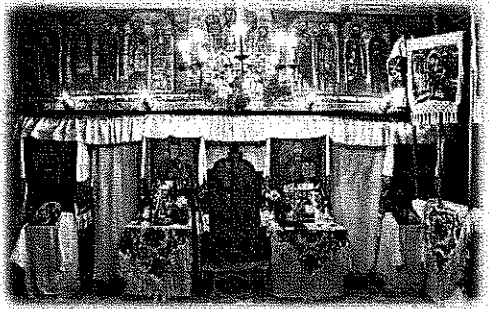


The Church and the Future

TESP 121

Professor Kern R. Trembath

Spring, 2015



TESP 121 The Church and the Future

Santa Clara University

Professor Kern R. Trembath

Spring 2015, MWF 9.15 - 10.20

Office Hours: MWF 10.30-11.30; by appt

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Area Description

Building upon the first two courses, the third course in RTC applies insights from the study of religion to difficult, open-ended questions of vital interest to contemporary societies. From historical or current perspectives, this course takes critical engagement to a creative level either in theory or in practice. This course is taken only after completion of 88 units and RTC 1 and 2. This component of the Core supports Knowledge of Global Cultures, Critical Thinking, Religious Reflection, Ethical Reasoning and Engagement.

Core Curriculum Learning Goals & Objectives

This course fulfills the RTC 3 requirement for the core curriculum.

Core Learning Goals: Knowledge of Global Cultures, Critical Thinking, Religious Reflection, Ethical Reasoning and Engagement.

Core Learning Objectives: be able to:

- 3.1 focus on contemporary, open-ended questions in the particular theory or content area of the course
- 3.2 apply insights from the study of religion to those questions
- 3.3 model ethical inquiry and reflection

Please note: In order to earn RTC 3 credit for this course, you must have completed both RTC 1 and RTC 2 in sequence and have completed 88 units prior to the start of the course. This does not apply to transfer students.

Course Description

The intention of this course is to identify the key components of a contemporary ecclesiology as abstracted from the past and projected into the future, with the goal of enhancing each student's participation in her/his own worship tradition.

In looking at the Church of the *future*, a critical assumption is made concerning what is and is not central to the Church of the *present*. This in turn requires an historical assessment of the Church of the *past*.

This course will be divided into two overall phases. The first will adopt and adapt the "transcendental" approach of Karl Rahner SJ with the goal of understanding not only *what* he said but also *why* he said it. In this latter question, then, we will discover five general channels through which the present Church *does*, and the future Church *will*, engage its audiences and convey to them its understandings of belief in God through Jesus Christ: Tradition, Ecclesiology, Trinitology, Christology, and Sustainability. These are neither exhaustively, nor identically, central to the Church either of the present or the future. But in various ways they will all shape it.

The second phase will consist in teams of students presenting the results of projects that they have assembled, reflecting the five channels above. While the "baseline" theological stance of the course will be Roman Catholicism as articulated by Rahner and Vatican II, these projects will allow for greater religious differentiation as determined by the composition of the teams themselves.

Course Objectives

By the end of the course, the attentive student will be able to:

- 1) identify the key theological and conceptual components that comprise the "heart" of the five channels noted above;
- 2) critically discuss how and why these channels influence the Church of the present; and
- 3) critically articulate a defensible outline for a healthy Church of the future

Class Environment

This is a professional context and will reflect values and behaviors that you are likely to encounter in your subsequent professional career. We will stand towards class time as though it is a company meeting. Food and drink are allowed provided that they not interfere with your or others' ability to concentrate and participate. Cell phones must be off or silenced; the first violation will be met with a frosty glare from me and subsequent ones will be treated as absences. Sleeping in class will be treated as an absence. Phones may not be used in class for any purpose that has not previously been cleared with the instructor. Text messages may be sent the old-fashioned way (provided that they not interfere with class attentiveness) but not digitally. Civil discourse is expected and condescension; cynicism or inappropriate sarcasm will be called out.

Attendance Policy

Because this is a professional environment, you are required to attend every class. Tardies and early departures must be explained to the instructor after class or they will be treated as absences. *After three absences your grade may be decreased, and further absences may result in your being dismissed from the course with a failing grade.* Please do not ask to be excused from class on days adjacent to university holidays; such requests will be granted only for authenticated emergencies.

Assignments

Because this is a professional environment, no late assignments will be accepted without prior approval from the instructor. The assignment will be failed and be given the numeric grade of 59%. Assignments must be submitted digitally and will be considered late if date-stamped after 6 pm Pacific Time on the due date, unless otherwise noted below *or* the instructor has approved another submission date.

The topic of the **initial essay** will be assigned on the first day of class and must be date-stamped before 6 pm PDT on the second class day. The topic is suppressed here in order to maximize its potential of establishing a critical baseline for the course. *This assignment fulfills Objective 3.1 in that it enables the student to focus on contemporary, open-ended questions.*

During the first phase of the course students will be responsible for attending to the readings and lectures displayed on the calendar below, and constructing their projects. Because the readings and lectures will be selected with regard to their centrality to Catholic ecclesiology, projects will be responsible for using them as resources but *not* simply be re-presentations of them.

Each day of the first phase of the course one (or two) students will be responsible for composing a minimum of three **discussion questions** concerning the text(s) assigned for that day. For approved types of questions, please draw from categories 3-4-6 in Bloom's Taxonomy: application, analysis, evaluation. Questions that do not reflect these categories will be down-graded. Because we will have more students than days on which to prepare these questions, volunteers will be rewarded by doubling the "presentation" component of their course grade. *This assignment fulfills Objectives 3.1 and 3.2 in that it focuses on contemporary, open-ended questions and applies insights from the study of religion to those questions.*

The **midterm** exam will be on **Friday, 1 May**, and will cover all materials critically considered until that point, including (in principle) materials presented by students. The exam will be in essay form. *This assignment fulfills Objectives 3.1 and 3.2 in that it focuses on contemporary, open-ended questions and applies insights from the study of religion to those questions.*

* John Allen's *The Future Church* has 10 chapters, which, coincidentally, corresponds to the number of weeks in our course. In lieu of taking the midterm, nine *individual* students may, at their initiative, present a 30-minute summary of one chapter of this book at the beginning of class on Wednesdays. We will do this every Wednesday except for Week 9 (Memorial Day). *This assignment fulfills Objectives 3.1 and 3.2 in that it focuses on contemporary, open-ended questions and applies insights from the study of religion to those questions.*

Each **team project** will take three class days to present. Further details are given below. *This assignment fulfills Objectives 3.1 and 3.2 in that it focuses on contemporary, open-ended questions and applies insights from the study of religion to those questions. It fulfills Objective 3.3 in that it enables students to model ethical inquiry and reflection.*

The **final exam** will be held on **TBA**, and cover all materials critically considered during the quarter, although it will focus on post-midterm matters. The exam will be in essay form. *This assignment fulfills Objectives 3.1 and 3.2 in a manner that is substantially identical to the Midterm above. It will also allow the student to reflect more deeply upon her/his response to the "Initial Essay" by utilizing various critical concepts and data learned from the course.*

Et cetera

The use of laptops and tablets in class will be discussed and agreed upon during the first class day. Many instructors ban them altogether because they are used for extraneous purposes during classtime. This is persuasive, effective and draconian. The preferable alternative is for students to contract with each other and the instructor not to use them nefariously. This is what we will do in the course. Violations will be treated as absences.

The course will use Camino. Course documents and other community texts will be available here, and students will be notified of revisions in them. Various assignments will be exchanged here. Students are strongly encouraged to maximize their digital usage and to minimize analog usage.

I use social media ([Twitter](#), [Facebook](#), [Google+](#)), but not for class purposes. Feel free to follow/friend me, but please don't ask course-specific questions here. Use email instead.

Required Reading

Allen, John L. *The Future Church: How Ten Trends are Revolutionizing the Catholic Church*. New York: Image, 2009. (* See "Assignments" for further details.)

McBrien, Richard. *Catholicism. New Study Edition. Completely Revised & Updated*. New York: HarperCollins, 1994. Ebook available.

Recommended Reading

For all five channels, I will be happy to recommend essays by Karl Rahner from his 23-volume *Theological Investigations*. (See also his *Encyclopedia of Theology: The Concise Sacramentum Mundi* [New York: Seabury Press, 1975.]) Some of these might include:

- "A Fragmentary Aspect of a Theological Evaluation of the Concept of the Future" (10:12)
- "The Question of the Future" (12:10)
- "Perspectives for the Future of the Church" (12:11)
- "Possible Courses for the Theology of the Future" (13:3)
- "Theology as Engaged in an Interdisciplinary Dialogue with the Sciences" (13:5)
- "On the Relationship Between Theology and the Contemporary Sciences" (13:6)
- "Ecumenical Theology in the Future" (14:15)
- "Basic Theological Interpretation of the Second Vatican Council" (20:6)
- "The Abiding Significance of the Second Vatican Council" (20:7)
- "The Future of the Church and the Church of the Future" (20:8)
- "Structural Change in the Church of the Future" (20:9)
- "The Spirituality of the Church of the Future" (20:11)
- "The Inexhaustible Transcendence of God and Our Concern for the Future" (20:13)
- "Perspectives for Pastoral Theology in the Future" (22:10)
- "The Future of Christian Communities" (22:11)

(This is a tiny sample of Rahner's articles from *Theological Investigations*, the table of contents of which consumes 13 pages.)

Tradition: Effective Historicalness

- Dulles, Avery. *Models of Revelation*. Garden City, NY: Doubleday, 1983.
- Johnson, Elizabeth. *She Who Is: The Mystery of God in a Feminist Theological Discourse*. New York: Crossroad, 1992.
- Kasper, Walter. *The God of Jesus Christ*. New York: Crossroad, 1984.
- Lindbeck, George. *The Future of Roman Catholic Theology: Vatican II -- Catalyst for Change*. Philadelphia: Fortress Press, 1970.
- McBrien, Richard. (See various books in *Catholicism*, pp. 737, 782)
- O'Malley, John W. *Tradition and Transition: Historical Perspectives on Vatican II*. Wilmington, DE: Michael Glazier, 1989.
- Rahner, Karl. *A Rahner Reader*. New York: Seabury Press, 1975.

Ecclesiology: Effective Leadership

- Alberigo, Guiseppe, et al, eds. *The Reception of Vatican II*. Washington, D.C.: The Catholic University of America Press, 1987.
- Cahill, Thomas. *Pope John XXIII*. New York: Penguin Putnam, 2002. Ebook available.

- Chittister, Joan. *Women, Ministry and Church*. New York: Paulist Press, 1983.
- Dulles, Avery. *Models of the Church*. Expanded ed. Garden City, NY: Image Books, 1987. Ebook available.
- Dunn, James D. G. *Unity and Diversity in the New Testament: An Inquiry into the Character of Earliest Christianity*. Philadelphia: Westminster Press, 1977.
- Hebblethwaite, Peter. *Pope John XXIII: Shepherd of the Modern World*. New York: Doubleday, 1985
- Lawler, Michael. *A Theology of Ministry*. Kansas City: Sheed & Ward, 1974.
- O'Meara, Thomas. *Theology of Ministry*. Ramsey, NJ: Paulist, 1983. Ebook available.

Trinitology: Effective Ecumenism

- Griffiths, Paul., ed. *Christianity Through Non-Christian Eyes*. Maryknoll: Macmillan, 1987.
- Malkovsky, Bradley. *God's Other Children: Personal Encounters with Love, Holiness and Faith in Sacred India*. San Francisco: HarperCollins, 2012. Ebook available.
- Searle, Mark. *Liturgy Made Simple*. Collegeville, MN: Liturgical Press, 1981.
- Sheldrake, Philip. *Spirituality and History: Questions of Interpretation and Method*. New York: Crossroad, 1992.
- Sullivan, Francis. *Salvation Outside the Church? Tracing the History of the Catholic Response*. New York: Paulist Press, 1992.
- Trembath, Kern R. *Divine Revelation: Our Moral Relation with God*. New York: Oxford University Press, 1991.

Christology: Effective Relationality

- Brown, Raymond. (See various of his books in *Catholicism*, p. 566)
- Johnson, Elizabeth. *Consider Jesus: Waves of Renewal in Christology*. New York: Crossroad, 1990.
- Lane, Dermot. *The Reality of Jesus: An Essay in Christology*. New York: Paulist Press, 1975.
- Macquarrie, John. *Jesus Christ in Modern Thought*, London: SCM Press, 1990.
- O'Collins, Gerald. *What Are They Saying About Jesus?* New York: Paulist Press, 1977.
- Schoonenberg, Piet. *The Christ: A Study of the God-Man Relationship in the Whole of Creation and in Jesus Christ*. New York: Herder & Herder, 1971, pp. 104-52.
- Sobrino, Jon. *Jesus in Latin America*. Maryknoll, NY: Orbis Books, 1987.

Ecology: Effective Sustainability

- Berry, Thomas. *The Christian Future and the Fate of Earth*. New York: Orbis Books, 2011. Ebook available.
- _____. *Evening Thoughts: Reflecting on Earth as Sacred Community*. San Francisco: Sierra Club Books, 2006. Ebook available.
- Sodhi, Navjot, and Paul Erlich. *Conservation Biology for All*. New York: Oxford University Press, 2010.

A note on Wikipedia and other general resources:

In general, I believe that Wikipedia is a good place to begin college-level research. This is not a graduate course, and your research will not be expected to reflect greater critical adeptness in theology and textual analysis than you have acquired by now. Having said this, Wikipedia is a good place to *begin* -- not *end* -- your research. Use it to get an overall sense of the topic at hand, explore the links until you're exhausted, and note facts, figures, persons, hypotheses and conclusions that directly bear on your topic. In my experience, Wikipedia's notes and bibliography are as helpful as the body of the text, so use them freely.

Do not overlook McBrien's "Summaries" (at the end of every chapter), "Special Questions In..." toward the end of each of his discussions of our five areas, and "Discussion Questions" in the Appendix, as sources for topics, questions, and further thinking. Rahner's *Encyclopedia of Theology* is another excellent resource for project topics.

Grading Scale

A	95-100%	B-	80-82.9%	D+	67-69.9%	Assignments	
A-	90-94.9%	C+	77-79.9%	D	63-66.9%		
B+	87-89.9%	C	73-76.9%	D-	60-62.9%		Initial Essay:
B	83-86.9%	C-	70-72.9%	F	<60%		5%
							Questions:
							5%
						Midterm:	
						15%	
						Team Project:	
						50%	
						Final Exam:	
						20%	
						Participation:	
						<u>5%</u>	
						100%	

For computing purposes, letter grades will be given the highest possible numeric grade.

Scheduling Wednesday Summaries and Team Projects

We will calendar Wednesday Summaries (of John Allen's *Future Church*) and team projects on Monday, 6 April. **The student who volunteers to summarize Allen on Wednesday 1 April does not have to submit the initial paper (no joke).**

Team Projects: Overview

The team project will fulfill several goals. At the highest-elevation level, it will help to prepare students for analogous responsibilities in their future professions. Members will execute various responsibilities and will be evaluated by the team, the other students in the class, and the teacher.

In addition, the team project will foster initiative and creativity among the various members while yet respecting their individual strengths, backgrounds and disciplines. Members will need to identify those with greater adeptness in project management, research, writing, presentation, media, and discussion leadership, and distribute project assignments accordingly.

Each project will identify a particular topic within one of the five foundational channels of the course that its members wish to pursue; capture and summarize initial team hypotheses concerning what it means, why it is important now, and how-why-whether it might be important in the future; show how the theological approaches of Vatican II addressed that topic (or, in the case of students uninfluenced by Vatican II, an analogous theological lens); what the team projects as the shape and meaning of that topic four to five decades hence; and finally, how the initial hypotheses were validated and/or revised.

Because of 1) the communal nature of both ecclesiology on the one hand and academic productivity on the other, and 2) the continual need for quality assessment in all business and professional environments, each presentation will include a managed discussion. One team member will take responsibility for generating questions to present to the class with an eye not simply to see if it has been paying attention, but more fundamentally to identify points of contact with other teams, points of historical-theological-conceptual weakness, and the like. The discussion manager for each of the other teams will be primarily but *non*-exclusively responsible for responding to these questions. The project manager will then assign various members of the group with collecting, critically sifting, and integrating relevant observations and suggestions into the project's final version.

Each project will submit a fully-final version no later than one week after its classroom presentation. This is the version that will be used for grading.

In sum: stand towards your presentation as though your team is a business (sub)division whose future funding is dependent upon the quality and creativity of your product. As the "owner" of the company, the teacher does not have a stake in whether this or that team survives or fails, but simply whether the products are excellent and deserving of "funding."

Team Projects: Details

Each project will take three class days (or approximately 165 minutes: [65*3]-30 for John Allen) to fully present its project. The following template assumes seven members per team with approximately the following responsibilities:

Project Manager

Oversees all phases of project construction and implementation. Stays in contact with teacher and fellow project managers. Is typically the first line of recourse for team members. Manages process from initial collection of interest statements and hypotheses, through critical acquisition of resources and identification of tentative conclusions, optimizing these conclusions and presenting them to class, to critical revision and the final product.

Discussion Manager

Has primary responsibility for writing discussion questions to present at end of team's presentation and of managing the discussion itself. The Discussion Manager will also remain in contact with other teams' Managers in order to ensure adequate interchange among them (i.e., to preclude research silos, redundancies, and so on).

Research Manager

Has primary responsibility to identify high-value research resources for her/his team and coordinate exchange of such resources between and among teams. Ensures that all copyrights are strictly observed, whether textual, audio, video, or graphic. All team members have responsibility for identifying and properly using research resources, of course. The Research Manager, though, is the primary member responsible for the quality of these resources and the actual conversion of them into the presentation. To put it bluntly, if the teacher has quality-control questions, the Research Manager will be his first contact.

Presentation Manager

Has primary responsibility to identify optimal presentation sequence and components, including but not limited to presentation software (Keynote/Powerpoint), video and audio clips, texts, and human speakers. Ensures that technical glitches do not happen. Presents project to class. Establishes and maintains contact with Archive Manager in order to transition relevant items to the class archive.

Archive Manager

Functions as team's recording secretary from day one, and is principal archivist when project has been finalized. All Archive Managers will collaborate to identify targets (libraries, parishes, dioceses, schools, SCU Departments and Centers, etc.) who will be offered copies of any or all team projects at the end of the course. A minimum of *ten* such targets must be reached and a minimum of *three* must agree to accept your presentation.

Quality Control Manager

Ensures the team's ongoing excellence as determined by maintaining regular communications and informing team members of necessary improvement strategies and steps. Maintains a QC

record to be submitted along with the presentation (although not a part of the distributable archive). *The QC manager is strongly encouraged to remain in regular contact with the Project Manager and the professor.*

The team will collectively decide who functions as Managers. If there are team members who are not "managers," the team itself will identify how their responsibilities are to be determined so as to ensure their relative parity within the team. The team may parse out various responsibilities to various members, but each Manager's grade will reflect the overall quality of that component of the team's project; hence it will benefit each one to ensure that these tasks are performed with care and quality.

Team Projects: Grading

Students will participate in the grading of their team partners. Forms for doing so will be distributed early in the week of your presentation. The professor will retain final responsibility for grading.

Preparing Your Presentation

The point of the presentation is to research and present a particular aspect of the five foundational channels through a multidisciplinary approach. Your team will share that research with the rest of the class in a manner that evidences critical thinking, complexity, and religious reflection where appropriate. Influences from other courses is welcomed and encouraged.

When signing up for a particular presentation, please use the following steps:

- 1 Select a channel of initial interest or curiosity to you. If "yours" is already full, see if you can horse-trade with someone currently in it. This is a university, so disciplined creativity counts. Team sizes need to be kept similar so that grading is ultimately fair.
- 2 Your team should research the topic using *at least ten* print sources (books, articles, etc.) to get a clear sense of diverse perspectives when formulating your conclusions. You may use videos and websites as well, which you *must* cite in your bibliography. You are responsible for the quality of both all resources, whether analog or digital. (Some of the latter can be of uneven and/or of dubious critical quality. It is your team's responsibility to ensure that yours are excellent.)
- 3 A good place to *begin* the presentation research is the "Suggested Readings" at the end of every chapter in *Catholicism*, the "Discussion Questions" in the Appendix in *Catholicism*, and the "Suggested Readings" and "Relevant websites" in *Conservation Biology*. (See notes above re Class Presentation topics and Wikipedia.) However, part of your grade will reflect how well you go *beyond* these resources and both creatively and critically reflect on others that you discover.

(If you don't understand why, re-read the final paragraph under "Team Projects: Overview" above.) Project which do not will be down-graded.

4 Each presentation should begin by summarizing why it is of interest to the team, and then include a summary of initial hypotheses, how research/evidence helped to address these hypotheses, and relevant conclusions. Students should feel free to say how their personal knowledge and/or beliefs were influenced by the project. This means that each team should begin its presentation with a recitation of the various reasons why team members found this channel of interest to them, *and* the various hypotheses about it with which each member started off, *and* if and how those hypotheses were affirmed or challenged by research and discussion. Since the presentations have to do with ideas and concepts, they will probably be text-heavy. You are encouraged to find images, graphics and videos that illustrate and exemplify these concepts. Don't skimp: remember that the overall presentation will take three class days to complete.

Our classroom technology allows both Windows and Apple applications. Use the cloud to retrieve your files in the classroom, or else use your laptop to show your presentation. Your file(s) must ALSO be submitted to the course's Canvas dropbox no later than 10 pm of the evening *before* it is due so that the rest of us can view it. ***It is the Presentation Manager's responsibility to ensure that technical glitches do not occur.*** If they do, and significantly impede the class operations that day, the team's presentation grade will be decreased. As a precaution you may wish to bring a thumb drive containing your presentation file(s) to class.

5 Aim at your class *presentation* taking approximately two class days, and then at *discussion* taking the equivalent of (most of) one class day. Whether you conduct it all at once, or serially throughout your presentation itself, is up to your team. A percentage of the team's grade will reflect the quality of the issues (questions, etc.) given to the class. See #6 below for why all of you, but especially the archive manager, should take notes on this discussion. (The discussion manager will probably be too busy managing the discussion to take notes her/himself.)

All members of these projects will be graded identically on the presentation. It is up to you to ensure a fair balance of preparation and productivity. This will be the primary responsibility of the project manager. If reasonable and repeated attempts to balance out the individual responsibilities are not successful in the case of a given student(s), use the written evaluation form to note this.

6 **No later than one week after the in-class presentation,** the Archive Manager will submit the final version of the project. This version must take into explicit consideration any critical observations, questions and suggestions made on the presentation by other members of the course.

Tardiness in submitting the final version will result in a reduction of the entire team's initial grade by five (5) percentage points per calendar day (i.e., if you earned 93% on the overall

presentation but submitted the final version two calendar days late, each team member would receive 83% as their grade).

7 If class discussion warrants a revision of the actual presentation, *submit this version with a cover slide clearly indicating the revised portions.*

8 The teacher's overall evaluation of the presentation will be based on the following criteria:

- a. quality of research;
- b. quality of choices in sources;
- c. clarity and organization in the presentation of the material (how well, for instance, did the team articulate its topic, and both formulate and answer questions implied by it? Did it stay on topic? When it moved off topic, was it valuable?);
- d. *quality* of graphics used, combined with
- e. *appropriateness* of graphics chosen, combined with an appropriate and convincing discussion of them;
- f. presentation values (i.e., timeliness, orderliness, comportment of those presenting, technical preparation, professional manners);
- g. quality of discussion;
- h. initiative in research and presentation (did the team expect the instructor to hold its hand through the process or did it engage the material intelligently and with independence? How well did it handle choices in research? --ambiguities or multiple directions in questions?);
- i. how well the team integrated and presented the material; and
- j. appropriateness of revision.

S15 Calendar

(Please note that this calendar is necessarily tentative because of the unpredictability of classroom discussion and presentations. Changes in due dates will be announced as far in advance as possible.)

Week 1

- 01 **Mon, 30 Mar**
Introduction; syllabus; initial paper assignment; intro to team project
- 02 **Wed, 1 Apr** **Theology and Methodology**
Read: Allen, "Trends that Aren't" _____
(no initial paper for student leader)
Questions: (none today)
Lecture: The Transcendental Approach
Assignment: Initial Essay due by 6 pm tonight
- 03 **Fri, 3 Apr** **NO CLASS: Good Friday**

Week 2

- 04 **Mon, 6 Apr** **Theology and Methodology**
Read: Rahner: "Development of Dogma"
Questions: _____
Lecture: The Transcendental Approach (cont'd)
Assignment: Calendar "Wednesday Discussions" and Team Projects
- 05 **Wed, 8 Apr** **Effective Historicalness: History, Continuity, Development**
Read: Allen, "A World Church" _____
Lecture: Tradition and History: Apostolicity, Canon & Canonicity, Dogma
- 06 **Fri, 10 Apr** **Effective Historicalness: History, Continuity, Development**
Read: Rahner: "What the Church Teaches, What People Believe"
Questions: _____
Lecture: KR The Future of the Religious Book (8:13)

Week 3

- 07 Mon, 13 Apr Effective Leadership**
Read: Rahner: "Church's Responsibility for Freedom Individual"
Questions: _____
Lecture: KR "The Position of Woman in the New Situation in Which the Church Finds Herself" (8:5)
- 08 Wed, 15 Apr Effective Leadership**
Read: Allen, "Evangelical Catholicism" _____
Lecture: KR "The Sacramental Basis for the Role of the Lay Person in the Church" (8:4)
- 09 Fri, 17 Apr Effective Ecumenism**
Read: Rahner: "Is Church Union Dogmatically Possible?"
Questions: _____
Lecture: Knowing-Loving-Hoping as Constitutive Human Stances

Week 4

- 10 Mon, 28 Apr Effective Ecumenism**
Read: Rahner: "One and Many Churches"
Questions: _____
Lecture: Knowing-Loving-Hoping as Constitutive Human Stances (cont'd)
- 11 Wed, 22 Apr Effective Relationality**
Read: Allen, "Islam" _____
Lecture: Christology: Reflections on the Unity of the Divine and the Human
- 12 Fri, 24 Apr Effective Relationality**
Read: Rahner: Reflections on the Unity of Love and of Neighbor"
Questions: _____
Lecture: Christianity: Explicit and Anonymous

Week 5

- 13 **Mon, 27 Apr** **Effective Sustainability**
Read: Rahner: Unity of the Church, of Mankind"
Questions: _____
Lecture: KR: The Church of the Present and The Church of the Future (20:7)
- 14 **Wed, 29 Apr** **Effective Sustainability**
Read: Allen, "The New Demography" _____
Lecture: KR: The Church of the Present and The Church of the Future (20:8)
- 15 **Fri, 1 May** **MIDTERM**
Students who have or will summarize Allen's book are excused from class today.

Week 6 ***Team Project: Historicalness***

- 16 **Mon, 4 May**
- 17 **Wed, 6 May**
Read: Allen, "Expanding Lay Roles" _____
- 18 **Fri, 8 May**

Week 7 ***Team Project: Leadership***

- 19 **Mon, 11 May**
- 20 **Wed, 13 May**
Read: Allen, "The Biotech Revolution" _____
- 21 **Fri, 15 May**

Week 8

Team Project: Ecumenism

22 Mon, 17 May

23 Wed, 20 May

Read: Allen, "Globalization" _____

24 Fri, 22 May

Week 9

Team Project: Relationality

25 Mon, 25 May NO CLASS: Memorial Day

26 Wed, 27 May

(No Allen summary this week)

27 Fri, 29 May

Week 10

Team Project: Sustainability

28 Mon, 1 June

29 Wed, 3 June

Read: Allen, "Ecology" _____

30 Fri, 5 June

Final Exam: TBA

