

## **Ecclesiology**

Tuesdays and Thursdays, 10:00-11:20

Schlegel

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### **Course Overview:**

This is a course on Ecclesiology that incorporates multiple contemporary perspectives. Various approaches to understanding church—including historical, systematic, sociological, and performative—will be engaged.

### **Objectives:**

1. Gain basic knowledge of the history of ecclesiological models and metaphors in the West.
2. Become familiar with current problems and proposals in the field of ecclesiology.
3. Learn various methodological approaches to ecclesiological questions.
4. Hone specific writing skills, including the formation of a constructive theological thesis.
5. Practice the skills of editing and the skill of receiving editorial feedback.

### **Requirements:**

1. Read texts closely.
2. Actively participate in class discussions and activities.
3. Present one of the readings to the class, highlighting a vital paragraph.
4. Write four essays. For three of these, both rough and final drafts are required.
5. Edit the work of classmates.
6. Graciously receive the editorial advice of classmates.
7. Complete one collaborative project, which may or may not take the form of an essay.

### **Readings:**

There are three required books for this course:

Lakeland, Paul. *Church*. Collegeville, Minnesota: Liturgical Press, 2009. ISBN 978-0-8146-5993-9 \$14.96

Russell, Letty. *Church in the Round: Feminist Interpretation of the Church*. Louisville: Westminster/John Knox Press, 1993. ISBN 0-664-25070-X \$30.00

Cavanaugh, William T. *Torture and the Eucharist*. Oxford: Blackwell Publishing, 1998. ISBN 978-0-631-21199-0 \$46.13

In addition, there are two other readings that will be made available..

Savage, Barbara Dianne. *Your Spirits Walk Beside Us: The Politics of Black Religion*. Cambridge: Belknap Press of Harvard University Press, 2008. 1-120. On reserve.

Hodgson, Peter C. and Robert C. Williams. "The Church." in *Christian Theology: An Introduction to Its Traditions and Tasks* edited by Peter C. Hodgson and Robert H. King, 249-273. Minneapolis: Fortress Press, 1994. On CAMS.

### **Writings:**

One of the main objectives of this course is to improve theological writing. To that end, students will write five assignments for the course, each with a particular aim. Furthermore, students will work together through peer-editing and collaboration. The writings are due at the beginning of class on the day they are due (with the exception of the final paper). Late papers will be docked one-third of a grade if they are turned in 30 minutes late and for each additional 24 hours afterward. For example, a paper turned in 35 minutes late would be reduced from an A to an A-, while a paper turned in 25 hours late would be reduced from an A to a B+. Papers turned in 72 hours after the due date will not be accepted.

**First essay:** Write a three page summary of text. This requires assessing which ideas are crucial and which can be omitted. The goals are accuracy, clarity, and appropriate use of referencing. A draft of this paper will be peer-edited.

**Second essay:** Write a three page essay on one of the Ecclesiological models Lakeland describes, addressing the pros and cons of the model. The goal of this essay is to formulate a specific, particular thesis and present an argument supporting it. A draft of this paper will be peer-edited.

**Third essay:** Write a three page essay on a specific instance in which the historical realities of church have been overlooked, identifying a theological consequence of this instance, or a theological lesson drawn from it. The goals of this essay are to think self-critically about Christian understandings of church and to make a constructive theological claim in conversation with the history of the church. A draft of this paper will be peer-edited.

**Fourth essay:** With a small group of classmates, present a theological thesis concerning ecclesiology. Do this in such a way that the form of presentation resonates with the content of the thesis. This could be a collaborative essay, a worship service, artwork, performance, etc. The goals of this task are twofold. First, think carefully about the relationship between form and content in conveying theological ideas. Second, engage the challenges of doing theology from, in, and for a community.

**Fifth essay:** Write a six page essay staking a constructive claim in the field of ecclesiology, in conversation with one or more authors from the course. This essay should demonstrate the skills acquired through previous assignments, including: accurate readings of texts, clarity of writing, referencing, stating a clear thesis, thinking self-critically, considering issues of form and content, and writing in the context of community.

### **Grading:**

Class participation (including editing) 10%, reading presentation 10%, first essay 15%, second essay 15%, third essay 15%, fourth essay (collaborative) 15%, fifth essay 20%.

### **LPTS Classroom Policies:**

#### **Inclusive Language:**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance

[http://www.lpts.edu/Academic\\_Resources/ASC/avoidinggenderbiasinlanguage.asp](http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp).

#### **Academic Honesty:**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

**Special Accommodations:**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

**Citation Policy:**

Citations in your papers should follow the Seminary standard, which is based on these guides:

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

*The Chicago Manual of Style*, 15<sup>th</sup> ed. Chicago, IL: University of Chicago Press, 2003.

Copies of these guides are available at the library and in the Academic Support Center.

**Attendance Policy:**

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify one of the instructors of their absence from class, either prior to the session or within 24 hours of the class session. Missing 4 or more sessions of the course puts you in danger of failing the course.

**Calendar:**

Thursday 2/9: Introduction

Tuesday 2/14: Peter C. Hodgson and Robert C. Williams, 249-273.

Thursday 2/16: Introduction to theological writing. Draft of first essay due. Peer-editing will take place during class.

Tuesday 2/21: Lakeland, 1-59.

Thursday 2/23: Lakeland, 60-119. Final draft of first essay due.

Tuesday 2/28: Lakeland, 120-159.

Thursday 3/1: Lakeland, 160-181.

Tuesday 3/6: Writing session, draft of second essay due.

Thursday 3/8: Savage, 1-67. Final draft of second essay due.

Tuesday 3/13: Savage, 68-120.

Thursday 3/15: Writing session, first draft of third essay due.

Tuesday 3/27: Russell, 11-45. Final draft of third essay due.

Thursday 3/29: Russell, 46-77.

Tuesday 4/3: Russell, 78-148. Divide into groups for fourth essay, begin collaboration.

Easter!

Tuesday 4/10: Russell, 149-181.

Thursday 4/12: Russell, 182-208.

Tuesday 4/17: Writing session, presentations of group projects.

Thursday 4/19: Cavanaugh, 1-71.

Tuesday 4/24: Cavanaugh, 72-120.

Thursday 4/26: Cavanaugh, 121-150.

Tuesday 5/1: Cavanaugh, 151-202.

Thursday 5/3: Cavanaugh, 203-252.

Tuesday 5/8: Cavanaugh, 253-282.

Thursday 5/10: Writing session, presentation of final essay topics.

Thursday 5/17: Final essays due.