Introduction

This course reviews how the community established by Jesus Christ, also known as the Church, has been theologically understood over time. We will examine the biblical understanding of the Church in the first part of the course. While the second part focuses on the way that the Church has been understood throughout history, and the final part concentrates on some contemporary ecclesiologies and issues facing the Church.

An emphasis will be placed on personal appropriation of the material covered by means of weekly postings to the course’s Blackboard Discussion Board. See Appendix One for directions on how to access Blackboard. There is also an online manual of Blackboard’s features located in the Tools section that new users should consult. PowerPoint presentations of the salient points of the readings are provided to help the students in this task. These and other course materials, such as the syllabus, course announcements, etc. will be posted on the course website on Blackboard.

Course Objectives

1. Demonstrate a well-rounded and critical appropriation of the Christian Ecclesiological tradition and contemporary Ecclesiologies.
2. Demonstrate the relationship between the Christian Ecclesiological tradition and one’s spiritual development.

**Course Requirements**

- Completion of the reading assignment for each week, and preparedness to discuss it. To facilitate these tasks, students will be required to submit weekly contributions based on the assigned reading to the Discussion Board on Blackboard. See below under Grading for details.
- Completion of a final examination, project or research paper. Students who have a cumulative average of an A- (89.5%>) on their weekly posts will be exempt from the final evaluation.
- All doctoral students are required to do a twenty to twenty-five research paper in lieu of the final evaluation.
- Students should purchase the following books for the course. They are also on reserve in the library at Rose Hill:
  - John L. Allen, Jr., *All the Pope’s Men* ISBN: 0385509669
- The following may be found on the on the course website on Blackboard under the Learning Center section:
  - *Pastor Aeternus, Lumen Gentium, Gaudium et Spes, Ut Unum Sint, Evangelii Gaudium* from the Holy See website.
  - The O’Malley-Dulles debate on the Interpretation of Vatican II from *America*
  - Benedict XVI’s *Address to the Roman Curia (December 22, 2005)* on the correct interpretation of Vatican II (Only required to read the bold section)
  - Ignacio Ellacuría, “The Church of the Poor, Historical Sacrament of Liberation.”
  - Jon Sobrino, “Communion, Conflict, and Ecclesial Solidarity.”
  - Marcello de C. Azevedo, “Base Ecclesial Communities.”
  - Kevin McKenna, “The Rights of God’s People,” *America*
- Students are recommended to buy and read, but not required, *The Catechism of the Catholic Church*. An online version may be found at the Holy See website, see the course Blackboard site under the External Links section.
Grading

- Final exam, Project, or Research Paper: 30% of the final course grade.
  - For the final exam, the student will be given a selection of compare/contrast essay questions from which he or she will choose two. The student will write a 5 page double-spaced typed answer (maximum length) for each of the two questions chosen. (Course Objectives 1 and 2)
  - The project or research paper requires previous approval, which should be procured during the week stipulated on the syllabus by submitting a proposal by email. The proposal should contain a thesis statement, a description of the paper or project, an outline and bibliography. Late submissions will not be accepted and students will then take the final exam. (Course Objective 1 and 2)
  - Projects may include a variety of media, from podcasts, videos, PowerPoint presentations for a class, the pastoral plan for a retreat, etc. Examples of past final evaluations are provided on Blackboard under Final Exam, etc. (Course Objective 2)
  - Research papers should be between ten to fifteen double-spaced typed pages, and will consistently follow one of the manuals of style accepted by the GSRRE and listed in the Student Guidebook. All doctoral students are required to do a twenty to twenty-five research paper in lieu of the final evaluation. (Course Objective 1)
  - All final evaluations are to be emailed to the professor by 9am on **Tuesday, May 10th**. Late submissions will be penalized in the grading. The professor will acknowledge the receipt of the paper or project by return email. The professor will return final evaluations by emails with comments. Please submit all final evaluations in a Word Document so that comments may be made to the body of your text.
  - Students who have a cumulative average of an A- (89.5%>) on their weekly posts will be exempt from the final evaluation.

- Class participation: 50% of the final course grade
  - Informed, creative and courteous engagement throughout the semester on the course’s Blackboard Discussion Board is required. See Appendix Two: Guidelines for Posts. (Course Objectives 1 and 2)
  - Each student’s weekly major and minor contributions will receive a composite grade that will be averaged at the end of the semester and account for sixty percent of the course grade.
  - Quality of participation will trump the quantity of contributions by the student in determining the weekly grade. The grade for the weekly
contributions will usually be given the Thursday morning on which the minor posts are due.

- Students who have a cumulative average of an A- (89.5%>) on their weekly posts will be exempt from the final evaluation.

* Journal: 20% of the final course grade
  - At least once during the semester students are required to step back from their weekly assignments and reflections and consider the big picture of their learning during the course. They are asked to engage in recapitulation, a venerable facet of Ignatian pedagogy, that has one reflect about his experience and learning in the course.
  - In this way students are given an opportunity to go deeper in their learning by reflecting on how their mind has changed, how they have seen themselves grow during the course, and to share this with the instructor and their fellow students. These in turn have the opportunity to respond to these more personal and holistic reflections and offer their feedback to the students to keep the conversation and the learning going at a deeper level than is afforded by the weekly assignments.
  - The more posts a student makes, either reflection on their learning experience or responding to the posts of other students, the better their grade for this piece of the evaluation system of the course.
  - The grade given in the final week of the course will be out of 10 points.

* Blog: Extra-credit and part of the class participation grade.
  - The Church is ever in the news, and while that news is sometimes very interesting and relevant to the focus of this course, it may not easily fit into the reflections of a given week. To facilitate information and discussion about contemporary Church-related events, students are encouraged to post interesting and relevant news on the course blog.
  - While this is not a required assignment, students who post and comment regularly will be given extra-credit for their efforts.
  - A point or some fraction thereof will added to their final average in the final week of the course.

* GSRRE Grading System and Equivalents:

<table>
<thead>
<tr>
<th>GSRRE Grading System</th>
<th>Equivalents</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 Outstanding</td>
<td>94%&gt;</td>
<td>9.5-10</td>
</tr>
<tr>
<td>3.7 Excellent</td>
<td>90-92%</td>
<td>9-9.4</td>
</tr>
<tr>
<td>3.3 Very Good</td>
<td>87-89%</td>
<td>8.7-8.9</td>
</tr>
<tr>
<td>3.0 Good</td>
<td>83-86%</td>
<td>8.3-8.6</td>
</tr>
<tr>
<td>2.7 Above Average</td>
<td>80-82%</td>
<td>8-8.2</td>
</tr>
<tr>
<td>2.3 Average</td>
<td>77-79%</td>
<td>7.7-7.9</td>
</tr>
<tr>
<td>2.0 Satisfactory</td>
<td>73-76%</td>
<td>7.3-7.6</td>
</tr>
<tr>
<td>1.7 Passing but less</td>
<td>70-72%</td>
<td>7-7.2</td>
</tr>
</tbody>
</table>
than Satisfactory

0.0 Failure   <69%   <6.9   F
INC Postponement of the final exam, until date stipulated on the GSRRE calendar. Written permission from the GSRRE Dean and professor required.

Schedule of Classes, Assignments and Readings

Part One: Biblical Ecclesiology

Week of:
3/14 Class 1: Introductions and The Church in the New Testament
Reading: Raymond Brown, *The Church the Apostles Left Behind*

Students are required to post an introduction of themselves on the Introductions Forum of the Discussion Board by 9am on Monday, March 14th

The Major Post for this week’s reading will be due by 9am on Tuesday, 3/15 and the minor posts by 9am on Thursday 3/17. This pattern will continue for subsequent weeks.

Part Two: Historical Ecclesiology

3/21 Class 2: The Church from the Patristic Period through Vatican II
Reading: T. Howland Sanks, *Salt, Leaven & Light*, Chapters 3-6, and *Pastor Aeternus, Lumen Gentium and Gaudium et Spes* (Copies on Blackboard)

Some of reflection questions for this week ask you to think about the late Cardinal Dulles’ famous models of the Church. We are not reading his famous book *Models of the Church* but you will find that my eLecture for this week and Sanks pp. 32-34 give a reasonably good synopsis of Dulles’ models or types to understand the way the Church has understood itself throughout history.

3/28 Class 3: The Current Debate about the Interpretation of Vatican II
Reading: Dulles-O’Malley Debate on the Interpretation of Vatican II in *America* (Copy on Blackboard)
Benedict XVI, *Address to the Roman Curia* (December 22, 2005) on the Interpretation of Vatican II (Copy on Blackboard, only required to read the bold section of this text)
Part Three: Contemporary Ecclesiology

4/4 Class 4: Liberation Ecclesiology
   Reading: Ignacio Ellacuría, “The Church of the Poor, Historical
           Sacrament of Liberation.”
           Jon Sobrino, “Communion, Conflict, and Ecclesial Solidarity.”
           Marcello de C. Azevedo, “Base Ecclesial Communities.” All
           From *Mysterium Liberationis* (Copies on Blackboard)

*Week of 4/4 Due Date for Approval for those desiring to do a final project or research paper.*

4/11 Class 5: The Church in the U.S.
   Reading: Peter Steinfels, *A People Adrift*

4/18 Class 6: Understanding the Culture of the Magisterium and the Canonical Rights of the Faithful
   Reading: John L. Allen, Jr., *All the Pope’s Men*, Chapters 1-5, 7, and
           Kevin McKenna, “The Rights of God’s People,” *America* (Copy on
           Blackboard)

4/25 Class 7: The Francis Effect
   Reading: Pope Francis, *Evangelii Gaudium*. (Link to document on Holy
           See website on Blackboard)

5/2 Class 8: The Megachurch Movement
   Reading: Thumma and Travis, *Beyond Megachurch Myths*

   There will be no minor posts required for this week so that students may
   concentrate on completing their final evaluations.

*Final Exam, Paper and Projects due via email by 9am Tuesday, May 10th*

A.M.D.G.
Appendix One

Student and New User Guide to Fordham Blackboard Courses

In order to access Fordham’s Blackboard site, you must direct your web browser to the following address:

http://fordham.blackboard.com/

Note: There is no “www” in this address.

Then:
1. Click on the Login button located at the left of the screen.
2. After you press the Login button, the Welcome Screen will appear requesting your Username and Password.
3. Your username is your Lotus Notes E-mail username, or everything before the @ sign. For example, if your email address is jsmith@fordham.edu, your username is jsmith.
4. Your password is your Fordham Access IT ID#. All faculty, staff, and students are now required use their AccessIT ID usernames and passwords to log on to Blackboard. This is the same username and password used to access the MyFordham portal.

If you have not yet claimed your AccessIT ID, please visit my.fordham.edu to obtain one.

If you do not remember your AccessIT password, click on the "Forgot Password" link on the MyFordham page: http://my.fordham.edu. If you need help resetting your Access IT password, please contact the University Help Desk at 718-817-3999.

If you have forgotten your password, try the last 4 digits of your home zip code or call the help desk at extension 3999, or click on the “Forgotten Password” link and follow the instructions. Note: changing your password in Lotus, Oasis or anywhere else does not change your password in Blackboard or vice versa.

Welcome Page

Once you have logged into Fordham University’s Blackboard site, you will be greeted with a Welcome Page. It will identify you by your first name and the Course(s) in which you are participating.

To enter a course in which you are enrolled: Under the area labeled, “My Courses”, click on the hyperlink to your course.
Generally you will enter your desired course through the Announcements Page of the course. Any announcements posted by the professor will be displayed on this page as the course progresses. If there is more than one announcement posted on this page, simply scroll down the screen.

**Editing Personal Information**

Users manage personal data and privacy settings from the Personal Information page found on the left side of the Welcome Page in the Tool Box. The **Edit Personal Information** option allows you to control the information that appears in your account's profile. You can change the values in fields, populate empty fields, or remove information from fields. The fields with a red asterisk must be included. *Note: Please change your e-mail address here to the one you use most regularly.* This will ensure timely communication.

The **Set Privacy Option** manages your profile in the User Directory. Individuals may choose to make information available through the User Directory/Class roster, and control what information will be displayed.

**To receive notifications of new postings within any course to your Email account or cell phone,** go to the **TOOLS** menu and **NOTIFICATIONS** and follow the instructions there to set your preferences.

**More Useful Information**

For more useful info about Blackboard check out the Fordham IT Blackboard page:  
[http://www.fordham.edu/campus_resources/fordham_it/help__support/faculty__staff/faculty_technology_c/blackboard_informati/](http://www.fordham.edu/campus_resources/fordham_it/help__support/faculty__staff/faculty_technology_c/blackboard_informati/)
Appendix Two

Guidelines for Major and Minor Posts and Reflection Questions
Claudio M. Burgaleta, S.J.

Major Posts and Reflection Questions (Course Objectives 1 and 2)
• One major post should be made by 9am on Tuesdays each week for online courses, for on campus courses the posting on Blackboard will be before each week’s class. Tardiness will be penalized. Major posts should be no more than 500 words or two double-spaced typed pages, and answer only one reflection question in the forum. Please write the topic of your question in the subject line on Blackboard.
• It is best to write the post in a word-processing program and then cut and paste them into Blackboard. Please make sure that paragraphs are set off from each other on Blackboard so that the post does not all run together.
• Answer the major post in two parts. The first part of the post will answer the question as fully as possible giving evidence that you have done the reading and understood it by using your own words in formulating an answer. There is no need to cite sources other than the readings. The second part of the post will give your opinion on the subject that you have written, citing examples and giving reasons for your opinion. In this part you may focus on the impact of the issue on your life, your ministry, the world or Church at large.
• The genre of the post is an essay. Think in paragraphs, thesis statements, and the development of an argument with examples and reasons. Bullet-point answers that resemble notes are not acceptable. Please proofread and spell-check your answer before posting. Clarity of expression will be considered in the grading.

Minor Posts (This applies primarily to online courses) (Course Objective 2)
• Two minor posts should be made by 9am on Thursdays each week. Tardiness will be penalized. Minor posts should be no more than 250 words or one double-spaced typed page, and respond to two major posts by your classmates for that week.
• It is best to write the post in a word-processing program and then cut and paste them into Blackboard. Please make sure that paragraphs are set off from each other on Blackboard so that the post does not all run together.
• The objective of the minor point is to engage the thought of your classmate as expressed in his or her major post for the week. Simply disagreeing or agreeing with the major post is not sufficient. In the minor post you may point out some lacuna in the major post’s argument and supplement it with relevant information, you may respectfully agree or disagree with the opinion expressed in the major post and provide examples and reasons for that agreement or disagreement. Try to carry the conversation forward by providing insightful feedback in so far as you are able to do so. By insightful feedback I mean observations that in disagreeing or agreeing point out a dimension or aspect of the topic under discussion that the author of the major post did not consider in his or her major post. These insights may be drawn from other reading you have done, life and ministry experiences, etc.
• The genre of the post is an essay. Think in paragraphs, thesis statements, and the development of an argument with examples and reasons. Bullet-point answers that resemble notes are not acceptable. Please proofread and spell-check your answer before posting. Clarity of expression will be considered in the grading.