

PMIN 203: Christology

Summer 2024

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Office Hours: By Appointment

Times, Dates, Locations

Most sessions will be held online via Zoom on Wednesdays 6:00–9:00pm.

Saturday July 13 may be in person at a diocesan site (and Zoom), 9:00–3:00, depending on enrollment.

Course Description

An introduction to contemporary Catholic Christology. This course will examine Jesus Christ as an historical figure and object of faith and, as such, the Christian answer to the human situation. Course work will center on Jesus' proclamation of the Kingdom of God and will treat of his history through the Resurrection. A foundational Christology course; 4 units.

Learning Goals

This course focuses on two specific learning goals of the GPPM: 1A and 3A.

- **Goal 1:** Students will gain a broad theological foundation that will undergird inquiry into a select area of concentration. (theological knowledge)
 - **Objective A.** Students will demonstrate an understanding of Fundamental Theology, Christology, Ecclesiology, Ethics, Hebrew Bible, and the New Testament according to the competencies articulated by each of these areas.
- **Goal 3:** Students will become competent leaders dedicated to serving the Church and to creating community in parish and other pastoral settings. (leadership skill)
 - **Objective A.** Students will employ historically informed knowledge of the tradition to assess theological positions and pastoral issues.
- **Goal 5:** Students will become prepared ministry professionals able to function effectively in a diverse global religious environment. (diversity fluency)
 - **Objective A.** Students will describe and address cultural differences in Christian practice.

Course Components:

Class Participation: Active participation is essential to this class. Weekly class sessions will involve some presentation from the professor, but will mainly be an opportunity for student discussion of issues that are raised by the week's readings. *Each student should come to class sessions with one to three questions (from the readings, or just germane to the week's topic) that he or she would like to be sure we discuss.*

Reading Reflections: For every class with a reading due, students will write a brief (500–750 words) reflection on the reading(s) guided by the questions: *Who does the author say that Jesus is? (Objective 5A) How does the author's answer to this question relate to the biblical witness to and/or the church's teaching about Jesus? (Objective 1A) and How might this answer benefit people in my own ministry context? (Objective 3A).* More detailed instructions are provided on Camino.

Final Project: Your final project will be related to the course material, and should be pastorally appropriate for your present or future ministry. By the fourth week of class, you should present me with a one-page proposal in which you indicate the nature and scope of your project. This will allow me to approve the suitability of the project and point you towards appropriate resources. By week seven, you will provide me with an outline of your project.

Option One: A Research Paper

This option consists of a research paper exploring an academic topic of interest, directly focused on one or more central Christological theme explored in the course with attention to theological meaning and historical development (**Learning Objectives 1A and 3A**, and, ideally **5A**). The paper should represent original research, insights, and interpretation and be 10 - 12 pages in length (not including the cover page and bibliography).

Option Two: A Pastoral Project for a Specific Parish Community

Through the creation of the pastoral project, the student will demonstrate theological competency and pastoral application of the course readings, lectures, class discussions, and especially study and competency in the Christological

teaching of the Catholic Church and contemporary applications of it (**Learning Objective 1A** and, ideally, **5A**).

This project has two parts: 1) all the elements needed for the pastoral project and 2) a paper (6 - 8 pages) that articulates the Christological themes in the project. The paper will also include a pastoral analysis of the parish community and presentation of the hoped-for effectiveness of the pastoral project. (**Learning Objective 3A**).

Required Reading

- Edward R. Hardy, ed., *Christology of the Later Fathers*. Philadelphia: Westminster John Knox, 1954. ISBN: 978-0664241520
- Jon Sobrino, *Jesus the Liberator: A Historical-Theological View*. Maryknoll: Orbis, 1993. ISBN: 0-88344-930-7
- Elizabeth Johnson, ed. *The Strength of Her Witness: Jesus Christ in the Global Voices of Women*. Maryknoll: Orbis, 2016. ISBN: 978-1626981720

Other readings will be linked to on Camino

Schedule of Topics and Readings

Part 1 – Biblical Foundations

Wednesday 7/3 Biblical Foundations: Jesus: Proclaimer of the Reign of God
The synoptic Gospels
Sobrino, chapter 4, Excursus 1, chapter 7.

Wednesday 7/10 Biblical Foundations: Jesus: Revealer of the Father
Gospel of John
Sobrino, chapter 5–Excursus 2, chapters 8–9

Part 2 – Conciliar Christologies

Saturday 7/13 Fourth Century Developments
Athanasius, *On the Incarnation of the Word*
Creed of Nicaea

Gregory of Nazianzus, *Theological Orations* 3 and 4.

Gregory of Nyssa, *Answer to Ablabius*
Creed of Constantinople

Wednesday 7/17 Fifth Century Developments
Tome of Leo
Definition of Chalcedon
Maximus the Confessor, "The Two Wills of Christ in the Garden."

Part 3 – Contemporary Proposals

Wednesday 7/24 Anglo/European Men
Karl Rahner "On the Theology of the Incarnation," "The Two Basic Types of Christology."
Bernard Lonergan *Christology Today: Methodological Considerations*

Wednesday 7/31 Latin American Liberation Theologies
Sobrino, chapters 1–3, 10¹
Maria Pilar Aquino, "Jesus Christ: Life and Liberation in a Discipleship of Equals"
Bingemer – *Masculinity, Femininity, and the Christ*

Wednesday 8/7 Black and Womanist Theologies
James Cone, "Who is Jesus for Black Theology?"
Dolores Williams "Black Women's Surrogacy Experience and the Christian Notion of Redemption."
M. Shawn Copeland, "Marking the Body of Jesus, the Body of Christ."

Wednesday 8/14 Asian Perspectives
Kyung – *Who is Jesus for Asian Women?*
Febella – *Christology from Asian Women's Perspective*
Kwok – *Engendering Christ*

Wednesday 8/21 African Perspectives
Hinga – *Jesus Christ and the Liberation of Women in Africa*

¹ Sobrino is a Spaniard, and, so European, but his life and ministry have been devoted to the Salvadoran people, and his is a classic articulation of Latin American Liberation Theology.

Oduyoye – Jesus Christ
Okure – The Significance Today of Jesus’ Commission to Mary
Magdalene

Final Projects Due by Wednesday August 28, 11:59pm
Absolute Deadline for all work: Sunday September 1, 11:59pm

Policies

Grading Scale

The grade for this course will be calculated as follows:

- 30% – Class Participation
- 30% – Reading Reflections
- 40% – Final Project

Attendance

Regular attendance is an important part of any class, and is factored into your participation grade.

Attendance is all the more essential in a course like this where we meet only once a week. In general, this course observes the following policy:

- I will gladly excuse absences if they are for documented legitimate causes (medical treatment, jury duty, University mandated travel, bereavement). Whenever possible, students should let me know about absences beforehand.
- I will overlook one excused absence each quarter.
- Excused absences beyond the first will result in a half letter grade reduction of your course grade (not just participation).
- Any unexcused absence will result in a half letter grade reduction of your course grade.
- All absences, excused or unexcused may effect your participation grade.
- Saturday sessions will be regarded as two class sessions because of the higher proportion of class time that they represent.
- If your absences (excused or not) are interfering with your ability to effectively participate in course we will discuss the possibility of withdrawal in order to protect you from a failing grade.

Grade	Percentage
F	0–59.99
D-	60–62.99
D	63–66.99
D+	67–69.99
C-	70–72.99
C	73–76.99
C+	77–79.99
B-	80–82.99
B	83–86.99
B+	87–89.99
A-	90–93.99
A	94 – 100

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.

Office of Accessible Education

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 Pregnancy and Parenting

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. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

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/>

Late Work

If some emergency arises which makes compliance with the due date policies spelled out in the syllabus impossible in a given instance, the student must discuss the situation *in advance* with the instructor and work out some alternative. Students who miss class(es) because of involvement in university-sanctioned activities or because of the fulfillment of a legal obligation must make arrangements with the instructor for alternative assignments.

Completion of all written and reading assignments is required by the class they are due. Late assignments will receive a letter grade less than they earn for each day they are late, unless some prior arrangement has been made.

Classroom Environment

In a class like this, our success or failure turns upon your engagement with the material. The point is less "you come here and acquire a bunch of facts to remember (at least until the exam)," and more, "we come together and engage with each other and ideas." We're not learning information so much as we are learning how to think well. For this reason, your participation in class is essential for the class's success. The process of our class discussions will have more to do with what you learn than any information the professor might give you in a lecture.

So, in the interest of having the best possible classroom discussions, I expect students to conduct themselves in a professional, courteous, and respectful manner at all times. We can summarize this with four basic rules for our classroom:

Be Attentive, Be Intelligent, Be Reasonable, Be Responsible.

To put a finer point on some of this: it is especially important that respect and courtesy be extended to your classmates, because in order to truly engage with ideas, our classroom needs to be a safe place to do so. To that end:

- a. We will be discussing potentially controversial ideas (including religion), which may be challenging to your own thoughts, beliefs, and opinions. It is important that even when we disagree with each other, or the material (or whatever) that we do so in a respectful manner. So there will be no disparaging comments about anyone on the basis of religion (or lack of religion), sex/gender/orientation, ethnicity, political viewpoints, and so on. We will be discussing (and even arguing) about ideas, not people.
- b. Think of the classroom as an opportunity to try on new ideas. You're not bound to anything you say in the classroom (though see point a above, about what sorts of remarks are permitted). Feel free to experiment with and abandon ideas.
- c. A safe space means that you are free from personal attack or marginalization. It does not mean that you are free from hearing or engaging with ideas with which you disagree, or even ideas that you find offensive.
- d. Respectful conversation means allowing others the time and opportunity to share their viewpoints. If you are monopolizing the conversation, I will ask you to give others a chance.