

*\*\* 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 241: Women in the Church Spring 2025**

**Tuesdays 6 PM – 9 PM ONLINE (Zoom)**

**Class Zoom Link:** TBD

**Meeting ID:** TBD

**Password:** TBD

**Dr. Pearl Maria Barros**

(She/Her)

[pbarros@scu.edu](mailto:pbarros@scu.edu)

Office Hours: Tuesdays 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**

Examining the role of women in the Catholic Church through an *intersectional feminist* lens, this course recognizes that women have always been active participants in the development of Catholic theology, biblical scholarship, ethics, and ministry. Given the controversy around terms like “feminist,” the course explicitly engages the question of whether or not one can be a “Catholic feminist.” Throughout the course, we will develop our own “hermeneutic of suspicion” by repeatedly asking these questions: **Where are the women? Which women are portrayed? How are they portrayed? Who is controlling the narrative?** Importantly, we will pay close attention to how intersections of sexuality, gender, race, class, ability, and so forth contribute to Catholic theological, biblical, and ethical reflections on “women.”

## 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 4: Diversity Fluency

Awareness of and critical engagement with how one's own culture influences ministry, and then to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

## Required Books

- Julie Hanlon Rubio, *Can You Be a Catholic and a Feminist?* (Oxford: Oxford University Press, 2024). ISBN: 978-0197553145
- Natalia Imperatori-Lee, *Women and the Church: From Devil's Gateway to Discipleship*. (New York: Paulist, 2024). ISBN: 978-0809154708
- Elizabeth A. Johnson, Ed., *The Strength of Her Witness: Jesus Christ in the Global Voices of Women*, (Maryknoll, NY: Orbis, 2016). ISBN: 978-1626981720  
(E-book available through the SCU Library)
- Barbara E. Reid, *Wisdom's Feast: An Invitation to Feminist Interpretation of the Scriptures*. (Grand Rapids, MI: Eerdmans, 2016). ISBN: 978-0802873514

**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 every Tuesday by 4 PM! 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*. The link to the film will be on the course website. The essay is to be 5 pages, double-spaced, 12-point font. It is **an analytical essay** in which you will engage the following questions: How does the film show us the construction of "woman" in Catholic tradition? How are understandings of gender, sexuality, suffering, and God connected in the film? What might the film teach us about ministry? In its analysis, the essay should engage 1-2 of the other readings we have done thus far in the class. **The *Philomena* Film Reflection Essay is due Tuesday, April 29<sup>th</sup> by class time (6 PM).**

**(Corresponds with Course GPPM Learning Goal 4)**

**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](mailto: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 Tuesday, June 3<sup>rd</sup> 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](http://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.<sup>1</sup> **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](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](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** ([oea@scu.edu](mailto:oea@scu.edu), <http://www.scu.edu/oea>) **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.***

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<sup>1</sup> Hi! I’m a footnote.

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 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](mailto:bwilliams2@scu.edu)

- Go to Office of Student Life's  
[https://cm.maxient.com/reportingform.php?SantaClaraUniv&layout\\_id=41](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](mailto: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](mailto: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](mailto: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](mailto: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](http://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](mailto: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>

<b>Schedule</b>
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**Week 1: Introductions to the Course and Each Other: Can one be a “Catholic feminist”?**

*4/1 from 6-9 PM on Zoom*

**Readings:**

- Natalia Imperatori-Lee, *Women and the Church*, Preface and p. 3-41
- Hanlon Rubio, *Can You Be a Catholic and a Feminist?*, Selections TBD
- Megan McCabe, “The Work of the Spirit, or Machismo with a Skirt?: Feminism, Gender, and Pope Francis,” (On Camino)

**~ Weekly Reading Response 1 Due! (Submit On Camino by 4 PM) ~**

**Week 2: Reimagining the Human: Intersectional Theological Anthropologies**

*4/8 from 6-9 PM on Zoom*

**Readings:**

- Natalia Imperatori-Lee, *Women and the Church*, p. 42-96, 210-226
- Elisabeth Schüssler Fiorenza, “Feminist Theology as a Critical Theology of Liberation” (On Camino)
- Elizabeth A. Johnson, “Feminist Theology and Critical Discourse About God” (On Camino)

**~ Weekly Reading Response 2 Due! (Submit On Camino by 4 PM) ~**

**Week 3: Reimagining the Human (continued)**

*4/15 from 6-9 PM on Zoom*

**Readings:**

- M. Shawn Copeland, *Enfleshing Freedom*, Selections TBD

**AND**

- Ada María Isasi-Díaz, “*Mujerista* Theology: A Challenge to Traditional Theology” (On Camino)

**OR**

- María Pilar Aquino, “Latina Feminist Theology: Central Features” (On Camino)

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

**Week 4: “Can a Male Savior Save Women?” Catholic Feminist Christologies**

*4/22 from 6-9 PM on Zoom*

**Readings:**

- Rosemary Radford Ruether, "Can a Male Savior Save Women?" (On Camino)
- Teresia M. Hinga, "Jesus Christ and the Liberation of Women in Africa," in *The Strength of Her Witness*
- Virginia Fabella, "Christology from an Asian Woman's Perspective," in *The Strength of Her Witness*
- M. Shawn Copeland, "Marking the Body of Jesus, the Body of Christ," in *The Strength of Her Witness*

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

**Week 5: Catholic Feminist Biblical Hermeneutics**

4/29 from 6-9 PM on Zoom

**Required Readings:**

- Natalia Imperatori-Lee, *Women and the Church*, p. 99-152
- Barbara E. Reid, *Wisdom's Feast*, p. 1-51
- Sandra Schneiders, "Encountering and Proclaiming the Risen Jesus," in *The Strength of Her Witness*

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

**~ Philomena Film Reflection Essay Due! (Submit On Camino by 6 PM) ~**

**Week 6: A Place at the Table— Catholic Feminist Ecclesiologies**

5/6 from 6-9 PM on Zoom

**Readings:**

- Elyse J. Raby, "Beyond 'Women in the Church': Gender and Ecclesiology since Vatican II," (On Camino)
- Barbara E. Reid, *Wisdom's Feast*, p. 79-104
- Natalia Imperatori-Lee, *Women and the Church*, p. 172-189, 227-245
- Watch Phyllis Zagano, "Just Church: Catholic Social Teaching, Synodality, and Women": [https://www.youtube.com/watch?v=0\\_MZEMsT2pM](https://www.youtube.com/watch?v=0_MZEMsT2pM) [1 Hour, 11 Minutes]

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

**Week 7: Mary in the Communion of Saints**

5/13 from 6-9 PM on Zoom

**Readings:**

- Natalia Imperatori-Lee, *Women and the Church*, p. 153-171
- Barbara E. Reid, *Wisdom's Feast*, p. 52-64

- Elizabeth Johnson, *Truly Our Sister*, Chapters 10 and 11 (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)
- Watch Carolyn Osiek, Catholic Women Preach, Solemnity of the Assumption of Mary, 2019: [https://www.youtube.com/watch?time\\_continue=6&v=NN5H0j\\_BQeU](https://www.youtube.com/watch?time_continue=6&v=NN5H0j_BQeU)

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

### **Week 8: Sexuality & Motherhood**

*5/20 from 6-9 PM on Zoom*

#### **Readings:**

- Hanlon Rubio, *Can You Be a Catholic and a Feminist?*, Selections TBD
- Karen Peterson-Iyer, "Introduction: Sexual Flourishing in an Unjust World" **and** "Looking Back and Looking Forward," (On Camino)
- Katherine Dugan, "Catholic Laywomen's Natural Family Planning across Three Generations," (On Camino)
- Cristina Lledo Gomez, "The Virgin-Mother-Bride Church," (On Camino)

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

### **Week 9: Sexuality & Same-Sex Relationships: Growing Edges of the Tradition**

*5/27 from 6-9 PM on Zoom*

#### **Required Readings:**

- Hanlon Rubio, *Can You Be a Catholic and a Feminist?*, Selections TBD
- Other readings TBD

**~ Weekly Reading Response 9 Due! (Submit On Camino by 4 PM) ~**

### **Week 10: Final Project Symposium**

*6/3 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 241

*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