

Winter 2022 YMIN 221: Reimagining Youth Ministry

Graduate Program in Pastoral Ministries

- Monday's beginning January 24, 6-8pm (Online via Zoom)
- Saturday, January 22, February 5, and March 12, 9am-3pm (On SCU's Campus)

John Rinaldo, D. Min.

jrinaldo@scu.edu

(408) 838-0995

Office hours: by appointment only

COURSE DESCRIPTION: REIMAGING YOUTH MINISTRY

This course explores the historical and contemporary dimensions and challenges of ministry to people in middle school and high school (6th-12th grade). The first part of the course examines the principles, foundations and history of youth ministry and *Pastoral Juvenil Hispana* with adolescents. The second part of the course addresses the developmental needs of young people and studies their diverse cultural realities in contemporary society. The last section of the course offers practical applications for developing effective ministry and outreach strategies and investigates models of accompaniment of young people—whether active, unchurched or disaffiliated—as they explore their faith and beliefs.

LEARNING OBJECTIVES

This course addresses the following Goals and Objectives of the GPPM Program:

- **Objective 2A:** Students will demonstrate a depth of practical and theoretical knowledge in their area of concentration.
- **Objective 3A:** Students will employ historically informed knowledge of the tradition to assess theological positions and pastoral issues.

COURSE REQUIREMENTS

Required Texts:

Christus Vivit: Post-Synodal Exhortation to Young People and to the entire People of God,

Pope Francis, Vatican Press, 2019.

(Can be read for free online at

https://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20190325_christus-vivit.html)

Directory for Catechesis, Pontifical Council for the Promotion of the New Evangelization,

United States Catholic Conference of Bishop, 2020. (ISBN 978-1-60137-669-5)

Going, Going, Gone: The Dynamics of Disaffiliation in Young Catholic, Robert, J. McCarty,

Saint Mary's Press, 2017.

(Can be purchased here: <https://www.smp.org/product/5926/Going-Going-Gone/>)

Our Catholic Children: Ministry with Hispanic Youth and Young Adults, Hosffman Ospino,

Our Sunday Visitor, Inc., 2008. (ISBN 978-1-681928-654)

Partnering with Parents in Youth Ministry, Jim Burns and Mike DeVries,

Bethany House Publishers, 2003. (ISBN 978-0764214363)

Rebuilding Youth Ministry, Christopher Wesley, Ave Maria Press, 2015.

(ISBN 978-1-59471-576-1)

Renewing the Vision: A Framework for Catholic Youth Ministry, United States Catholic

Conference of Bishops, 1997. (ISBN 1-57455-004-7)

(It can be read for free online at <https://www.usccb.org/topics/youth-and-young-adult-ministries/renewing-vision>)

Sustainable Youth Ministry, Mark DeVries, InterVarsity Press, 2008. (ISBN 978-0-8308-3361-0)

Other readings as assigned.

Course Work:

1. **Informed and Engaged Class Participation:** Attendance is expected at all face-to-face and online classes. Thoughtful and reflective participation is expected, including sharing comments and questions throughout the course and via Camino, our online class platform. 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.

2. **Written Work:** Written work will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations.
 - a. Reflection paper: Due by Friday, February 11, 2022. (4-5 pages; double-spaced, 12 pt. font; submit via Camino). The purpose of this paper is to articulate and integrate insights from your reading and our class discussion specifically around innovative ways to minister to young people in a culturally diverse and more secular setting. Prominent question for reflection: How does ministry to young people need to change in light of realities of young people today? Considering the immense growth of the Latinx Catholic community, how do we shift traditional anglo-centric youth ministry to reach out to Latinx youth? Other questions for your consideration will be posed in class sessions. Be sure to reference and quote assigned readings up to this point in the class in the reflection paper to show knowledge and understanding of the subject matter.
3. **Final Project and Class Presentation:** (15 min.) Each student will select a topic of particular interest or concern regarding youth ministry in their existing ministry. In consultation with the instructor, the student will develop a specific project: for example, it might be a redesign of an existing youth ministry program, an intentional plan to reach the “Nones,” ministering to Latinx youth, etc. There is a lot of room for creativity on this project. The key is that this project be something that you can implement in your ministry. I am not interested in a purely theoretical project, but one that is practical and realistic. On the day of our last Saturday session, students will give a brief (15 minute) presentation on the project. A written report is required that documents the scope and development of the project (8-10 pages). PowerPoint presentations and other media tools are required and should be submitted along with the paper. Guidelines will be presented in class.

GRADING

20% attendance/informed & engaged class participation; 30% reflection paper; 50% final paper/project/presentation.

WEEKLY SCHEDULE

Jan 22, in person, 9am-3pm: **Topic(s):** Class Orientation and Introduction; Youth Ministry in the 21st Century;

Readings:

-Renewing the Vision, all

Jan 24, Online, 6-8pm:

Topic(s): Pope Francis' Vision of Ministry to Young People

Readings:

-Christus Vivit, all

Jan 31, Online, 6-8pm: **Topic(s):** The Rise of the “None’s”
Readings:
-*Going, Going, Gone*, all

Feb 5, in person, 9am-3pm: **Topic(s):** Reimaging Contemporary Youth Ministry; Ministering to Latinx Youth
Readings:
-*Rebuilding Youth Ministry*, all
-*Our Catholic Children*, introduction, chs. 1, 3

Feb 7, Online, 6-8pm: **Topic(s):** Pastoral Juvenil Hispana
Readings:
-*Our Catholic Children*, ch. 4, 5, 6, 7, and 8

Feb 14, Online, 6pm-8pm: **Topic(s):** Ministering With Parents of Young People
Readings:
-*Partnering with Parents in Youth Ministry*, all

Feb 21: **Topic(s):** No Class

Feb 28, Online, 6-8pm: **Topic(s):** Developing Youth Ministry Structures that Last
Readings:
-*Sustainable Youth Ministry*, pgs. 9-106

Mar 7, Online, 6-8pm: **Topic(s):** Leadership Development in Youth Ministry
Readings:
- *Sustainable Youth Ministry*, pgs. 107-204

Mar 12, in person, 9am-3pm: **Topic(s):** Final Presentations
Readings:
-None

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

DISABILITIES RESOURCES

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office 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). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

USE OF TECHNOLOGY IN & RECORDING OF CLASS

Cellphones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings. The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

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/>