

PMIN 205: Ecclesiology

Fall Quarter 2021

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Office Hours: By Appointment

Meeting Times and Places

Saturdays September 18, October 16, and November 20, 9:00am–3:00pm, Diocesan Pastoral Center, 3888 Paducah Drive, San Diego, CA 92117

Tuesdays 6:00–8:00pm on Zoom (see schedule).

Course Description

This course examines the Christian Church, the "meeting place of all mysteries," from scriptural, historical, doctrinal, and practical perspectives. In particular, we shall be concerned to understand and appropriate the ecclesiology of the Second Vatican Council in relation to previous expressions of Catholic ecclesiology and post-conciliar developments, and its implications for pastoral ministry and the mission of the church in contemporary contexts. A foundational Ecclesiology course; formerly PMIN 204; 4 units.

Learning Goals

This course focuses on two specific learning goals of the GPPM: 1A and 3A.

- **Goal 1:** Students will gain a broad theological foundation that will undergird inquiry into a select area of concentration. (theological knowledge)
 - **Objective A.** 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.
- **Goal 3:** Students will become competent leaders dedicated to serving the Church and to creating community in parish and other pastoral settings. (leadership skill)
 - **Objective A.** Students will employ historically informed knowledge of the tradition to assess theological positions and pastoral issues.

1. We will accomplish Goal 1A by developing an account of the place of the church within the “nexus of mysteries” spoken of by the First Vatican Council in the Constitution *Dei Filius*.
2. Goal 3A will be accomplished primarily through attention to the development of ecclesiology, critical reflection on the nature and exercise of magisterial authority, and through developing a theological argument in a final project.

Course Components:

Class Participation: Active participation is essential to this class. Weekly class sessions will involve some presentation from the professor, but will mainly be an opportunity for student discussion of issues that are raised by the week's readings. *Each student should come to class sessions with one to three questions (from the readings, or just germane to the week's topic) that he or she would like to be sure we discuss.*

Short Papers: Students will write two shorter essays over the course of the quarter. The first, focused on the life of the church *ad intra* and *ad extra*, will locate the church in its relation to other theological loci (i.e., within the *nexus mysteriorum*) (**Learning Objective 1A**). The second will reflect theologically upon some controversial theological topic (e.g., women's leadership within the church, the use of artificial contraceptives, communion for divorced and remarried Catholics, etc.) (**Learning Objective 3A**). More detailed instructions are provided on Camino.

Final Project: Your final project will be related to the course material, and should be pastorally appropriate for your present or future ministry. By the fourth week of class, you should present me with a one-page proposal in which you indicate the nature and scope of your project. This will allow me to approve the suitability of the project and point you towards appropriate resources. By week seven, you will provide me with an outline of your project.

Option One: A Research Paper

This option consists of a research paper exploring an academic topic of interest, directly focused on one or more central ecclesiological theme explored in the course with attention to theological meaning and historical development (**Learning Objectives 1A and 3A**). The paper should represent original research, insights, and interpretation and be 10 - 12 pages in length (not including the cover page and bibliography).

Option Two: A Pastoral Project for a Specific Parish Community

Through the creation of the pastoral project, the student will demonstrate theological competency and pastoral application of the course readings, lectures, class discussions, and especially study and competency in the ecclesiological vision of the Second Vatican Council (**Learning Objective 1A**).

This project has two parts: 1) all the elements needed for the pastoral project and 2) a paper (6 - 8 pages) that articulates the liturgical and theological themes from one particular liturgy or liturgical element. The paper will also include a pastoral analysis of the parish community and presentation of the hoped-for effectiveness of the pastoral project. (**Learning Objective 3A**).

Required Reading

- The Documents of the Second Vatican Council. Any edition. These are readily available online. The most common translation is by Austin Flannery. I especially recommend Norman Tanner's translation (though it is pricey).
- Richard Gaillardetz, *Teaching with Authority: A Theology of the Magisterium in the Church*. Collegeville: Liturgical Press, 1997. ISBN: 978-0814655290
- Eugene R. Schlesinger, *Sacrificing the Church: Mass, Mission, and Ecumenism*. Lanham: Fortress Academic, 2019. ISBN: 978-1-9787-0001-0.
 - NB: This book is ordinarily very expensive. I have arranged for a significant discount from the publisher for students in this class. Information about this discount will be provided as we get closer to the start of the term. I highly recommend that you wait until I've passed that information on to you before purchasing the book.
- Donald Cozzens, *Faith That Dares to Speak*. Collegeville: Liturgical Press, 2004. ISBN: 978-0-8146-3018-1
- Other readings will be linked to on Camino.

Schedule of Topics and Readings: Tentative and Subject to Change

Part 1 – Ecclesiological Foundations

Saturday 9/18

San Diego, 9:00–3:00

Himes, "The Development of Ecclesiology."

Komonchak, "The Significance of Vatican Council II for Ecclesiology."

Part 2 – Church as Mystery

Tuesday 9/28

Zoom, 6:00–8:00

Lumen Gentium, chapters 1-2

Schlesinger, Introduction – Chapter 3

Part 3 – Church as *Missio*

Tuesday 10/5

Zoom, 6:00–8:00

Gaudium et spes, part 1

Ad gentes, Preface and Part 1

Schlesinger, Interlude 2 through chapter 4.

Final Project Proposals Due

Part 4 – Church as *Communio*

Tuesday 10/12

Zoom, 6:00–8:00

Wood, "Church as Communion."

Selection from Jean-Marie Roger Tillard, *Church of Churches* (pp. 29-45)

Selection from Henri de Lubac, *Particular Churches in the Universal Church* (chapters 1, 2, 4).

Unitatis Redintegratio.

Church ad intra and ad extra paper due Sunday 10/24 at 11:59pm

Part 5 – Church and Magisterium

Saturday 10/16

San Diego, 9:00–3:00

Lumen Gentium, chapter 3

Pottmeyer, "Primacy in Communion,"

O'Malley, "The Millennium and the Papalization of Catholicism."

Gaillardetz, Chapters 2-5

Tuesday 10/26

Zoom, 6:00–8:00

Gaillardetz, Chapters 6-End

Pottmeyer, "Refining the Question about Women's Ordination"

Final Project Outlines Due

Part 6 - Ecclesiological Futures

| | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Tuesday 11/2 | Zoom, 6:00–8:00 <i>Lumen Gentium</i> chapters 4, 5, 7 Cozzens, Chapters 1-8. |
| Tuesday 11/9 | Zoom, 6:00–8:00 Contemporary Movements in Ecclesiology (Oxford Handbook, Online). <i>Controversial issue paper due</i> |
| Saturday 11/20 | San Diego, 9:00–3:00 Final Project Presentations and Closure. |

Final Projects Due by Friday December 3, 12:00pm (noon)

Policies

Attendance

Regular attendance is an important part of any class, and is factored into your participation grade. Attendance is all the more essential in a course like this where we meet only once a week. In general, this course observes the following policy:

- I will gladly excuse absences if they are for documented legitimate causes (medical treatment, jury duty, University mandated travel, bereavement). Please submit documentation from a medical professional, the appropriate University office (e.g., Student Life, Athletics), clerk of court, etc. Whenever possible, students should let me know about absences beforehand. Since we are under shelter in place orders, the likelihood of anyone needing to miss class is quite slim.
- I will overlook one excused absence each quarter.
- Excused absences beyond the first will result in a half letter grade reduction of your course grade (not just participation).
- Any unexcused absence will result in a half letter grade reduction of your course grade.

If your absences (excused or not) are interfering with your ability to effectively participate in course we will discuss the possibility of withdrawal in order to protect you from a failing grade.

Grading Scale

The grade for this course will be calculated as follows:

30% – Class Participation
30% – Short Papers
40% – Final Project

| Grade | Percentage |
|-------|------------|
| F | 0–59.99 |
| D- | 60–62.99 |
| D | 63–66.99 |
| D+ | 67–69.99 |
| C- | 70–72.99 |
| C | 73–76.99 |
| C+ | 77–79.99 |
| B- | 80–82.99 |
| B | 83–86.99 |
| B+ | 87–89.99 |
| A- | 90–93.99 |
| A | 94 – 100 |

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. 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.

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.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oae>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive

verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

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 medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

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, I encourage you to tell someone promptly. 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, 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/>

Late Work

If some emergency arises which makes compliance with the due date policies spelled out in the syllabus impossible in a given instance, the student must discuss the situation *in advance* with the instructor and work out some alternative. Students who miss class(es) because of involvement in university-sanctioned activities or because of the fulfillment of a legal obligation must make arrangements with the instructor for alternative assignments.

Completion of all written and reading assignments is required by the class they are due. Late assignments will receive a letter grade less than they earn for each day they are

late. They will not be accepted if more than a week late excepting major personal emergencies, which must be documented.

Classroom Environment

In a class like this, our success or failure turns upon your engagement with the material. The point is less “you come here and acquire a bunch of facts to remember (at least until the exam),” and more, “we come together and engage with each other and ideas.”

We’re not learning information so much as we are learning how to think well. For this reason, your participation in class is essential for the class’s success. The process of our class discussions will have more to do with what you learn than any information the professor might give you in a lecture.

So, in the interest of having the best possible classroom discussions, I expect students to conduct themselves in a professional, courteous, and respectful manner at all times. We can summarize this with four basic rules for our classroom:

Be Attentive, Be Intelligent, Be Reasonable, Be Responsible.

To put a finer point on some of this: it is especially important that respect and courtesy be extended to your classmates, because in order to truly engage with ideas, our classroom needs to be a safe place to do so. To that end:

- a. We will be discussing potentially controversial ideas (including religion), which may be challenging to your own thoughts, beliefs, and opinions. It is important that even when we disagree with each other, or the material (or whatever) that we do so in a respectful manner. So there will be no disparaging comments about anyone on the basis of religion (or lack of religion), sex/gender/orientation, ethnicity, political viewpoints, and so on. We will be discussing (and even arguing) about ideas, not people.
- b. Think of the classroom as an opportunity to try on new ideas. You’re not bound to anything you say in the classroom (though see point a above, about what sorts of remarks are permitted). Feel free to experiment with and abandon ideas.
- c. A safe space means that you are free from personal attack or marginalization. It does not mean that you are free from hearing or engaging with ideas with which you disagree, or even ideas that you find offensive.
- d. Respectful conversation means allowing others the time and opportunity to share their viewpoints. If you are monopolizing the conversation, I will ask you to give others a chance.