

STMM 502, ECCLESIOLOGY, The Mystery of the Church
3 CREDITS, Pigott 306, Tuesday, 1:30-4:20 pm

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Office Hours: T/Th 9-11; W 2-3:30, or by appointment

Texts and Materials

BOOKS—all books are available in the Book Store except the *Additional Readings*, which is available at Reprographics (first floor of Student Center Pavilion)

The Bible (any edition with notes)

Bokenkotter, Thomas, *A Concise History of the Catholic Church*

Congar, Yves, *The Mystery of the Church (Additional Readings)*

Brown, Raymond, *The Churches the Apostles Left Behind*

Dulles, Avery, *Models of the Church*

Day, Dorothy, *The Long Loneliness*

Ely, Peter, ed., *Additional Readings*

The Dogmatic Constitution on the Church

The Pastoral Constitution on the Church in the Modern World

ARTICLES

Kasper, Walter, “On the Church” (*Additional Readings*, #4)

Komonchak, Joseph, “The Church in Crisis: Pope Benedict XVI’s Theological Vision” (*Additional Readings*, #2)

Ratzinger, Joseph, “The Local Church and the Universal Church”

(*Additional Readings*, #5)

Ruddy, Christopher, “No Restorationist: Ratzinger’s Theological Journey” (*Additional Readings*, #3)

Course Description

Format: Seminar; two students each class will present the assigned readings summarizing the argument and setting out topics for discussion

Goals and Objectives:

- **To present and encourage a faithful and critical understanding of the Church**
- **To explore the historical development of theologies of Church**
- **To understand the contemporary situation of the Church as illuminated by its history and its essential promise**
- **To hear a variety of voices speaking about the Church**

Student Learning Outcomes:

- **To develop skills of sympathetic and critical understanding**
- **To refine one’s sense of historical consciousness**

- To become skilled at making practical judgments about contemporary church issues based on an understanding of the church's history and the promise of its inner mystery
- To become better listeners to the many voices seeking to express the nature of the Church

Course Requirements

- **Attendance:** Since the class will be in a seminar format, attendance is important. A key part of the learning experience will be listening, not only to the professor, but to the other students. Significant absence from class will affect the final grade.
- **Presentations:** Students will make two kinds of presentations: (1) each class two students will present the readings of the day for discussion, summarizing the argument and setting out issues for discussion (2) at points designated in the syllabus, students will present materials that each has researched in developing a final paper for the course.
- **Participation:** Different students have different learning styles. Some learn best by asking questions, trying out various positions, and interacting verbally with other students. Others are more inclined to listen inwardly, ruminate, and only express themselves when they have arrived at a fairly secure position. Both styles will be recognized. But those parts of the course that are in seminar format will require students to externalize their thoughts and seek to understand through dialogue.
- **Experiential Assignments:** participate in life of Church and reflect on it.
- **Written Assignments:** The principal written assignment will be one 15-20 page paper on some aspect or aspects of the Church chosen by the student. No matter what topic they treat, papers should involve a *comparative* or a *developmental aspect*. By *comparative* is meant the views of at least two different authors concerning the topic in question. For instance, Rahner and Von Balthasar have different views of the Church (see dissertation by James Voiss, S.J on the reserve shelf). By *developmental* is meant the changes in interpretation that have taken place over time. For instance, the doctrine of papal primacy has a long history with crucial turning points. A paper could pick one or two or three of those turning points and show how they help explain the present doctrine of the Catholic Church. Papers should also relate the topic chosen to *fundamental principles*. For instance, Yves Congar's work *The Mystery of the Church* enunciates a number of fundamental principles which for him explain what the Church is in its essence. Students will develop their paper in stages as indicated on the syllabus, beginning with a proposal of 2-3 pages, developing into a longer version of 6-8 pages and ending with a final version of 15-20 pages. It will be important that members of your writing group have read the papers before they are turned in and commented on them. The process will be collaborative but each student is responsible for a final paper composed by that student.

Grading Criteria

- Papers will be graded according to content and form. Clear writing indicates clear thinking. The essence of good writing is to say clearly what you have in mind. If the reader has to guess about your meaning, you have not communicated well.
- Please follow the “Guidelines for Writing Papers, Essays, and Projects” provided by the faculty of STM.
- Presentation will be graded on clarity, focus, evidence of comprehension and ability to communicate.

Grading Weight and Scale

- The final paper, with its incarnations along the way, will count for 70% of the grade.
- Presentations will count for 30%.

Policies

- **Deadlines**: papers will be due on the date assigned. Students should explain any reasons that might come up for late papers. If lateness becomes an issue, it could affect one’s grade for work turned in.
- **Academic Honesty**: See the “Academic Honesty Code” in the *Seattle University Graduate Bulletin of Information 2003-2004*, pp.14-15. Some people violate the “academic honesty code” by simply not being aware of the correct way to cite information incorporated into a paper from outside sources. Be sure you know about quoting and paraphrasing; both require acknowledgement of sources.

STMM 502, SYLLABUS, FALL 2005

Class #1, Tuesday, October 2

- Format:** -Introductions by professor, students
-Students' expectations, fundamental issues, questions
-Introduction of materials, major themes of class
-Video of Vatican II
-Reflections on video
- Issues:** What is the Church in its inmost reality? Answers to this question will help us answer the multitude of questions that arise about church practices.
- Assignment:** Due Tuesday, October 9, 2-3 page statement of background, expectations. Then, choose three concepts or images that best describe what you think the Church is in its inmost essence, giving the reasons why you chose each.

Class #2, Tuesday, October 9

- Topic:** The Church in its essential nature
- Issues:** --What kind of society is the Church? How does it compare to other types of society, i.e., the family, the political order?
--the notion of the development of doctrine, historical consciousness
--the relation of experience to the Church's "inner law" (Congar)
--the self in relation to the Church
- Readings:** Congar, *The Mystery of the Church*, vii-57 (*Additional Readings*)
Dulles, *Models of the Church*, 7-56
Kasper, "On the Church," (*Additional Readings*, #4)
Ratzinger, "The Local Church and the Universal Church" (*Additional Readings*, #5).
- Assignment:** Presentation of readings by two students, summarizing argument, identifying major issues for discussion

Class #3, Tuesday, October 16

- Topic:** Models of the Church
- Issues:** How do we *experience, imagine, and think* about the Church?
What models of the Church appear in *Lumen Gentium*?
What model(s) does Congar appeal to?
What models or combination of models makes most sense to you?
- Readings:** Dulles, *Models*, 58-96; Congar, *Mystery*, 58-96
Dogmatic Constitution on the Church (*Lumen Gentium*)
- Assignment:** Presentation of readings
Presentation/discussion of paper topic
Due, Monday, October 23, 2-3 page statement of paper topic

Class #4 Tuesday, October 23

Topic: The Church and the World
Issues: What should be the relation of the Church to the world?
How does *Gaudium et Spes (The Church in the Modern World)* see that relationship?
How do you see it?
Readings: The Church in the Modern World (*Gaudium et Spes*)
Komonchak, "The Church in Crisis: Pope Benedict's Theological Vision" (*Additional Readings, #2*)
Ruddy, "No Restorationist: Ratzinger's Theological Journey" (*Additional Readings, #3*)
Assignment: Presentation of readings
Due today: 2-3 page statement of paper topic

Class #5 Tuesday, October 30

Topic: The Church in the *New Testament*
Issues: What features does Brown discern in the churches he treats in the assigned pages (see below)?
Can we discern a development in the NT ideas of the Church
If so, what direction does that development take?
Readings: Raymond Brown, *The Churches the Apostles Left Behind*, pp. 7-83
NT texts suggested by Brown
Assignment: Presentation of readings

Class #6 Tuesday, November 6

Topic: The Church in the New Testament
Issues: What are the characteristics of the Johannine and Matthean communities? Which of Dulles' models do they most exemplify? What features seem appealing or less appealing?
Readings: Brown, pp. 84-150
Assignment: Presentation of readings
Presentation/discussion of progress on paper
Due Monday, November 13, 6-8 page version of paper

Class #7 Tuesday, November 13

Topic: The Church according to the Fathers
Issues: How does the patristic Church move beyond the Church of the New Testament?
How do the lines of the contemporary Church begin to emerge?
What positive features of the patristic Church have been lost?
Are they recoverable? How?
Readings: Bokenkotter, *A Concise History of the Catholic Church*, 28-58
Assignment: Presentation of readings
Due today, 6-8 page version of paper

Class #8, *Tuesday, November 20*
Topic The Church in the Middle Ages
Issues: Many of the characteristics of the modern Church emerged in the Middle Ages. Some of these were theological, the working out of the doctrine of the seven sacraments, for instance; some were historical/political, like the increasing power of the papacy. How does one distinguish between the “theological” and the “historical/political” developments? Why is this distinction important?
This was also a period that was “setting up” the Church for the Reformation. How does this take place? What role do “theological” and “historical/political” considerations play?
Readings: Bokenkotter, *A Concise History...*, 89-177
Congar, *The Mystery...*, 97-115
Assignment: Presentation of readings

Class #9 *Tuesday, November 27*
Topic: The Reformation
Issues: Why did the Reformation occur? What lead up to it? How did the Catholic Church respond, immediately and in the centuries that followed? Could the outcome have been changed by a different response? How did the Reformation and its aftermath pave the way for Vatican II?
Readings: Bokenkotter, *A Concise History*, 177-228
Assignment: *Due Monday, December 4, final 15-20 page version of paper*
Presentation of readings
Presentation/discussion of final paper

Class #10, *Tuesday, December 4*
Topic: Between the Reformation and Vatican II
Issues: This is a period that sets the stage for Vatican II. In some ways, Vatican was, in fact, a delayed response to the challenges of the Reformation. What happened during these in-between years? What conflicting pressures were at work?
Readings: Bokenkotter, *Concise History*, 231-355
Assignment: Final 15-20 page version of paper due