals • Research paper writing <ul style="list-style-type: none"> - Application of the see-judge-act framework - Integration of their experience with the concepts of social justice • Journal Writing <ol style="list-style-type: none"> What particular part or dialogues has moved you in this particular film/ documentary? Narrate the experience What were the prevailing emotions, judgements, inner dialogues, expectations, disappointments did you have? With this emotion what insights can you derive from it? What does this experience try to teach you? What CST principle can you possibly integrate with this experience?
Final Examination: Group Presentation	<ul style="list-style-type: none"> • Reference Materials (ebooks; ppt presentations) • Documentary Videos • Film • Illustration/Graphic • Journals or Articles • News Articles • Speech • Cases • Annual Reports 	<p>C1 Wk9; day1</p> <p>C1 Wk9; day2</p> <p>C1 Wk10; day1</p> <p>Undas Break</p> <p>C1 Wk10; day2</p> <p>Final Exam</p> <p>C2 Wk8; day2</p>	<ul style="list-style-type: none"> • Group Presentation of their Documentary and Paper • Video Documentary: this group output is suppose to reflect their own perspective of their experience of virtual exposure and how they integrate these experiences with the concepts of social justice

	<ul style="list-style-type: none"> Government Reports/Bulletins 	C2 Wk9; day1 C2 Wk9; day2 Final Exam	<ul style="list-style-type: none"> Research Paper: is a more detailed articulation of what they presented in the video documentary
--	--------------------------------------------------------------------------------	------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------

Rubric for Online Group Presentation and Reporting (CTTO: Dean's Rubric)

Criteria	Expert 1 96-100	Proficient 2 90-95	Developing 3 85-89	Novice 4 65-75	Rating
Clarity, focus, and order of presentation 25%	Presentation is clear, focused, and organized. Presenters do not lose track of presentation objectives, and present in a smooth and fluid manner.	Presentation is generally clear, focused, and organized.	Presentation sometimes goes off-tangent, but has some semblance of organization.	Presentation is confusing, lacks focus, and is not organized well.	
Comprehensiveness and conciseness of presentation 25%	Group discusses the essential elements of its report, provides a brief summary of the points discussed, and adds valuable insights about the topic, within the allotted time.	Group adequately discusses the essential elements of its report within the allotted time. Unnecessary information and side-comments are kept to a minimum.	Group fails to discuss some of the essential elements of its report within the allotted time. Some information presented could have been omitted without sacrificing clarity.	Group fails to discuss the essential elements of its report within the allotted time. Lack of judgment on what to present is betrayed by the deluge of unnecessary information.	
Delivery 20%	Presenters project their voices well, speak English fluently, and conduct themselves with ease, humor, and confidence.	Presenters generally project their voices well, and show some confidence when presenting.	Some presenters speak softly, occasionally grope for words, and lack confidence when presenting.	Most of the presenters speak softly, often grope for words, exhibit distracting mannerisms, and lack confidence when presenting.	

Utilization of visual aids 20%	Visual aids highlight essential elements of the report, and are a joy to behold. Text and graphic elements are stunning and professionally executed, making the presentation memorable.	Visual aids rarely contain clutter, and are generally easy to read. Text and graphic elements generally complement each other, and enhance understanding of the presentation.	Some visual aids are cluttered and difficult to read. Text and graphic elements do not always complement each other, and sometimes distract the audience.	Visual aids are cluttered and difficult to read. Text and graphic elements lack unity, and often distract the audience from the presentation. Lack of preparation and care is evident.	
Audience impact 10%	Presenters actively engage the audience, and succeed in eliciting questions and feedback that enrich the discussion.	Presenters are generally able to capture the attention of the audience, and keep them interested in the report.	Presenters sometimes lose the attention of the audience, who get easily distracted and are barely involved.	Presenters fail to capture the attention of the audience, who seem restless, uninvolved, and get easily distracted.	
TOTAL					

PAPER PRESENTATION RUBRIC

	CREATIVITY (30 pts)	
1-10	Quality of the film (clarity of audio, video, subtitles, editing, etc.)	
1-10	The script or plot of the doc film made an impact in presenting the topic (effectivity, relevance, interesting not boring)	
1-10	Balance and effective use of texts, discussions, narrations, interviews, background, music, etc.	
	SUB-TOTAL	
	CONTENT (30 pts)	
1-5	Clarity of social issue being addressed and CST principle applied	
1-15	The CST theme applied is appropriate. Application of hermeneutical analysis on Biblical and Encyclical quotes explaining their relevance to the immersion;	
1-10	All the prescribed parts are presented with substance, clarity and in synchrony in arriving at the conclusion; meaning they have explained, analyzed and summarized	

	Q & A (30 pts)	
1-15	Answered all the Questions w/ mastery	
1-15	Answered all the Questions w/ substance and have depthness of insights	
	SUB-TOTAL	
	TEAMWORK (10 pts)	
1-5	On time and has prepared all materials needed	
1-5	Each member supported and complimented each others' need (Everybody participated in the preparation)	
	SUB-TOTAL	
	OVERALL-TOTAL	

Rubric for Major and Research Papers

Criteria	Expert 1 90-100	Proficient 2 81-89	Developing 3 76-80	Novice 4 65-75	Rating
Integration of Knowledge 25%	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	
Depth of Discussion 25%	In-depth discussion & elaboration in all sections of the paper	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	

Cohesiveness 25%	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	
Citation 25%	Cites all data obtained from other sources. APA citation style is used in both text and bibliography. All web sites utilized are authoritative.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography. All web sites utilized are authoritative.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. All web sites utilized are credible.	Does not cite sources. Not all web sites utilized are credible, and/or sources are not current.	
TOTAL					

ONLINE CLASS POLICIES:

1. Attendance and tardiness

- Student handbook states that the maximum allowable absences of a student is 10 hours (3/4 meetings for three hour-3unit class)
- The grace period for tardiness is 30minutes only
- 2-lates are equivalent to one absence
- All requirements should be submitted in the class-session on the set due date.

2. On Cheating and Plagiarism

- Submitting plagiarized papers from the internet, book, classmates, etc. will not be tolerated. It will be dealt with gravely as cheating.

3. Online Etiquette

- a. Speak to everyone in the virtual classroom respectfully.
 - i. NO YELLING, PLEASE - in most situations TYPING IN ALL CAPS IS INAPPROPRIATE as they are tend to perceive as shouting
 - ii. Sarcasm may create misunderstanding and may backfire. Communicate simply and directly. Simply mean what you say and say what you mean.
 - iii. Make a point to be kind and respectful in your comments—even if you disagree with someone.
 - iv. Let us not forget the use of magic words like “please and thank you”; “paki... at Salamat”
- b. Keep your comments in the chat-box and discussion boards on-topic, productive, and relevant to the activity.
- c. Think before you type. Zink says a good rule of thumb to follow is if you're comfortable standing up in front of a classroom and saying your message, then it's most likely okay to share.
- d. Be in school-appropriate clothes (i.e., school uniform or tops with collar and sleeves) most especially during synchronous sessions.
- e. Mute your mic and turn-off your camera when listening to your teacher and classmates unless your teacher asks otherwise
- f. Everybody is expected to listen when somebody is talking. Any views, clarifications, concerns should be brought to the proper venue and that is in the class discussion.
- g. If you want to say something, unmute your mic, say, 'ma'am excuse me' or 'ma'am question'. Insights, reflections, questions, clarifications, even opposing views and arguments are welcome in the class-sessions. Participative learning is highly encouraged because there is no better way to learn (in the classroom) but to actively participate in the discussions.

4. Addition on Data Privacy and Security

- a. Keep it among us!
 - i. Do not share anything that transpires during the online class to outsiders.
 - ii. Recording and taking screenshots are prohibited by the University; appropriate sanctions may be given to students violating these rules.
 - iii. Do not post videos, pictures, screen shots, conversations, or comments of the members of the class on your social media accounts, Viber, email or other communication tools.
- b. Practice digital personal data hygiene
 - i. Do not share your passwords in the REDCANVAS and SBU email account with anyone.
 - ii. Change your password regularly and practice internet safety hygiene. Use different passwords in all accounts.
 - iii. Always log out when you are finished using the program/platform.
 - iv. Do not use the SBU email account to log-in to your personal social media accounts and free platforms.

5. Division of Labor

- Prayer leader will be done by turns randomly.
- The class-beadle will be asked to host or co-host the synchronous class sessions where s/he will be the once to admit participants and mute participants with noisy backgrounds and notify the teacher of questions/ concerns posted in the chatbox.

COURSE METHODOLOGY AND GUIDELINES:

The response to the different social realities will be concretely realized through *possible* individual and group creative *virtual* apostolate, community services and involvements *through advocacies*.

Choose an advocacy in the context of CST, perform a certain level of involvement and create concrete acts that can challenge the lifestyle of the privileged students and will promote awareness of your chosen advocacy.

- 1. The subject is composed of the following elements: conceptual and *virtual* exposure for a better and in-depth understanding of a particular social issue.
- 2. It is recommended that students would conduct a virtual social exposure by:
 - a. watching (7) films and documentaries relevant to their chosen issue
 - b. reading (5) articles, journals, write ups, research papers relevant to their chosen issue
 - c. implementing actively their advocacy in the virtual platform
- 3. The group will select a particular social justice issue **(for approval of the professor)**, and make a case analysis.
- 4. The group shall be responsible looking for a movies and documentaries as well as groups, organizations, or agencies that might have existing advocacies conducted online.
- 5. No group is allowed to start with virtual advocacy and research paper without the consent of the professor and the submit needed documents (if applicable)
 - a. Virtual exposure or access of data Letter of Request
 - b. List of movies/ documentaries (title; duration; producer; year of production; gist)
- 6. After 12 hours of implementing the group's advocacy and preparing the research paper, classes will resume for the presentation and reporting of their particular justice issues.
- 7. Presentations should be in creative/multimedia form. These are equivalent to 2 major quizzes in the final term.
- 8. Project paper shall serve as the final exam of the course.

OTHER COURSE REQUIREMENTS:

REQUIREMENTS	PERCENTAGE
1. Class Participation/ Recitation <ul style="list-style-type: none">- Homework (Reaction Papers, Film Review, Journal Reflections, etc)	20%
2. Quizzes and Long Exams	40%

3. Performance Task: Individual/Group Projects (Creative Compositions songs, poems, script, news writing, Exhibit, Seminar)	40%
4. Group case study and paper/advocacy presentation	80%
5. Periodic Exams (Professors may opt for practical midterm or final exams)	40% (midterm) 30% (finalterm)

VI. GRADING SYSTEM AND GRADING PROCEDURE

Grades Computation:

Class Standing Computations: (For Midterm and Finals)	Midterm Grade	Final Grade
40% Quizzes 20% Seatwork, Homework, Recitation, Group activities, papers, etc 40% Outcomes Performance Task or OPTA 100% (x 0.6 for midterms CS); (x 0.5 for final CS)	60% - Class Standing (pls refer to the 1 st column of this table for CS computation) 40% - Midterm Examination 100% TOTAL	50% - Class Standing (pls refer to the 1 st column of this table for CS computation) 20% - Midterm Examination 30% - Final Examination 100% TOTAL
Passing Percentage: 75%		

The transmutation of grades based on the CAS transmutation table that can be found in the Student Information Handbook:

Percentage Equivalents	Grade Point	Description
98-100	1.00	Excellent
95-97	1.25	Superior
92-94	1.50	Very Good
89-91	1.75	Above Average
86-88	2.00	Good

83-85	2.25	Very Satisfactory
80-82	2.50	Satisfactory
78-79	2.75	Fair
75-77	3.00	Pass
Below 75	5.00	Failure
Dean's List GPA: 1.75		

REFERENCES:

Abbot, Walter. The Documents of Vatican II. The American Press, 1966.

Balchand, Asandras, et al. Theology of Liberation for Today's Filipino Christian. Quezon City: Ateneo De Manila Press.

Byron, W. (1998). *Building blocks of catholic social teaching*. New York, NY: America Press, Inc.

Catholic Bishop's Conference of the Philippines. Acts and Decrees of the Second Plenary Council of the Philippines. Pasay City: Paulines Publishing House, 1992.

Catholic Bishop's Conference of the Philippines. Christian Community Bible. Quezon City: Claretian Publications, 1997.

Catholic Bishop's Conference of the Philippines. Compendium of the Social Doctrine of the Church. Manila, 2000.

Curran, C. (2002). *Catholic social teaching, 1891-present: a historical, theological, and ethical Analysis*. Washington, D.C.: Georgetown University Press.

Donders, Joseph. John Paul II. The Encyclicals in Everyday Language. Makati City: St. Pauls, 2001.

Dorr, D. (1992). *Option for the poor: a hundred years of vatican social teaching*. Maryknoll:Orbis Books.

_____. (1993). *The Social Justice Agenda*

Giodano, Pasquale T., SJ, AND Catan, Nancy Russell. Evangelizing Presence: The Challenge of Social Transformation. Makati City: BCBP, 2004

Gorospe, Vitaliano, SJ. Forming the Filipino Social Conscience. 2nd edition, Makati City: Bookmark Inc., 2004.

Grisez, G. (1993). *The way of the Lord Jesus*. Vol. 2, Living a Christian Life. Quincy: Franciscan Press.

Haughney, John. ed. (1977) *The Faith that Does Justice*

Krier Mich, Marvin (1998). *Catholic Social Teachings and Movements*

Novak, Michael (1993). *The Catholic Ethic and the Spirit of Catholicism*

Pennock, M. (2000). *Catholic social teaching: Learning and Living Justice*. Notre Dame, Indiana: Ave Maria Press.

Steidl-Meier, Paul. *Social Justice Ministry*. New York: Le Jacq Publishing, 1984.

ELECTRONIC SOURCES:

www.osjspm.org/cst/doclist.htm

www.osjspm.org/cst/index.html

www.uscatholic.org/cstline/tline.html

www.shc.edu/theolibrary/cst.htm

www.usccb.org/nab/bible/index.htm

ELECTRONIC SOURCES:

CBCP Online. <http://www.cbcponline.net/>

IBON Info Home. <http://ibon.org/emedial/index.php>.

National Statistics Office, Philippine Official Web site. <http://www.census.gov.ph/>

Universal Declaration of Human Rights. <http://www.un.org/Overview/rights.html>

Vatican: The Holy See. http://www.vatican.va/phome_en.htm.

Zenit – The World Seen From Rome. <http://www.zenit.org/english/>

CONSULTATION TIME/PLACE:

Consultation would depend on the availability of the subject professor and venue. Appointment is a must and should be set ahead of time.

Prepared by:

THE THEOLOGY DEPARTMENT FACULTY

Endorsed by:

ASST. PROF. MA. EMPERATRIZ GABATBAT, M.A.

Chair, Theology Department

Noted by:

PROF. MOSES AARON T. ANGELES, PH.D.

Vice-Dean, CAS

Approved by:

PROF. CHRISTIAN BRYAN S. BUSTAMANTE, PH.D.

Dean, CAS