JPIC 203 Course Guide

Welcome to JPIC!

Justice, Peace and the Integrity of Creation (JPIC) is a distance-education program for those who minister to God’s children in difficult social, economic, or environmental conditions.

Ministers worldwide confront a variety of social justice, peace and ecological issues. Problems include ethnic and religious conflicts, gender violence, corrupt political systems, environmental degradation, drug abuse, crime, and poverty.

Ministers need access to the best resources available on practicing social analysis in ministry, resolving conflicts, establishing peace and justice, and respecting the integrity of creation. Further, collaboration with others, both during training and in ministry, will allow them to enhance each other’s experience and build solidarity in their ministry.

Duquesne University, in partnership with the Congregation of the Holy Spirit, has created the program in Justice, Peace and the Integrity of Creation to help meet these needs.

To Study a JPIC Course Independently…

✔ Go to http://www.duq.edu/jpic.
✔ Click on “Courses.”
✔ Select the course you wish to study.
✔ Download the PowerPoint presentation associated with each unit and study at your own pace.
✔ Participate in discussions and collaborate with ministers across the globe through the course’s Wikispace.

To Study a JPIC Course with a Local Group…

✔ Connect with a local course coordinator, most likely a leader in your order or diocese, such as a formation director, seminary staff member, professor, diocesan JPIC director or other diocesan official. If a local coordinator has not contacted you to invite you to take a course you may need to take the initiative to get a group together and ask one of your leaders to serve as course coordinator.
✓ Go to http://www.duq.edu/jpic.
✓ Click on “Register” for instructions on how your course coordinator can make you a Duquesne University affiliate and register you for the course.
✓ Begin a program of study enhanced by electronic texts from Duquesne University’s Gumberg Library and the opportunity to collaborate with other ministers in your local group.
✓ Earn continuing education units from Duquesne University for the course you complete.

Before You Begin...

You will need several computing components to complete a JPIC course. Below is a checklist to help you determine if you have the resources you need.

 ✓ Audio-enabled computer
 ✓ Internet access
   - Can you open: www.duq.edu?
   - Can you open: www.youtube.com?
   - Can you open: www.wikispaces.com?
 ✓ Adobe Reader
   - If you do not have this program, please download and install it at http://get.adobe.com/reader/.
 ✓ Adobe Flash
   - If you do not have this program, please download and install it at http://get.adobe.com/flashplayer/.
 ✓ Microsoft PowerPoint

Guide to Course Navigation

Each course is similar in style. Buttons in the bottom right corner of the screen will allow you to move forward and buttons in the bottom left corner backward through the course. Icons in the top left corner will let you know when it is time to do an activity. The chart below explains the meaning of each icon.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎵</td>
<td>This button will move you <strong>forward one slide</strong> through the course.</td>
</tr>
<tr>
<td>⏪</td>
<td>This button will move you <strong>backward one slide</strong> through the course.</td>
</tr>
<tr>
<td>🏠</td>
<td>This button will allow you to <strong>return to the table of contents</strong> from any point in the unit.</td>
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<tr>
<td><strong>EXIT</strong></td>
<td>This button will allow you to <em>exit</em> the PowerPoint at the end of each unit.</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><img src="image1.png" alt="File" /></td>
<td>Activity: Create a document.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Comment" /></td>
<td>Activity: Engage in a local discussion.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Light" /></td>
<td>Activity: Reflect.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Format" /></td>
<td>Activity: Read online.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Write" /></td>
<td>Activity: Write in an on-line journal.</td>
</tr>
<tr>
<td><img src="image6.png" alt="Global" /></td>
<td>Activity: Engage in a global discussion.</td>
</tr>
<tr>
<td><img src="image7.png" alt="Search" /></td>
<td>Activity: Watch a video.</td>
</tr>
<tr>
<td><img src="image8.png" alt="Quiz" /></td>
<td>Activity: Take a quiz or test.</td>
</tr>
<tr>
<td><img src="image9.png" alt="YouTube" /></td>
<td>This button will <strong>take you to YouTube</strong> to watch a video instead of watching it within the PowerPoint.</td>
</tr>
</tbody>
</table>

| ![Tick](image10.png) | Answer is correct |
| ![Cross](image11.png) | Answer is incorrect |

Now that you have familiarized yourself with the basics of JPIC courses, you are ready to begin your program of study. Congratulations on joining with the Duquesne University community and your fellow ministers worldwide in this exciting endeavor.
Dr. Anna Floerke Scheid is an Assistant Professor of Theology at Duquesne University where she teaches and researches in the area of Christian social ethics. Dr. Scheid is particularly committed to exploring theoretical and practical matters related to conflict and peacebuilding, human rights, and ethical issues in African contexts. She is interested in and has participated with grassroots movements for peace and social justice, and has studied, travelled, worked and presented her work in the United States, Europe, Africa, and Latin America. She is the author of *Just Revolution: A Christian Ethic of Political Resistance and Social Transformation* (Lexington Books, Rowman and Littlefield Press, 2015); and of several articles including “Under the Palaver Tree: Community Ethics for Truth Telling and Reconciliation” and “Interpersonal and Social Reconciliation: Finding Congruence in African Theological Anthropology.” Dr. Scheid lives in Pittsburgh, PA, USA with her husband and three children.

**Aims**

This course aims to help you to:

- Understand the broad body of work known as Catholic social teaching (CST)
- Gain familiarity with some of the key themes of CST
- Reflect critically on CST and be prepared to apply it in your own local contexts

**Components**

This course consists of the following components:

- An introductory meeting and additional scheduled meetings if you are studying with a local coordinator and a group of students
- A web site containing the main course materials
• Books or articles that you will download from Duquesne University’s Gumberg Library
• A Wikispace for discussion and interaction with students in other locations

Content
This course consists of four parts, each divided into smaller units of material. There is a total of 4 parts, including a total of 10 units, in this course:

Part 1 – Introduction to Catholic Social Teaching (CST)
   Unit 1 – What is CST?
   Unit 2 – Foundations and Methods for CST
   Unit 3 – Charity and Justice

Part 2 – Three Foundational Themes of CST
   Unit 4 – The Dignity of the Human Person
   Unit 5 – The Option for the Poor and Vulnerable
   Unit 6 – Solidarity and the Common Good

Part 3 – Three Additional Themes of CST
   Unit 7 – Human Rights
   Unit 8 – Peace
   Unit 9 – Care of Creation

Part 4 – Application
   Unit 10 – CST in Local Contexts

Reflection and application assignments
To help you understand and apply the principles taught in this course you will be invited to complete the following assignments:
• Reflection and writing on preparatory reflection questions prior to most units
• Reading followed by reflection and written response to discussion questions as you move through most units
• Three self-graded tests at the ends of Parts 1, 2, and 3.
• A closing exercise on brainstorming CST in your local context

You will find the details of these assignments in the body of the course.

Schedule

If you are studying with a group, under the direction of a local coordinator, your coordinator will establish the schedule for the course. If you are studying alone you will set your own schedule. Following is a suggested schedule for this course:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Meeting</td>
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</tbody>
</table>
| 1 | Study Unit 1  
Watch micro lecture #1: “Introducing Catholic Social Thought”  
Read: “Inheriting the Tradition of Catholic Social Teaching” | Journal response to Part I Preparatory Questions |
| 2 | Study Unit 2  
Read “The Sources and Methods of Catholic Social Teaching” | |
| 3 | Study Unit 3  
Read: “From Charity alone to a Justice Orientation”  
Read: Luke 10:25-37  
Self-Graded Test for Part I |
| 4 | Study Unit 4  
Watch micro lecture #2: “Pillars of Catholic Social Thought”  
Read: Genesis 1:26-28  
Read: Psalm 8:1-9  
Read: Gaudium et Spes, 12-19 | Journal response to Preparatory questions for Part II. |
| 5 | Study Unit 5  
Read: Matthew 25:31-46  
Read: Economic Justice for All 16, 86-90 | Journal response to reflection questions. Post to discussion board. |
| 6 | Study Unit 6  
Read: Solicitudo Rei Socialis 35-40  
Read: Instrumentum Laboris: The Church in Africa in Service to Reconciliation, | Take the Slavery Survey.  
Journal response. Post to discussion board. |
<table>
<thead>
<tr>
<th>Study Unit 7</th>
<th>Justice, and Peace, 56-62</th>
<th>Self-Graded test for Part II</th>
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</thead>
<tbody>
<tr>
<td>Watch Micro Lecture #3: “Three additional themes in CST”</td>
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<td>Journal Response to Preparatory Questions for Part III</td>
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<tr>
<td>Read: <em>Pacem in Terris</em> 8-38</td>
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<td>Journal response to reflection questions. Post to discussion board.</td>
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<tr>
<td>Read: “The African (Banjul) Charter of Human and Peoples’ Rights” Articles 2-6; 13-18; 20; 22; 27-28</td>
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<tr>
<th>Study Unit 8</th>
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<th>Journal response to reflection questions. Post to discussion board.</th>
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<tbody>
<tr>
<td>Read: “Peace and Disarmement”</td>
<td>8</td>
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<tr>
<td>Read: <em>Gaudium et Spes</em>, 77-90</td>
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<tr>
<td>Read: <em>Instrumentum Laboris: The Church in Africa in Service to Reconciliation, Justice, and Peace</em>, 63-69</td>
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<tr>
<th>Study Unit 9</th>
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<th>Journal response to reflection questions. Post to discussion board.</th>
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<tr>
<td>Read: “The Environment and Catholic Social Thought”</td>
<td>9</td>
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<tr>
<td>Read: <em>Laudito Si</em>, Intro: 1-2, 10-12, 16; Chapter 1: 17-23, 48-52; Chapter 2: 65-67, 76-78, 84-86, 93-95; Chapter 3: 105-108, 122-123; Chapter 4: 138-142, 156-159; Chapter 5: 169-170, 190-194; Chapter 6: 203-204, 211, 220-223, 244-246</td>
<td></td>
<td>Self-graded test for Part III</td>
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</table>

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<thead>
<tr>
<th>Study Unit 10</th>
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<th>Closing activity: brainstorming for CST projects in your contexts. Discussion.</th>
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<tr>
<td>Choose and read one of the following:</td>
<td>10</td>
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<tr>
<td>“Leadership and Governance in Africa: Is Religion a Help or Hindrance?”</td>
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<tr>
<td>“So that Peace May Reign: A Study of Just Peacemaking Experiments in Africa”</td>
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<td>“Church-Family of God”</td>
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<td>“Come Let Us Talk This Over”</td>
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<td>“Theology Ecology and Africa”</td>
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<tr>
<td>“Traditional African Reconciliation Practices”</td>
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</table>
Schedule time each week to network and collaborate with others on Wikispaces.

**Statement on Course Content**

In creating this course, Duquesne University has made a good faith effort to include and provide access to a wide body of information that will support and enhance the learning process. In doing so, no endorsement is intended or made of any outside source that has been included as part of this course offering. Any questions about course content should be communicated to the Justice, Peace and Integrity of Creation (JPIC) coordinator at jpic@duq.edu.

Through its program in Justice, Peace and the Integrity of Creation Duquesne University aims to provide access to a wide body of information that supports and enhances learning about those subjects, in the spirit of the dimensions of a Duquesne University education, which are:

- Understanding and knowledge
- Intellectual inquiry and communication
- Ethical, moral and spiritual development
- Diversity and global mindedness
- Leadership and service

However, course content is the domain of course instructors, and neither Duquesne University nor the Congregation of the Holy Spirit endorses specific course content, including the views or positions of individual instructors or of outside sources cited in a course. Please direct any questions about course content to the instructor, or to the director of the program in Justice, Peace and the Integrity of Creation at jpic@duq.edu.

**Technology**

**PowerPoint Presentations**

This course is meant to be self-paced, though there will be opportunities to interact with your local and global JPIC groups. To maximize student success, course content and activities should be completed in the order that they are presented. Below are instructions to help you start using the PowerPoint presentations:

- The Table of Contents will be your starting point for each unit.
- Navigation through the course will occur by clicking on the following action buttons located in the **lower right or left corners** of each screen:
The **HOME** button will be placed at the end of each Unit and will bring you to the Table of Contents for further navigation.

The **EXIT** button will appear at the end of each unit and will allow you to exit the PowerPoint presentation.

The **NEXT** button will move you forward through the course content.

The **BACK** button will move you backward through the course content.

Each type of course activity has a unique icon located in the upper right corner of the screen. Review the chart starting on page 2 for more information on these buttons.

**Wikispaces**

**To join Wikispaces:**

1) Navigate your browser to the course Wikispaces.
   - [http://jpic203.wikispaces.com/](http://jpic203.wikispaces.com/)
   - Click on the Join link at the top right of the page

2) Create your Wikispaces account.
   - Fill in the fields that appear on the screen.
   - Use your duq.edu email address
   - Click Join

**To use Wikispaces:**
1) Navigate your browser to the course Wikispaces.
   - [http://jpic203.wikispaces.com/](http://jpic203.wikispaces.com/)

2) Click on the Sign In link at the top right of the page

   **Welcome to Wikispaces!**
   If you already have an account, sign in below. Make a new account.

   **Sign In**
   Username: 
   Password: 
   Sign In  Keep me signed in
   Forget your password?
   Create a new Wikispaces account.
   Sign in with OpenID

3) Enter your Wikispaces account information

   **To post on Wikispaces:**

   1) Click on the link within the course PowerPoint to access the Wikispaces discussion forum.
   2) Make sure that you are signed into Wikispaces
   3) Re-read the prompt at the top of the page.
   4) Scroll down to the bottom of the page and type your response in the reply box. If you wish to respond to another student directly, it may be helpful to select, copy, and paste his or her comment and include it in your posting.
Discussion Question 2

Veling resists settling on a clear "definition" of practical theology. What are the most important characteristics that he identifies to help describe it?

Type your response in the reply box at the bottom of the page.

re: Discussion Question 2

Veling's work attempts to reconcile the practical and theoretical aspects of theology. His approach revolves around pastoral care and the practical application of religious principles in real-life situations. He is concerned with the challenge of translating abstract theological concepts into concrete actions that can be applied in various contexts.

re: Discussion Question 2

In his work, Veling emphasizes the importance of a holistic approach to practical theology, which involves understanding the social, cultural, and historical contexts in which religious practices take place.

re: Discussion Question 2

Veling's approach is characterized by a focus on the processes of engagement with the world, rather than on the outcomes. He advocates for a theology that is engaged with the practical challenges of contemporary society, rather than a theology that is purely theoretical or abstract.

re: Discussion Question 2

Veling's work has been influential in the development of practical theology, particularly in the context of Ministry Education, where it has provided a framework for students to engage with the practical aspects of their faith.

Subject

Reply

Monitor this topic

Need help formatting text?

Post Cancel
To view a course on Wikispaces:

1) Navigate your browser to the course Wikispace
   • [http://jpic203.wikispaces.com/](http://jpic203.wikispaces.com/)
2) Click on the Sign In link at the top right of the page
3) Enter your Wikispaces account information
4) Click on course unit that you wish to view on the left navigation pane
5) Click on the Discussion tab in the middle of the page.
6) Select the Discussion Question you wish to view
Course Assessment

After you have completed this course, you will be asked, on the final slide of the PowerPoint presentation, to complete a confidential assessment of the course. We ask you to take the time to complete this assessment for several reasons:

- Because JPIC is a distance education program, the professors and staff of Duquesne University will have very limited contact with JPIC students. The assessment thus provides us with valuable feedback that will help us improve the content and structure of future courses.
- JPIC is a very unique program because: 1) it is a brand new offering from Duquesne; 2) it is being delivered in countries with significantly different realities in needs; and 3) the course has been prepared in the US for participants with different experiences at their national and local levels. Your assessment of the course will therefore help us to better understand the needs of JPIC students. In fact, your assessment will help improve JPIC courses for years to come.
- Your evaluation will help pinpoint how the program can better focus on issues relevant in the area of mission and ministry.

This is a confidential assessment. Your anonymous responses will be seen only by the course manager at Duquesne. Your name will not be associated with your response, nor will your participation in the evaluation have any effect on your participation in the course.

Furthermore, please understand that your responses are meant to be an evaluation of the course design and content, not of your local coordinator. Local coordinators will not receive a copy of individual remarks or evaluations; at most local coordinators will receive a very general report.

Your feedback is very important to us and to your fellow ministers around the world as we work to improve future JPIC courses.

Continuing Education Units

Those completing the course under the direction of a local course coordinator can earn continuing education units from Duquesne University. Upon completion of this course, as certified by your local course coordinator, you will earn 4.5 continuing education units.
Acknowledgments

My heartfelt thanks go out to all those who helped bring this course into being. In particular I am grateful to Evan Stoddard, who first approached me about creating a JPIC course on Catholic Social Teaching, and who shepherded the project through to its completion. Moreover, this course would not be possible without the hard work, patience, and expertise of the course editor Johanna Sullivan and the designer Olga Klimova-Magnotta. I am also grateful to Miranda Costa for her skills in producing the microlectures and photography, and my research assistant, Zachary Dehm for his help with various aspects of the course.