

## RJUS 226: Ministering at the Margins

Santa Clara University  
Graduate Program in Pastoral Ministries Summer 2024

“The friend who can be silent with us in a moment of despair, or confusion, who can stay with us in an hour of grief and bereavement, who can tolerate not-knowing, not-curing, not-healing and face with us the reality of our powerlessness, that is the friend who cares.” –Henri Nouwen, *Out of Solitude*.

**Instructor** Amanda Quantz, Ph.D.

**Email** [aquantz@scu.edu](mailto:aquantz@scu.edu)

Phone number will be provided at first class session.

**Office hours** By phone or Zoom appointment as well as before and after class sessions.

### **Class sessions 6-9 PM**

Thurs 6/27

Mon 7/1

Mon 7/8

Thurs 7/11

Mon 7/15

Thurs 7/18

Mon 7/22

Thurs 7/ 25

Thurs 8/1

Mon 8/5

### **Course description**

Ministering at the Margins (4 units)

The servant leadership model of ministry is not only biblical, it represents the best of Christian tradition and history. It is also “marginal” by nature: lived along the edges of society. Informed by Jesus’ distinctive commitment to those who are ignored, overlooked or undervalued, as a prophetic vocation, ministering at the margins is a life-giving and precarious mode of faithful discipleship. The course explores theological sources that underlie the theoretical basis for pastoral care among marginalized populations, as well as case studies in street ministry. With an emphasis on practical applications,

students engage in theological reflection while cultivating their pastoral skills for prophetic work among the people of God.

### **Learning Goals and Objectives**

2A. Students will demonstrate a depth of practical and theoretical knowledge in their area of concentration.

4B Students will integrate the perspective of the poor and marginalized in their reflection on theological and pastoral issues.

### **Course texts**

*Tattoos on the Heart: The Power of Boundless Compassion*. Gregory Boyle. Free Press, 2011 ISBN 978-1439153154

*Radical Hospitality for a Prophetic Church*. Amanda Quantz. Fortress Academic, 2019. ISBN 978-1978702677

*Mercy in the City: How to Feed the Hungry, Give Drink to the Thirsty, Visit the Imprisoned, and Keep Your Day Job*. Kerry Weber. Loyola Press, 2014. ISBN 978-0829438925

### **Grading**

Assessment grids for all assignments will be available online. The grade ranges are:

A+ 98-100

A 94-97

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 64-66

D- 60-63

F Below 60

### **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](http://www.scu.edu/academic-integrity).*

#### **In-class recordings/Zoom Policy 4**

The Student Conduct Code (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade. 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.

If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, please 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.

Cell phones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings.

#### **Guidelines for Disability Accommodation**

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/oea>, 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 Pregnant and Parenting Students**

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. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

### **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](mailto:bguthrie@scu.edu). Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>*

### **Regular Attendance**

If you must be absent from class, please inform me in advance and make arrangements to complete the coursework. Provided that you complete the make-up work, one excused absence will not affect your grade. An unexcused absence will affect your grade. Please be on time for each class session and prepared to discuss the material listed in the course schedule. A pattern of tardiness will affect your grade. Comments, questions and written assignments should demonstrate your ability to analyze the material critically and carefully. We will practice attentive, active listening, which is one of the major themes in this course. We will also demonstrate respect for our peers' religious and spiritual experiences.

Students will schedule a 45-minute meeting in mid-April with the professor to discuss progress with their learning goals.

Throughout the quarter I am also happy to meet with students for Zoom office hours as needed.

Assignments:

- 1) Learning Goals (not graded, but necessary)
- 2) Theological Reflection papers on the course texts 5-6 pages (2 out of 3 books) 20% each
- 3) Two Journal assignments based on learning goals and/or ministerial activities 2-3 pages 20% each
- 4) Street ministry interview presentation 20%, students will participate in an outreach ministry and/or interview the director. Just a few examples include groups that serve populations such as inmates, people who are unhoused, economically disadvantaged children, seniors, and hospital patients, and those who are victims of human trafficking.

Schedule:

### **Thursday 6/27**

**Homeboy Industries: The Dignity of (Sometimes) Former Gang Members**

Read: *Tattoos on the Heart* chs 1-5

If possible, please watch before class: *G-Dog* (Available for \$3 through Amazon Prime)

**Monday 7/1 What is Theological Reflection?**

Read: *Tattoos on the Heart* chs 6-9

In-class reading and discussion of *Guidelines for Theological Reflection* used by the Catholic Theological Union

Learning Goals due

**Monday 7/8 Spirituality of Street Ministry (The Corporal Works of Mercy)**

Read: *Mercy in the City* chs 1-8

Please watch before class: *Entertaining Angels* (Available for \$4 through Amazon Prime)

**Thursday 7/11**

Read: *Mercy in the City* chs 9-16

First Learning Goals/Ministerial Activity Journal due

**Matthew 25: Loving the “leper” (Practical Theology)**

**Monday 7/15**

Read: *Mercy in the City* chs 17-25

**Thursday 7/18**

Read: *Radical Hospitality* Introduction & Chapter 1

*Tattoos on the Heart* or *Mercy in the City* Theological Reflection paper due

**Monday 7/22**

Read: *Radical Hospitality* Chapter 2

**In-class film: *Interview with Darryl Burton*, co-founder of Miracle of Innocence**

**Thursday 7/25**

Read: *Radical Hospitality* Introduction and Chapters 3 & 4

Second Learning Goals/Ministerial Activity Journal due

**Thursday 8/1**

Read: *Radical Hospitality* Chapter 5 & Conclusion; “Accidental Killers and Their Long Lament.” *Journal of Pastoral Care and Counseling*. Vol. 64. Issue 3 (Sep 2010). Avis Clendenen

*Radical Hospitality* paper due

**Monday 8/5 Street Ministry interview presentation**