SPIRITUALITY AND MINISTRY 244
Course # 76288
Santa Clara University GPPM
Fall 2018

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Course Descriptions

SPIR 244, Spirituality and Ministry, is a blended course in the Graduate Program in Pastoral Ministries, Santa Clara University. Over the span of Fall Quarter, the course will convene three times in the San Bernardino Diocese (Saturdays: September 22, October 27, December 1). In the weeks between 9/22 and 12/1, all course content will be delivered in online modalities.

Course Description
In this project-based course, we examine the nature and development of Spirituality & Ministry in the Church, two interrelated fields. We explore these fields separately and in relationship to one another across a wide variety of types and topics: biblical spirituality; spirituality and ministry attending to human experience and human suffering; theological reflection on ministry; discernment and decision-making for ministry; and praxis in personal and communal lives. The topic avails itself to an opportunity to examine and integrate spirituality within one’s ministry, that is, to cultivate “habits of the heart” with more reflective and contemplative processes and to create a project-based Model of Ministry, which will apply skills of spirituality to ministry in your faith community.

The course is organized in three modules: 1) Where is Pastoral Ministry (and we) Going? 2) How Will We Get There? 3) What Will Help Us Along the Way?

Course Learning Objectives
SPIR 244 has two main learning goals: pastoral proficiency and leadership skills in ministry.

Goal 2 Students will develop pastoral skills, ministry knowledge and liturgical fluencies in at least one key field of study relevant to Christian ministry. (Pastoral Proficiency)
2A Students will demonstrate a depth of practical and theoretical knowledge in their area of concentration.

Goal 3 Students will become competent leaders dedicated to serving the Church and to creating community in parish and other pastoral settings. (Leadership Skill)
3B Students will apply skills from their area of concentration for use in their faith community.

Preparing for Class
Course Camino Website
On “Camino,” the SCU online learning management portal, you will find all course materials: syllabus, class preparation guidelines, readings, discussion posts, attendance
and grade summaries. [https://camino.instructure.com/courses/43491](https://camino.instructure.com/courses/43491)

**Prior to class:** **Reading and posting assignments** for the three Saturday sessions should be completed in the days leading up to our meetings in San Bernardino; other readings for online discussions should be finished by **Wednesday** of each week in anticipation of our Zoom discussions on Thursday evenings. Discussions about course texts, written assignments all depend upon careful attention to the texts examined but also to each other in our collaborative efforts. **Writing requirements** include regular entries (outlines, reflections, essays) on the developing content of the course. The **final project** is developing a **Model of Ministry** for your faith community. **Participation** is a major component of both graduate studies and a course of this nature; out in-class and online discussions will depend on present – physically and intellectually. **Leadership:** Each student will choose a reading from the syllabus to present informally and for discussion.

**Questions, Lecture, Student-led discussions.**
On-line classes will generally begin with a brief praxis and Q&A session, lecture or close reading directed by the professor, followed by a reflection on a specific reading led by a student, and then conversation among us on how this topic focuses, deepens or contests your understanding of spirituality and ministry, and a sense of how this material could be useful to ministry in your faith community.

**Course Policies and Expectations**

**Grading Policy Participation,** grounded on well-prepared reading and personal reflection, is a major component of both graduate studies and a course of this nature; out in-class and online discussions will depend on presence – physically and intellectually. **Leadership:** Each student will choose a reading from the syllabus to present informally and for discussion. **Writing requirements** include one on-going journal, six entries (outlines, reflections, and two essays) on the developing content of the course. The **final project** is a **Model of Ministry** for your faith community.

**Assessment and Grading**

**Grade Components and Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93.5-100</td>
<td>86.7-89.9</td>
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<tr>
<td>A-</td>
<td>90.0-93.4</td>
<td>83.3-86.6</td>
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<tr>
<td>B+</td>
<td>76.7-79.9</td>
<td>73.3-76.6</td>
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<tr>
<td>B</td>
<td>70.0-73.2</td>
<td>66.7-69.9</td>
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<tr>
<td>B-</td>
<td>60.0-63.2</td>
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<td>C+</td>
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Your **Final Project**, the **Model of Ministry**, makes up 40% of your final grade. You will present your model in class and submit the written description to me via Camino, December 1st. (2A and 3B)

**Late Policy** Papers turned in late will be given an **F** unless prior arrangements are made.

**Paper Formatting** A link to the GPPM style sheet for all students can be found here, under “Writing Resources”: [https://www.scu.edu/cas/academics/graduate-program-in-pastoral-ministries/student- resources](https://www.scu.edu/cas/academics/graduate-program-in-pastoral-ministries/student-resources)


Policies and Protections

**Attendance**

We have limited time together and I expect everyone to be present to each of our sessions. You should not expect to miss sessions and be successful in this class. For absolutely unavoidable absences, communicate with me before the class. Do not expect to tell me later and be accommodated. Students will be allowed one unquestioned, excused absence for our Zoom meetings. Unexcused absences of two or more result in one whole letter-grade deduction each (i.e. B to C). For unavoidable absences, please speak to me in advance.

The use of video-conferencing software to record or replace in-person attendance for part or all of our three in-person sessions is not allowed, except in exceptional circumstances with the permission of the instructor and Program Director.

**Technology Policy**

If you are on the Internet—checking email or Facebook, chatting, news-skimming, tweeting, texting, gaming, shopping, et cetera—you are not in class. You are expected in this course to focus on lectures, listen purposefully to one another, thoughtfully respond to your classmates, and share your insights and questions. You will not be able to do this if you let yourself be distracted by tech that is not in service of learning. Be present to the time we spend together and to your education. You deserve it!

The Student Handbook prohibits video- or audio-recording or streaming of private, non-public 2 conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, 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.

**Office Hours and Availability**

I welcome you to set up a time to talk to me individually, over the phone or Zoom. My email is on the top of the syllabus. We can discuss questions you have about class material, strategize about how to do well in the course and the program, and connect what is going on in class to your life and the world. If there is something big going on in your life effecting you, please communicate with me about it. I am here, and the University has many resources, to help you do your best. Email me anytime with questions. I will try to respond within twenty-four hours.

**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. Violations include plagiarism, cheating, outsourcing, and destruction of library or other materials needed for a course. Such violations are serious offenses to the University, your classmates, and to me. Perhaps most importantly, in these offenses you violate your own intellect and voice. Your voice matters. Cultivate and expand your voice, and trust that what you have to say is important. It important is to me. You do not need to use others’ words to say something worthwhile. Students found to have engaged in any form of academic dishonesty will, at the least, receive zero points for the piece of work concerned. 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.

**Disability Accommodation Policy**

*I am committed to meeting each of my students’ learning needs. If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for*
accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me early in the quarter.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Title IX Protections SCU 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, please go to www.scu.edu/studentlife and click on the link for the University’s Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com

Required Books


ISBN 0-8091-3521-3


Additional readings for each class, as uploaded documents or links to websites where the readings are located, are listed in the appropriate date on Camino.

Schedule
Week One: INTRODUCTION: FOUNDATIONS IN SPIRITUALITY AND MINISTRY
Saturday, 9/22
9am – 3pm
Read:
Download Schneiders and Elroy, and bring to class.
Post: See Camino.
TH 9/27  WHERE IS PASTORAL THEOLOGY AND MINISTRY (and WE) GOING?

*Christian spirituality as a cooperative venture*

Read:
Gula. The Spiritual Journey, 3-36.
Hendricks: Leadership Styles, 6-14.
Post: See Camino.

TH 10/4  HOW WILL WE GET THERE?

*Tools for theological reflection for ministry*

Read: I Thess 5:18; Phil 4:6-7; Col 3:15-17.
Gula. Developing Humanly 37-65; Anthony Krisak, “Theological Reflection: Unfolding the Mystery” (Wicks, 308-29):
Post: See Camino.

TH 10/11  HOW ARE MINSTERS “SPIRIT PERSONS” FOR THE COMMUNITY?

*Discerning Revelation: scripture, tradition and experience.*

Read: Gula, Developing Spiritually, 66-87;
Silf: Consolation & Desolation, 52-57.
View: The Home of Spiritual Companionship:
Post: See Camino.

TH 10/18  CULTIVATING ATTENTION: LEARNING AND PRAYER AS PRAXIS

*How do I develop and nurture wisdom and discretion in for a morally integrated ministry? How do I nurture personal and communal prayer in ministry?*

Read: Gula, Developing Intellectually, 88-105;
Rupp, Joyce. “Rediscovering God in the Midst of our Work,” (Wicks, 259-272)
View: Resources Centering Prayer, on Contemplative Prayer

Recommended:

Post: See Camino.

S 10/27  SAN DAMIANO COMMUNITY: CONTEXTUALIZED

*How can historical primary sources be resources for our contemporary lives?*
Read:
Carney. “Clare’s Incarnation of Mutual Charity,” in The First Franciscan Woman, Quincy, Illinois. 1993,139-149.
Letters of St. Clare of Assisi to St. Agnes of Prague (1234-1253)

Recommended:
Post: See Camino.

TH 11/1 MINISTRY TO THE GRIEVED AND GRIEVING
How do we recognize grief and support the grieving?

Read:
Hendricks: 6-14; 15-32.
Post: See Camino.

TH 11/8 NURTURING JUSTICE AND COMPASSION
What is biblical seeing, judging and acting?

Read: Gula. Developing Pastorally, 106-145;
Hendricks: 33-48; 49-60;
Post: See Camino.

TH 11/16 WHAT WILL HELP US ALONG THE WAY?
Community, friendships, mentors and models, spiritual practices

Read: Gula, Becoming Good, Becoming Holy 147-160
Hendricks . Care of the Minister’s Soul, 139-157.
Post: See Camino
TH 11/22  Thanksgiving.

S D/1  “GO FORTH”

*What is your compass, what are your tools to collaborate with others in ministry?*

**Read:**

Summary of Apostolic Exhortation *Gaudete et Exsultate* of the Holy Father Francis on the Call to Holiness in Today’s World.


**View:** *Gaudate y Exsultate:* Rejoice and Be Glad (9.59)

Students present and discuss their *Models of Ministry.*