

Ecclesiology
Spring 2020
Mondays 1:30-4:20
Schlegel 121

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Course Overview:

This is a course on Ecclesiology that incorporates multiple contemporary perspectives. Various approaches to understanding church—including historical, systematic, sociological, and performative—will be engaged.

Objectives:

1. Increase knowledge of the history of ecclesiological models and metaphors in the West.
2. Improve familiarity with current problems and proposals in the field of ecclesiology.
3. Explore various methodological approaches to ecclesiological questions.
4. Hone specific writing skills, including the formation of a constructive theological thesis.
5. Practice the skills of editing and the skill of receiving editorial feedback.

GOALS AND OUTCOMES

Students from a variety of programs enroll in this course. The work of the course has been designed to contribute to the following program-specific Student Learning Outcomes:

MDIV

SL0 3: Students will be able to think theologically and ethically in relation to particular traditions and contemporary needs.

SL0 4: Students will demonstrate the ability to reflect critically and self-critically on relationships between Christian faith and various forms of systemic injustice.

MAR

SL03: Students will demonstrate an understanding of multiple theological perspectives, historical and contemporary

SL04: Students will demonstrate the ability to think theologically, strategically, imaginatively, and contextually about ethical issues

MAMFT

SL0 5: Graduating students will be able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy.

Requirements:

1. Read texts closely.

2. Actively participate in class discussions and activities.
3. Present one of the readings to the class in a seminar presentation.
4. Write four essays. For three of these, both rough and final drafts are required.
5. Edit the work of classmates.
6. Graciously receive the editorial advice of classmates.
7. Complete one collaborative project, which may or may not take the form of an essay.

Readings:

There are three required books and one chapter for this course that all students will read:

Lakeland, Paul. *Church*. Collegeville, Minnesota: Liturgical Press, 2009. ISBN 978-0-8146-5993-9 \$14.96

Cavanaugh, William T. *Torture and the Eucharist*. Oxford: Blackwell Publishing, 1998. ISBN 978-0-631-21199-0 \$46.13

Savage, Barbara Dianne. *Your Spirits Walk Beside Us: The Politics of Black Religion*. Cambridge: Belknap Press of Harvard University Press, 2008. 9780674066274 \$19.00

Hodgson, Peter C. and Robert C. Williams. "The Church." in *Christian Theology: An Introduction to Its Traditions and Tasks* edited by Peter C. Hodgson and Robert H. King, 249-273. Minneapolis: Fortress Press, 1994. Handed out in class.

In addition, each student will select a book about church (historical, sociological, or theological) in consultation with the professor. This will allow students to guide the final reading towards their own interests.

Please have available your own copy of these readings on the day they are discussed in class.

Seminar Presentations:

Seminar presentations should briefly summarize the main argument of the assigned reading. Do not go through page by page! Instead, analyze what the author is doing and which points are key. Choose two or three paragraphs vital to the argument for discussion in class. Finally, prepare three open-ended questions to prompt class discussion and debate.

Writings:

One of the main objectives of this course is to improve theological writing. To that end, students will write five assignments for the course, each with a particular aim. Furthermore, students will work together through peer-editing and collaboration. The rough drafts are due at the beginning of class on the day they are due (with the exception of the final paper). Please bring two hard copies to class.

Final drafts are due by midnight on the due date. Papers will be docked one-third of a grade if they are turned in late and for each additional 24 hours afterward. For example, a paper turned in 35 minutes late would be reduced from an A to an A-, while a paper turned in 25 hours late would be reduced from an A to a B+. Papers turned in 72 hours after the due date will not be accepted.

First essay: Write a two page summary of text. This requires assessing which ideas are crucial and which can be omitted. The goals are accuracy, clarity, and appropriate use of referencing. A draft of this paper will be peer-edited.

Second essay: Write a three page essay on one of the Ecclesiological models Lakeland describes, addressing the pros and cons of the model. The goal of this essay is to formulate a specific, particular thesis and present an argument supporting it. A draft of this paper will be peer-edited.

Third essay: Write a three page essay on a specific instance in which the historical realities of church have been overlooked, identifying a theological consequence of this instance, or a theological lesson drawn from it. The goals of this essay are to think self-critically about Christian understandings of church and to make a constructive theological claim in conversation with the history of the church. A draft of this paper will be peer-edited.

Fourth essay: With a small group of classmates, present a theological thesis concerning ecclesiology, in relation to liturgical seasons. Do this in such a way that the form of presentation resonates with the content of the thesis. This could be a collaborative essay, a worship service, artwork, performance, etc. The goals of this task are twofold. First, think carefully about the relationship between form and content in conveying theological ideas. Second, engage the challenges of doing theology from, in, and for a community.

Fifth essay: Write a six page essay staking a constructive claim in the field of ecclesiology, in conversation with Cavanaugh. This essay should demonstrate the skills acquired through previous assignments, including: accurate readings of texts, clarity of writing, referencing, stating a clear thesis, thinking self-critically, considering issues of form and content, and writing in the context of community.

Grading:

Class participation (including editing) 10%, reading presentation 10%, first essay 15%, second essay 15%, third essay 15%, fourth essay (collaborative) 15%, fifth essay 20%.

USE OF ELECTRONIC DEVICES IN CLASS:

Many of us are becoming increasingly addicted to our electronics such that we are unable to focus on other (more important) matters for a period of time. Thus, we ask that we create a time and space to set aside such distractions as email, Facebook, and texting in order to engage our minds and hearts. Do not send or read text messages during class. Cell phones should be silenced and/or turned off and put away. In the event that you have a legitimate need to be accessible during class, you may ask us for an exception to this rule. Laptops should not be used if you cannot trust yourself to restrict your use to note-taking. You may not access the Internet during class time. Any misuse of electronic devices during class time, including checking of email or social networking sites, will be grounds for dismissal from the session.

LPTS CLASSROOM POLICIES:

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. For more information see:

<http://lpts.libguides.com/content.php?pid=469569&sid=4083885>

Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Citation Policy

Citations in your papers should follow the Seminary standard, which is based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (Beth Herrinton-Hodge, bherrintonhodge@lpts.edu) during the first two days of class (or, even better, before the class begins) and should speak with the instructors as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructors.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructors of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

Calendar:

2/10 Introduction, hand out Peter C. Hodgson and Robert C. Williams, 249-273.

2/17 Draft of first essay due. Peer-editing will take place during class.
Intro to Lakeland, 1-60.

2/20 First essay final draft due.

2/24 Lakeland, 61- 181. seminar presentations by Erin and Falyn

- 3/2 Draft of second essay due. Peer-editing will take place during class.
Intro to Savage, 1-67.
- 3/5 Final draft of second essay due.
- 3/9 Savage, 68-120, seminar presentations by Ye In and Stephanie
- 3/23 Draft of third essay due. Peer-editing will take place during class.
Intro Cavanaugh, 1-71.
- 3/26 Final draft of third essay due.
- 3/30 Cavanaugh, 72-121, seminar presentations by Rebecca and Hunter
By this day, each student should have a fourth book approved by the professor.
- 4/6 Cavanaugh, 121-202, seminar presentations by Emily and Trent
- 4/13 Cavanaugh, 203-252, seminar presentation by Maikel
Group work on fourth assignment.
- 4/20 Presentations
- 4/27 In-Class work on fourth books
- 5/4 Collaborations, presentation of final topics.
- 5/13 Final assignments due.