



PMIN 201: Theological Foundations for Ministry

Class Time: TH 6-9 PM, Dowd 206

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by appt. | **Fall Quarter 2021**



COURSE DESCRIPTION

The discipline of practical theology reflects critically on the Christian faith as it takes shape in the sociocultural contexts Christians inhabit. In keeping with these disciplinary aims, this course explores diverse ways in which the Catholic, Christian faith is articulated and lived in the global Church and, in particular, in the practice of ministry. Our work is, then, **theological** insofar as it seeks to understand more fully the tenets of our faith through the practice of theological reflection on God, Christ, Spirit, Church, Creation, Eschatology, and so on. It is **practical** insofar as it focuses on the **lived experience** of that faith: not simply what it means to say that “Jesus is Lord,” but what it means to say “Jesus is Lord” in a specific time and place, taking stock of the cares and concerns of local Christian communities.

In keeping with the GPPM’s twofold emphasis on cultivating **theological reflection and pastoral-ministerial skills**, this course aims to equip students with the conceptual tools necessary to engage in critical reflection on the Christian faith—to engage in theology as “faith seeking understanding”—and to apply the fruits of that reflection to the life of faith and the task of ministry in a diverse global church. To achieve this end, we will engage in reading, writing, and thinking in an atmosphere of mutual, constructive engagement to discuss the challenges and opportunities practical theology offers the contemporary church and those who minister in its name.

The course aims to foster the following Learning Goals:

- 1A** Students will demonstrate an understanding of Fundamental Theology, Christology, Ecclesiology, Ethics, Hebrew Bible, and the New Testament according to the competencies articulated by each of these areas.
- 3A** Students will employ historically informed knowledge of the tradition to assess theological positions and pastoral issues.
- 5A** Students will describe and address cultural differences in Christian practice.
- 5B** Students will demonstrate a critical appreciation of religious diversity.

COURSE OBJECTIVES

What do we aim to achieve? By the end of this course, students will be able to:

- Think, speak, and write critically about the Christian faith by engaging in critical theological reflection from the standpoint of pastoral ministry;
- Articulate and engage the challenges and opportunities that emerge at the intersection of theological reflection on the Christian tradition and the lived experience of the faith;
- Discuss and reflect upon how theological claims are enculturated in and are challenged by the diverse sociocultural contexts the church inhabits (i.e. Latin America, Asian contexts, economically-oppressed communities, etc.);
- Apply the fruits of theological reflection to the work of ministry in and beyond the communities GPPM students serve.



EXPECTATIONS AND REQUIREMENTS (FOR YOU AND FOR ME)

1. **Be Respectful:** We will discuss numerous viewpoints, some or many of which may conflict with your own. While you can and should disagree with one another (and with me!), please do so with a spirit of generosity and understanding.
2. **Be Responsible:** There are no excuses for late work, frequent absences, or anything else. Readings must be read; papers and projects must be submitted on the date indicated. In the age of laptops and THE CLOUD, and on a campus with numerous computer labs, computer failure is typically not a valid excuse for an incomplete assignment. That said, **I'm here to help** if any technical issues arise, and accommodations will be made when extenuating circumstances apply.
3. **There are three BP's in my class:**
 - a. **Be Prompt:** Arrive on time. Lateness will be noted and may result in a reduction in a student's participation grade.
 - b. **Be Present:** Come to class. Be present mentally **and** physically. Let's make the most of the time we have together.
 - c. **Be Prepared:** Complete all readings and assignments on time. Come with what you need to get to work.
4. In general, my policy is simple: **If something comes up, we can work it out. But please speak to me in advance.**

REQUIRED TEXTS (AVAILABLE IN THE BOOKSTORE OR FROM AMAZON)

If buying course texts causes you any financial hardship, please speak with me.

1. Kathleen Cahalan, *Introducing the Practice of Ministry*. Liturgical Press, 2010. 9780814631690
2. Francis Schussler Fiorenza and John Galvin, *Systematic Theology: Roman Catholic Perspectives*, 2nd ed. Augsburg Fortress, 2011. 9780800662912
3. Aidan Kavanagh, O.S.B., *On Liturgical Theology*. Liturgical Press, 1984. 9780814660676
4. Robert L. Kinast, *Making Faith-Sense*. Liturgical Press, 1999. 9780814625132
5. William Reiser, S.J., *Seeking God in All Things*. Liturgical Press, 2004. 9780814651667
6. **All other texts will be available on Camino (<https://camino.scu.edu>).**

ASSIGNMENTS

1. **Burning Questions:** This course intends to equip you with the skills necessary to be excellent critical readers of texts and traditions. But texts—even religious texts—are not just sources of information; they’re carefully constructed arguments, with which you might agree or disagree. To get the most out of such texts, you must “think with the text” as you read. **To practice this skill, when indicated on the syllabus please write or type out 2-3 questions/comments you have about assigned texts. These questions might ask for greater clarity or depth on particular passages or discuss ideas that struck you as you read.** They should demonstrate your critical engagement with the text. Corresponds with LOs 1A, 3A
2. **Five Two-Page Theological Reflection Papers (TRPs):** These papers provide opportunities to practice the skill of theological reflection based on the texts we study. These short essays will contain 1) a 1-page response to a theological question (given in class) and 2) a 1-page reflection that applies this theological reflection to the practice of ministry and/or your life of faith. These essays may be submitted in any week, beginning with Week 2.

Papers should contain a strong **thesis and supporting examples and quotations from relevant texts**. Headings should include your **name and week number**. **There is no need for a title**. The body **may be double- or 1.5-line spaced**. There isn’t much space for introduction in this type of paper, so **jump right in with your thesis**. Use **parenthetical citations**, i.e. (Mk 8:13) or (Ehrman 85) for any sources you use. Corresponds with LOs 1A, 3A, 5A, 5B

Papers **must be proofread for grammatical and spelling errors** prior to submission. The instructor reserves the right to reject shoddy work. Please use one-inch margins, standard fonts, 12-pt. type.

3. **“For our good and the good of all God’s holy church!” Final Research Paper & Ministry Presentation**
(~20 p., detailed instructions to come) Corresponds with LOs 1A, 3A, 5A, 5B

Reflecting on all we’ve done this quarter and on your own pastoral experience/expertise, this essay invites you to 1) engage in deeper research and reflection on any aspect of the church’s faith to 2) construct a parish program or resource that applies your reflection to the community you serve. You’ll present your research and resource at a symposium during Finals Week.

For the Final Paper, please follow the [GPPM style guide](#).

1. Material taken **verbatim** from another source **must be enclosed in quotation marks** (i.e. “Generally speaking, the Roman Empire had little time to worry over the particularities of the Jewish faith.”) and should be followed by a **footnote reference** to the source of the material.
2. Material **paraphrased** from another source **should be introduced as belonging to the author** (i.e. Ehrman explains that the Roman Empire was quite tolerant of the Jewish religion, as long as it did not pose a threat to their rule).

Grading Scheme

20%	Constructive Participation in discussions, activities, completion of readings
10%	Burning Questions
35%	Theological Reflection Papers
35%	Final Paper & Symposium Presentation

Grading Scale

94-100	A	Honors level work.
90-93	A-	Excellent work.
89-87	B+	Very good work; near excellence, but has minor problems.
83-86	B	Good work; solid performance; above average.
80-82	B-	Good work, but lacking some completeness, or accuracy.
77-79	C+	Acceptable work.
73-76	C	Acceptable work, but lacking in completeness, critical thinking or accuracy.
69-72	C-	Perfunctory work; may be simply rehashing sources.
60-68	D	Unsatisfactory work; shows minimal grasp of concepts or sloppy analysis.
0-59	F	Failure.

Essays graded with **letter grades will be translated into a numerical grade** at the instructor’s discretion. Letter grades will typically receive the numerical average of the range of any grade. However, **the instructor reserves the right to raise or lower numerical averages** where circumstances dictate.

Technology Policy

Laptops and other electronic devices may be used **when indicated by the instructor**.

Attendance Policies and Procedures

Attending class is indispensable to 1) learning the subject matter and 2) mastering the critical skills this course intends to cultivate. Students will be allowed **one** unquestioned, excused absence. Unexcused absences of **two or more** may result in one whole letter-grade deduction each (i.e. B to C). **For unavoidable absences, please speak to me in advance.** Accommodations will rarely be made if you speak to me **after** a class meeting.

Video Recording Policy

Following SCU’s Student Conduct Code (p. 13), the use of video-conferencing software to record or replace in-person attendance is **not** allowed, except in exceptional circumstances with the permission of the instructor and Program Director.

Writing Support

The GPPM is happy to offer the assistance of Dorothy Suarez who works for our program to help to be sure that your writings reflect your best possible work. She is skilled, knowledgeable, and experienced having worked with many students to help them to shine. We think you will find her a delight to work with. Dorothy can be reached at 408-828-9204 or GPPM.Dorothy@gmail.com.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of – and commitment to – a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. Violations include plagiarism, cheating, outsourcing, and destruction of library or other materials needed for a course. Students found to have engaged in any form of academic dishonesty will, at the least, receive zero points for the piece of work concerned. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Office of Accessible Education

If you have a disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216, <http://www.scu.edu/oae> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through the OAE, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am here to assist you in any way I can, I am unable to provide accommodations until I have received verification from OAE. The OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). OAE must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The OAE would be grateful for advance notice of at least two weeks. **For more information, you may contact OAE at 408-554-4109.**

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy related impairments that impact major life activities.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, tell someone immediately. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>



SCHEDULE OF READINGS & ASSIGNMENTS

DATE & TOPIC	READINGS	ASSIGNMENT(S)
Week 1: 9/20 Introducing Theology and Theological Reflection	<p style="text-align: center;">Read Syllabus</p> <p>Robert L. Kinast, <i>Making Faith-Sense</i> (entire)</p> <p>Fiorenza and Galvin, Ch. 1 (Systematic Theology)</p> <p>Acts 1-2 (NRSV or NAB/RNAB)</p>	A little light summer reading!
Week 2: 9/27 Theology, Ministry, and the Meaning of the Christian Faith	<p>Clifford and Gaillardetz, "Re-Imagining the Ecclesial/Prophetic Vocation of the Theologian" (Camino)</p> <p>Pope Francis, "Theology After <i>Veritatis Gaudium</i>" (Camino)</p> <p>Kathleen Cahalan, <i>Introducing the Practice of Ministry</i>, 1-68</p> <p>Aidan Kavanagh, <i>On Liturgical Theology</i>, 1-51</p>	Theological Reflection Paper (TRP) Burning Questions (BQs)
Week 3: 10/4 Revelation, Spiritual Direction, and Preaching the Word of God	<p>Fiorenza and Galvin, Ch. 2 (Faith & Revelation)</p> <p>Vatican II, <i>Dei Verbum</i> (Camino)</p> <p>Raymond Brown, "The Human Word of Almighty God" (Camino)</p> <p>Reiser, <i>Seeking God in All Things</i>, 1-68</p> <p>Eunjoo Mary Kim, <i>Christian Preaching and Worship in Multicultural Contexts</i> (Camino)</p>	TRP & BQs
Week 4: 10/11 The Mystery of God and the Challenge of Women's Experience	<p>Fiorenza and Galvin, Ch. 3.1 ("Approaching the Christian Understanding of God")</p> <p>Karl Rahner, <i>Foundations of Christian Faith</i> (excerpts on Camino)</p> <p>Rahner, "The Concept of Mystery in Catholic Theology" (Camino, divided in class)</p> <p>Elizabeth Johnson, <i>She Who Is</i> (Camino, Ch. 9 & 213-end, "Holy Wisdom Who Is With...")</p> <p>Karen Baker Fletcher, <i>Dancing With God</i>, Ch. 5 (Camino Ch. 7 <u>recommended</u>)</p>	TRP & BQs
Week 5: 10/18 Creation, Ecological Theology, and the Lives of the Oppressed	<p>Fiorenza and Galvin, Ch. 4 (Creation)</p> <p>Johnson, "Turn to the Heavens and the Earth" (Camino)</p> <p>Schutz, "Environmental Sciences" and "20th Century Catholic Voices"</p> <p>Schutz, "Fire of Justice, Breath of Life" (Camino)</p> <p>James Cone, "Whose Earth is it Anyway?" (Camino)</p>	TRP & BQs
Week 6: 10/25 Christ, Race, and Gender: Challenges for a Church on the Way	<p>Fiorenza and Galvin, Ch. 5 (Jesus Christ)</p> <p>Ignacio Ellacuría, "Meditations at the Foot of the Cross" (Camino)</p> <p>James Cone, <i>The Cross and the Lynching Tree</i> (xiii-xvii, 1-12, 25-29)</p> <p>Schutz, "En-Gendering Creation Anew" (Camino)</p> <p>Cahalan, <i>Introducing</i>, 69-98</p> <p>Reiser, <i>Seeking God</i>, 117-end</p>	TRP & BQs
Week 7: 11/1 The Church of God Throughout the World	<p>Fiorenza and Galvin, Ch. 6</p> <p>Vatican II, <i>Lumen Gentium</i> (Camino)</p> <p>Peter Phan, <i>In Our Own Tongues</i> (Ch. 2-4, on Camino)</p> <p>Cahalan, <i>Introducing</i>, 99-148</p>	TRP & BQs

Week 8: 11/8 Jesus, Mary, and the Saints in the Christian Imagination and Devotional Prayer	Fiorenza and Galvin, Ch. 8 (Saints & Mary) Elizabeth Johnson, <i>Truly Our Sister</i> (Ch. 11, on Camino Ch. 10 <u>recommended</u>) Peter Phan, "Mary in Vietnamese Piety and Theology" (Camino) Virgilio Elizondo, <i>Guadalupe: Mother of the New Creation</i> (1-33, 34-59 optional, 60-80, 100-136, on Camino)	TRP & BQs 3 Short Proposals for Final Project
Week 9: 11/15 The Church at Prayer: Tensions of Vision and Reality in the Sacraments	Fiorenza and Galvin, Ch. 9.1 (Sacraments in General) Fiorenza and Galvin, Ch. 9.2-9.7 (divided in class) Vatican II, <i>Sacrosanctum Concilium</i> (excerpts on Camino) Kavanagh, <i>On Liturgical Theology</i> , 52-end Johnson, "Your one wild and precious life" (Camino)	TRP & BQs Final Project Proposal
11/22	THANKSGIVING BREAK	EAT & REST!
Week 10: 11/29 Eschatology, Fulfillment, and a Theology of Death and Dying	Rahner, "On the Hermeneutics of Eschatological Assertions" Rahner, "The Life of the Dead" (Camino) Rahner, "On the Theology of Hope" (Camino) Johnson, <i>Friends of God and Prophets</i> (Camino, Chapter 10) Phan, "Eschatology and Ecology" (Camino) Barbara Rossing, "River of Life in God's New Jerusalem" (Camino)	TRP & BQs
12/13 (?) (WE'LL DECIDE TOGETHER)	FINAL PROJECT SYMPOSIUM	