

*** Please note: This is a working draft of the syllabus;
I reserve the right to amend this syllabus at any time ***

Santa Clara University

GPPM

*~ Santa Clara University occupies the unceded ancestral homeland
of the Ohlone and Muwekma Ohlone people ~*

PMIN 201: Theological Foundations for Ministry Spring 2025

Wednesdays 6-9 PM ONLINE (Zoom)

Class Zoom Link: TBD

Meeting ID: TBD

Password: TBD

Dr. Pearl Maria Barros

(She/Her)

pbarros@scu.edu

Office Hours: Wednesdays 5:30-6 PM and 9-9:30 PM on Zoom & By Appointment

Office Hours Zoom Link: TBD

Meeting ID: TBD

Password: TBD

Course Description

Theologies are contextual. They arise within a particular time and place. In this course, we will critically examine how Christian faith takes shape in the many sociocultural contexts Christians inhabit. We will pay particular attention to the histories and theological debates that have shaped Christian thinking about God, Jesus, creation, Church, and salvation.

Just as theologies are contextual, so, too, are ministers. In this course, we will also engage in critical self-reflection, examining the particularities of our own faith stories and how they influence our ministerial practice. Our goal will be to engage in what Kathleen McAlpin, RSM calls a “contemplative process of theological reflection” (*Ministry that Transforms*).

Course GPPM Learning Goals

Goal 1: Theological Foundation

Knowledge of the broad intellectual foundation for ministry in the areas of scripture, systematic and contextual theology, and spirituality; and incorporate theological reflection to enrich their ministerial practices across varying contexts.

Goal 2: Pastoral Proficiency

Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.

Required Books

- M. Shawn Copeland, *Enfleshing Freedom: Body, Race, and Being*. Fortress, 2010. ISBN: 9780800662745

- Natalia Imperatori-Lee, *Cuéntame: Narrative in the Ecclesial Present*. Orbis, 2018. ISBN: 9781626982673

- Elizabeth A. Johnson, *Quest for the Living God: Mapping Frontiers in the Theology of God*. Bloomsbury, 2007. ISBN: 9781441174628

- Francis Schüssler Fiorenza and John P. Galvin, *Systematic Theology: Roman Catholic Perspectives*, 2nd ed. Augsburg Fortress, 2011. ISBN: 9780800662912

All other readings are on Camino.

Assessment and Grading

Grade Distribution

Weekly Reading Responses: 40%

Philomena Film Reflection Essay: 20%

Final Project & Reflection Essay: 40%

Weekly Reading Responses: In preparation for each class meeting, you will fill-out a Weekly Reading Response. These reading responses function as **weekly mini-essays** that help you: **name** three emotions that you felt/feel in response to the readings and **reflect** on them (8-10 sentences); **identify** three key concepts/main arguments in the readings (list them and cite the page numbers); **analyze** through one of those key concepts/main arguments a ministerial situation you have

encountered (8-10 sentences). You will **also list two questions** that you would like for us **to discuss** during class that week. **Weekly Reading Responses have a specific format**; I've attached a copy to this syllabus and will email you the Word document so that you can use it as a template that you fill-in. **Weekly Reading Responses are due by 4 PM on Wednesdays! You will submit them online through Camino on our course website. (Corresponds with All Course GPPM Learning Goals)**

Philomena Film Reflection Essay: One of the texts that you will be reading this quarter is the film *Philomena* for Class Meeting 4 "*The Mystery of God & the Challenge of Women's Experience*." The link to the film will be on the course website. **The essay engaging the film is to be 5 pages, double-spaced, 12-point font.** It is an **analytical essay** in which you will answer the following questions: **How are understandings of gender, sexuality, suffering, and God connected in the film? What might the film teach us about ministry?** The essay should engage at least one of the other readings for that week in its analysis. **The *Philomena* Film Reflection Essay is due Wednesday, April 23rd by class time (6 PM).** There is **NO Weekly Reading Response due that week. (Corresponds with All Course GPPM Learning Goals)**

Final Project and Reflection Essay: Reflecting on the many topics we have studied this quarter and your own pastoral experience and expertise, the **Final Project and Reflection Essay** asks you to **1). Choose 2-3 readings** from our course this quarter and use them to construct a parish **program or resource** that applies your reflection on these readings to the community/communities you serve and **2).** Write a **Reflection Essay** on how the readings inform your project and why you chose them. **(Corresponds with All Course GPPM Learning Goals)**

Part 1: the Final Project. **Choose 2-3 readings** from our course this quarter and use them to construct a parish **program or resource** that applies your reflection on these readings to the community/communities you serve. **Please turn in a sample of your program or resource with your Final Reflection Essay.** (You can email the PDF (or other document form)/video/podcast/etc. directly to me at pbarros@scu.edu).

Part 2: Write a **Reflection Essay** on how the readings inform your project and why you chose them. Be sure to answer these questions: How do the readings inform your project? Why did you choose these particular readings? Would you do things differently if you were to re-think the project? If yes, how so? If not, why not? **It is to be 4-6 standard pages, double-spaced, 12-point font. It should follow the GPPM Style Guide.**

The Final Project and Reflection Essay are due on Wednesday, June 4th by class meeting time (6 PM)! Be prepared to present your program/resource at our class meeting that evening.

ALL assignments are turned in ONLINE through Camino on the course website.

Grading Scale

94.0–100 A	87.0–89.9 B+	77.0–79.9 C+	67.0–69.9 D+
90.0–93.9 A-	83.0–86.9 B	73.0–76.9 C	63.0–66.9 D
	80.0–82.9 B-	70.0–72.9 C-	60.0–62.9 D-

Assessment of the Course

Students will be asked to assess the course via narrative evaluations at the end of the quarter.

Policies

Classroom Rules of Engagement

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.

Be Prepared: Complete all readings and assignments *before* you come to class.

Be Present: Come to class. Be present mentally and physically. Let's make the most of the time we have together.

Attendance: If you are sick or something comes up, please notify the professor in advance or within a day of the missed class. Take care of yourself and know that the work can be made-up. **Absences count against you if you do not communicate with the professor about them.** Religious holidays are also excused; I ask that you email me to let me know that you will not be attending because of the holiday. ***Unexcused* absences bring down your course grade by 2 grade points each time. Attendance will be taken.**

Academic Integrity: According to the Oxford Dictionary, plagiarism is: “the practice of taking someone else’s work or ideas and passing them off as one’s own” (www.oxforddictionaries.com/definition/english/plagiarism). **Your work should be YOUR work! Take pride in it.** Of course, you will engage other thinkers and sources throughout your studies, but you need to properly cite them in your work by either **using the MLA or Chicago Manual of Style formats**. If you are caught plagiarizing on a required assignment, you will receive an “F” on the assignment and

in the course, and the matter will be forwarded for further action to the GPPM director. For a full presentation of University policies concerning plagiarism, see: <http://scu.edu/studentlife/resources/upload/Academic-Integrity-brochure-2014.pdf>.

Of course, you will engage other thinkers and sources throughout your studies, but you need to properly cite them in your work by either using the *MLA* (parenthetical notes) or *Chicago Manual of Style* (endnotes or footnotes) formats.¹ **In other words, your submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited, i.e., parenthetical notes or endnotes or footnotes.**

Here are some resources for writing and citations:

- Purdue's OWL Guide to the *MLA*:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

- Purdue's OWL Guide to the *Chicago Manual of Style*:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

- MLA website: <https://style.mla.org/>

Using ChatGPT or other AI to write your assignments will result in an "F" on the assignment. You are only allowed to use such AI tools to check grammar, mechanics, and flow.

Accessible Education: I am committed to meeting the learning needs of all students. If you have a documented disability for which accommodations may be required in this class, please contact the **Office of Accessible Education** (oe@scu.edu, <http://www.scu.edu/oe>) **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 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

¹ Hi! I'm a footnote.

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 that impact a major life activity.

Title IX Syllabus Statement: 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 and dating violence or stalking, we encourage you to tell someone promptly. For more information about non-anonymous and anonymous reporting, see SCU's Office of Equal Opportunity and Title IX:
<https://www.scu.edu/title-ix/resources/student/>

To make a **non-anonymous** report:

- Contact the University's Interim Title IX Coordinator, Brandi Williams at 408-554-4113 or email: bwilliams2@scu.edu

- Go to Office of Student Life's
https://cm.maxient.com/reportingform.php?SantaClaraUniv&layout_id=41

To make an **anonymous** report or receive confidential support:

- Contact Student Survivor Advocate, Meredith Lierk at 408-554-4448 or email: mlierk@scu.edu

- Call the SCU CAPS 24/7 line at 408-554-5220

- Go to Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>

- Call 1-888-552-8060 (Ethicspoint)

Copyright Statement: Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including – but not limited to – notes, handouts, slides, podcasts, and videos. You may make copies

of course materials for your own use. **You may not publicly distribute the course materials without my written permission.**

Use of Classroom Recordings: All online class meetings *may* be recorded and made available on Camino. As is stated in the Student Conduct Code: “...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.” In some cases, the disclosure of sensitive student information revealed in a class Zoom meeting may entail that recorded discussions will *not* be made available. This will be at the discretion of the instructor.

Technology Support: SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

Here is a guide for Zoom on the GPPM website: <https://www.scu.edu/cas/graduate-program-in-pastoral-ministries/current-students/resources/academic-resources/quick-guide-for-zoom/>

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that **the diversity that students bring to this class be viewed as a resource, strength and benefit.** It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language: **This course affirms people of all gender expressions and gender identities.** If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a

mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Resources for Mental Health Support and Wellness: Please do not hesitate to reach out for help when you need it! These resources may be especially helpful:

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

The **CAPS** office at Cowell offers Counseling and Psychological Services. **For 24/7 support, call the SCU CAPS 24/7 line at 408-554-5220.**

<https://www.scu.edu/cm/>

Ministers at SCU's **Campus Ministry** are available to talk with you during **drop-in hours Monday – Friday, 10 AM – 4 PM in Benson 105** or email them at campusministry@scu.edu to schedule an individual appointment. Campus ministers are available to all students; you do not need to be a member of a particular religious tradition to meet with a campus minister.

National Suicide Prevention Lifeline: 1-800-273-8255 or go to the website for more resources at <https://suicidepreventionlifeline.org/>

National Sexual Assault Hotline: 1-800-656-4673 or go to the website at <https://www.rainn.org/about-national-sexual-assault-telephone-hotline>

Schedule

Week 1: Introductions to Theology: Speaking about God and Ourselves*Wednesday, 4/2 from 6-9 PM on Zoom***Readings:**

- Sandra Schneiders, "The Vocation of the Theologian Begins with an Invitation," (On Camino)
[Pages of Reading: 10]
- Elizabeth A. Johnson, *Quest for the Living God*, Chapter 1
[Pages of Reading: 18]
- Fiorenza and Galvin, *Systematic Theology*, Chapter 1 (until page 50)
[Pages of Reading: 50]

~ Weekly Reading Response 1 Due! (Submit On Camino by 4 PM!) ~**Week 2: Continuing the conversations about God and Ourselves***Wednesday, 4/9 from 6-9 PM on Zoom***Readings:**

- Fiorenza and Galvin, *Systematic Theology*, Chapter 1 (pages 50-78)
[Pages of Reading: 28]
- Elizabeth A. Johnson, *Quest for the Living God*, Chapters 2 and 3
[Pages of Reading: 46]
- Vatican II, *Gaudium et Spes* (On Camino)
[Pages of Reading: 40; Focus on the Preface and Introductory Statement]
- M. Shawn Copeland, *Enfleshing Freedom: Body, Race, and Being*, Chapter 1
[Pages of Reading: 16]

~ Weekly Reading Response 2 Due! (Submit On Camino by 4 PM!) ~**Week 3: Revelation and Reflection: Speaking the Word of God***Wednesday, 4/16 from 6-9 PM on Zoom***Readings:**

- Fiorenza and Galvin, *Systematic Theology*, Chapter 2
[Pages of Reading: 29]

- Vatican II, *Dei Verbum* (On Camino)
[Pages of Reading: 10]
- Barbara Reid, "Deacon Phoebe and Other Women Ministers" (On Camino)
[Pages of Reading: 18]
- Elizabeth A. Johnson, *Quest for the Living God*, Chapter 10
[Pages of Reading: 25]
- Watch Mary Catherine Hilkert, Catholic Women Preach, Third Sunday of Lent 2017 at: <https://www.youtube.com/watch?v=h2uS05U63Hc>
[Time: 14 Minutes]

~ Weekly Reading Response 3 Due! (Submit On Camino by 4 PM!) ~

Week 4: The Mystery of God & the Challenge of Women's Experience

Wednesday, 4/23 from 6-9 PM on Zoom

Readings:

- Elizabeth A. Johnson, "Feminist Theology and Critical Discourse About God" (On Camino)
[Pages of Reading: 36]
- Megan McCabe, "The Work of the Spirit, or Machismo with a Skirt?: Feminism, Gender, and Pope Francis," (On Camino)
- Barbara E. Reid, *Wisdom's Feast*, p. 1-51 (On Camino)
- Watch *Philomena*.
[Time: 1 hour, 38 minutes]
Here is the link to the film:

<https://login.libproxy.scu.edu/login?url=http://digitalcampus.swankmp.net/scu314618/watch?token=07cb7eeb764cd37e2228b2306d1709ded8f335c1ebdff808148352ae8e9a4ab8>

~ *Philomena* Film Reflection Essay Due! (Submit on Camino by 6 PM!) ~
NO Weekly Reading Response Due!

Week 5: Christ, Race, and Gender: Challenges for a Church on the Way

Wednesday, 4/30 from 6-9 PM on Zoom

Readings:

- Elizabeth A. Johnson, *Quest for the Living God*, Chapter 6
[Pages of Reading: 20]
- James Cone, *The Cross and the Lynching Tree*, Chapters 1 and 2 (On Camino)
[Pages of Reading: 40]
- M. Shawn Copeland, *Enfleshing Freedom: Body, Race, and Being*, Chapters 3, 4, and 5
[Pages of Reading: 73]

~ Weekly Reading Response 4 Due! (Submit On Camino by 4 PM!) ~

Week 6: Creation, Ecological Theology, and the Lives of the Oppressed

Wednesday, 5/7 from 6-9 PM on Zoom

Readings:

- Elizabeth A. Johnson, *Quest for the Living God*, Chapters 4 & 9
[Pages of Reading: 30]
- Ivone Gebara, "God: An Ecofeminist Approach to the Greatest of Mysteries"
(On Camino)
[Pages of Reading: 36]
- Aruna Gnadadasan, "The Integrity of Creation and Earth Community: An Ecumenical Response to Environmental Racism" (On Camino)
[Pages of Reading: 24]
- Pope Francis, "Our Moral Imperative to Act on Climate Change and 3 Steps We Can Take," TED Talk (October 2020)
https://www.ted.com/talks/his_holiness_pope_francis_our_moral_imperative_to_act_on_climate_change_and_3_steps_we_can_take?subtitle=en

~ Weekly Reading Response 5 Due! (Submit On Camino by 4 PM!) ~

Week 7: Being Church: Ecclesiology

Wednesday, 5/14 from 6-9 PM on Zoom

Readings:

- Vatican II, *Lumen Gentium*, Chapters 1-3, 5, & 8 (On Camino)
[Pages of Reading: 25]
- Natalia Imperatori-Lee, *Cuéntame: Narrative in the Ecclesial Present*, Introduction and Chapters 1 & 5
[Pages of Reading: ...]

- Elyse J. Raby, "Pope Francis's Ecclesial Ethics: Mercy, Subsidiarity, Justice" (On Camino)
- Selections from The Synod on Synodality 2021-2024 documents TBD

~ Weekly Reading Response 6 Due! (Submit On Camino by 4 PM!) ~

Week 8: Mary and the Saints in Christian Imagination and Devotional Prayer

Wednesday, 5/21 from 6-9 PM on Zoom

Readings:

- Fiorenza and Galvin, *Systematic Theology*, Chapter 8
[Pages of Reading: 29]
- Natalia Imperatori-Lee, "There's Something about Mary," (On Camino)
- María del Socorro Castañeda-Liles, "Our Lady of Everyday Life," from *Our Lady of Everyday Life: La Virgen de Guadalupe and the Catholic Imagination of Mexican Women in America* (On Camino)
[Pages of Reading: 30]
- Watch Carolyn Osiek, Catholic Women Preach, Solemnity of the Assumption of Mary, 2019:
https://www.youtube.com/watch?time_continue=6&v=NN5H0j_BQeU
[Time: 7 Minutes]

~ Weekly Reading Response 7 Due! (Submit On Camino by 4 PM!) ~

Week 9: Church at Prayer: Tensions of Vision and Reality in the Sacraments

Wednesday, 5/28 from 6-9 PM on Zoom

Readings:

- Fiorenza and Galvin, *Systematic Theology*, Chapter 9.1 (Sacraments in General)
[Pages of Reading: 35]
- Fiorenza and Galvin, *Systematic Theology*, Chapter 9.2-9.7 (divided in class)
[Pages of Reading: Varied]

~ Weekly Reading Response 8 Due! (Submit On Camino by 4 PM!) ~

Week 10: Final Project Symposium

Wednesday, 6/4 from 6-9 PM on Zoom

NO Readings

In-class Final Project Presentations

~ Final Project and Reflection Essay due by class time! ~

Name
Date
PMIN 201

*Weekly Response #*____

Name three emotions that you felt/feel in response to the readings
and **reflect** on them (8-10 sentences):

Identify three key concepts/main arguments in the readings (list them and cite the
page numbers):

Analyze through one of those key concepts/main arguments a ministerial situation you have encountered (8-10 sentences):

Two Questions for Discussion

1. Question 1

2. Question 2