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>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>EXIT</td>
<td>This button will allow you to <strong>exit</strong> the PowerPoint at the end of each unit.</td>
</tr>
<tr>
<td></td>
<td>Activity: Create a document.</td>
</tr>
<tr>
<td></td>
<td>Activity: Engage in a local discussion.</td>
</tr>
<tr>
<td></td>
<td>Activity: Reflect.</td>
</tr>
<tr>
<td></td>
<td>Activity: Read online.</td>
</tr>
<tr>
<td></td>
<td>Activity: Write in an on-line journal.</td>
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<tr>
<td></td>
<td>Activity: Engage in a global discussion.</td>
</tr>
<tr>
<td></td>
<td>Activity: Watch a video.</td>
</tr>
<tr>
<td></td>
<td>Activity: Take a quiz or test.</td>
</tr>
<tr>
<td></td>
<td>This button will <strong>take you to YouTube</strong> to watch a video instead of watching it within the PowerPoint.</td>
</tr>
<tr>
<td></td>
<td>Answer is correct</td>
</tr>
<tr>
<td></td>
<td>Answer is incorrect</td>
</tr>
</tbody>
</table>

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. Davies is associate professor of economics at Duquesne University and Mercatus Affiliated Senior Scholar at George Mason University. His areas of research include econometrics, consumer psychology, and public policy.

Dr. Davies has lectured at numerous venues including the American Economic Association, the American Psychological Association, the U.S. Department of the Treasury, the U.S. House of Representatives, and many state capitals. In addition to teaching at the undergraduate, masters, and Ph.D. levels, Dr. Davies was an equities analyst for The Burney Company (Falls Church, VA), Chief Financial Officer for Parabon Computation (Fairfax, VA), co-founder and President of Paragon Software (now Take-Two Interactive), and co-founder and Chief Analytics Officer of Repliqa (now Zoo Entertainment).


Dr. Davies earned his B.S. in Economics from Saint Vincent College, and Ph.D. in Economics from the State University of New York at Albany. His faculty profile is available at: http://www.antolin-davies.com/.
Aims

This purpose of this course is to help you to:

• Construct logical arguments for or against specific economic and social policies starting from first principles regarding human nature and the theory of rights;
• Develop knowledgeable and logically consistent opinions as to the appropriate roles of individuals, institutions, and government in forming a civil society;
• Discuss how societies balance individual rights and public interests;
• Identify trade-offs between the exercise of personal freedom and social welfare;
• Anticipate how people’s behaviors will change within economic systems in response to changes in governmental policy and compare and contrast the outcomes of those behavioral changes to the intention(s) of the policy.
• Discuss economic activity in light of Catholic social teaching.

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 and articles that you will purchase or download from Duquesne University’s Gumberg Library;
• A Wikispace for discussion and interaction with students in other locations

Content

This course is comprised of three parts, each of which is comprised of three units.

Part 1: Economics and People

Unit 1: Freedom, Responsibility, and Economics

Unit 2: Profit, Loss, and Discovery

Unit 3: The Laws of Economics

Part 2: Economics and Markets

Unit 4: Price Controls

Unit 5: The Burden of Taxation

Unit 6: Insurance and Health Care

Part 3: Economics and Society
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:

**Unit Activities:** These activities occur during each unit. Some require group work and discussion; others require individual work. Their purpose is to help you understand and apply the principles taught in this course.

**Unit Assignments:** These assignments occur at the end of each unit and require you to use what you have learned in order to demonstrate your mastery of the concepts.

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></td>
<td>Introductory Meeting</td>
<td>Review Introduction, Course Guide, and JPIC web site</td>
</tr>
<tr>
<td>1</td>
<td>Complete Unit 1 activities</td>
<td>Respond to questions in Section 4.</td>
</tr>
<tr>
<td>1</td>
<td>Group meeting: Discuss your responses to the questions in section 4</td>
<td>Complete the final assignment on economic and social freedoms (located after the unit summary)</td>
</tr>
<tr>
<td>2</td>
<td>Complete Unit 2 Activities</td>
<td>Complete the comparison and analysis exercise at the end of Unit 2</td>
</tr>
<tr>
<td>2</td>
<td>Group Meeting: Discuss the results of your analysis</td>
<td>Read “I, Pencil” and the Afterward to “I, Pencil”</td>
</tr>
<tr>
<td>3</td>
<td>Complete Unit 3 Activities</td>
<td>Complete research and analysis on the final activity in Unit 3 –the law and</td>
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<tr>
<td></td>
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</tbody>
</table>
| 4 | Complete Unit 4 Activities | Read: *Bags of Trouble*  
Complete the analysis of price controls |
| 5 | Complete Unit 5 Activities | Complete the final assignment  
(located after the Unit Summary)  
concerning the impact of taxation  
Suggested Reading: Chapters 7 & 8 of *The Armchair Economist* |
| 6 | Complete Unit 6 Activities | Write a paper involving research and analysis of the state of health care in your country |
| 7 |   | Complete the final assignment by researching economic and social metrics for 10 countries, charting your results, and analyzing them. |
| 8 |   | Write a paper describing the costs of your government’s major services/programs and the ways in which it finances them. |
|   | Group Meeting: Discuss the pros and cons of your government’s spending, taxation, and borrowing policies. |   |
| 9 |   | Put into words your position regarding the two questions in the final assignment and be prepared to discuss them in the group meeting. |
|   | Group Meeting: Discuss the economic and moral implications of your positions on education and food. | Readings:  
“*A Market in the Image of the Creator*”  
“The Good News”  
“The Role of Religion in the Economy”  
*The Economics and Morality of Caring for the Poor*  
“A Christian Speaks Up for Capitalism” |
| 10 |   | Complete Course Assessment |

Schedule time each week to network and collaborate with others (both locally and at a distance) through the use of 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:

<table>
<thead>
<tr>
<th>Button</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="logo.png" alt="HOME" /></td>
<td>The HOME button will be placed at the end of each Unit and will bring you to the Table of Contents for further navigation.</td>
</tr>
<tr>
<td><img src="logo.png" alt="EXIT" /></td>
<td>The EXIT button will appear at the end of each unit and will allow you to exit the PowerPoint presentation.</td>
</tr>
<tr>
<td><img src="logo.png" alt="NEXT" /></td>
<td>The NEXT button will move you forward through the course content.</td>
</tr>
</tbody>
</table>
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://jpic220.wikispaces.com/](http://jpic220.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://jpic220.wikispaces.com/](http://jpic220.wikispaces.com/)
2) Click on the Sign In link at the top right of the page

3) Enter your Wikispaces account information

To post on Wikispaces:

1) Click on the link within the course 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 is not attempting a systematic presentation of practical theology. His approach touches on many authors and concepts as he attempts to uncover its key aspects. According to Veling practical theology is not a thing either it is a verb like an action not like noun it is not practical thought but practical action it is life in the world. "Living out there" it implies life in the world, our living is vital and dynamic. We need to be always unifying and redacting things it is a passion for perfection in an imperfect world. It also includes "people of our time" implying the context of our living and the constant response to our life in the context to the work of God. Further he explains it as vocation our responsibility to listen to the cry of our neighbors or respond! And this is addressed to me. Going towards God is meaningless unless seen in terms of my primary going towards the other person.

We are recommended to be thoughtful and attentive our thoughtful attention is crucial we are called to give ones attention to a sufferer it is a very slow and difficult thing which is almost miraculous to the other. If we do so it becomes prophetic. In the words of Höseller it becomes "sacred attentiveness and concern" in a sense that it is a work not just "Doing." "Whoever has faith in me will see what I do, they will do even greater things." (John 14:12) let our doing defend the life which truth and goodness. To live in truthful ways is to live in responsibly which is measured by the fruit. But goodness should precede over the works of truth hence our existence is ethical and that makes the value of good to the others.

This is to say value of my life for you presides over "meaning of my life" (which is selfishness) it signifies not "being there" but "being for" responsibility of my existence for all the other who exists "but there" in the world beginning from my neighborhood. It simply means being others as oneself it is on earth every time this activity must be engaged not once and for all. Every theology is the response to the particular situation and question in the context so also practical response will be always in need indeed. Thus we can strive to bring the kingdom of God on earth. It has to be practiced as it is in heaven corresponding that justice love and mercy are practiced in the context of our history culture and society to respond to the real need of our world. To the conditions of human existence on earth, this is the unconditional claim of Word of God "as it is in heaven."

by mawin, 7 Jan. 2011

re: Discussion Question 2

There is no possibility of giving clear definition of practical theology. It emerges from the context therefore; it could vary according to the situation people are undergoing. Different expressions give unique definitions to understand and apply fitting measures to put them in practice.

- action oriented
- effective discipleship
- different situations give different definitions
- experiences give unique definition
- Signs of time have been speaking

Subject: Re: Discussion Question 2

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://jpic220.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

No project of this scale is possible without the dedication of many talented people. I thank the other members of my team, Mary Parish and Luke Modrak, for their hard work and professionalism. I thank Dr. Evan Stoddard for guiding us all with a gentle but firm hand. Most of all, I thank Fr. John Kilcrann, C.S.Sp. for allowing me to present what I hope you will find to be a thought-provoking attempt at reconciling our call to Christian community with an economist’s view of the modern world.