

St. Peter's Seminary
Pastoral Theology: Catechesis – 5574A

Fall 2024
Wednesdays: 7:00-9:00 P.M.
Room 147

Instructor: Heejung Cho Ph.D.

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Office Hours: Wednesdays 4-6pm, virtual meeting available upon request

A. Course description:

This course examines the theory and practice of catechesis, emphasizing the development of skills to facilitate faith growth within the multicultural context of the Catholic Church in Canada. Students will learn to design and implement models that address the needs of various pastoral settings and to develop catechetical approaches tailored for parish and diocesan environments.

B. Goals

This course will help students develop the following knowledge, skills, and perspectives:

1. **Understanding the Role of Catechesis:** Grasp the nature of catechesis within the Church's mission of evangelization.
2. **Embracing Pedagogy of Faith:** Recognize the key elements of effective faith pedagogy, emphasizing diversity and inclusion in Canada's multicultural environment.
3. **Engaging with Contemporary Catechesis:** Understand the evolution of faith perspectives as outlined in the current *Directory for Catechesis*, reflecting contemporary needs.
4. **Applying Methodological Discernment:** Discern and apply elements of divine pedagogy appropriate for children, youth, and adults.
5. **Adapting to Diverse Circumstances:** Critically analyze various contexts and adapt catechetical principles to meet the needs arising from diversity.
6. **Understanding Ministry Roles:** Acknowledge and respect the different roles and responsibilities within catechetical ministry, recognizing the importance of supportive structures.

C. Required Texts:

- Pontifical Council for the Promotion of the New Evangelization, *Directory for Catechesis*, Ottawa, ON: Canadian Conference of Catholic Bishops, 2020.
- Other readings will be provided by the instructor.

D. Course Requirements

Participation (15%): It is expected that students attend each class and participate in a way that is active, informed, and respectful.

Discussion starters (20%): For each of the classes noted below, each student is to prepare a “discussion starter” question. The question may be based on any part of the assigned readings and should be a question that the student believes will provoke meaningful discussion within the context of the class. Along with the question, the student must indicate the text they are referring to, and provide an explanation (no more than a paragraph) outlining the background or rationale behind the question. The write-up of the question and its explanation must be submitted to the instructor by the end of each class. (Worth 5% each)

Discussion starter classes: September 25th, October 2nd, October 9th, October 23rd.

Practical project: Proposal Paper (20%): Students are required to prepare and submit a 2-3 page proposal paper based on a cycle chosen from the *Criteria for Catechesis* (available at https://www.cccb.ca/wp-content/uploads/2019/05/Criteria_for_Catechesis.pdf) Or students can select a case study from a list of potential situations within various Catholic faith environments. This list will be provided during the first week of October. To ensure diversity in the presentations, students must confirm their chosen cycle and scenario with the instructor. Approval will be granted on a first-come, first-served basis.

Your paper, in preparation for the presentations scheduled for November, is to (a) name the cycle approved by the instructor, (b) choose a topic which you would like to present to your hypothetical cycle participants, and (c) summarize your planned outcome for your participants.

• ***Proposals are due October 30th***

Practical project (45%): Presentations (25%) and final submission (20%): Presentation – Each student will choose one of the themes explored in the *Directory of Catechesis* and prepare a session based on the approved cycle. Focusing on a catechetical topic and ensuring that the material is age-appropriate to the cycle they have chosen, they are to present the session to their classmates. Be creative! Time: 15-20 minutes + 10 minutes for comments, questions and answers. (Worth 25%)

Rating scale: Knowledge of material 10 %, Interaction 10%, Creativity 5%.

Final submission (4-5 pages): Prepare a plan to be utilized with the “age” cycle chosen from the *Criteria for Catechesis*, or for one of the case studies provided to you. The plan should be well-designed, grounded in good catechetical theory, and employ appropriate strategies for learning. It should include the following:

1. Overview of content to be covered
2. Outline of the logistical parameters (number of sessions, time allotted to each, etc.)
3. Identification of the issue and statement of pastoral purposes for learning this content
4. Implementation: provide the chosen course of action
5. Resources to be employed (readings, learning materials, activities, prayers, etc.)
6. Results and implications: explain the impact of the action on the group.

As the *Criteria for Catechesis* (2015) pre-dates the *Directory for Catechesis* (2020), the instructor will look for the following in your written submission: (a) an in-depth knowledge of the *Directory for Catechesis*, (b) knowledge of the context and scope of your ministry, (c) communication skills, (d) a well-constructed and organized paper. (Worth 20%)

Practical project – Presentations: November, 27th, and December 4th
Practical Project Final Submission due: December 4th

E. Structure of Classes

**All required readings are from the *Directory of Catechesis*. Recommended readings will be shared online.

Part One: Catechesis in the Church's Mission of Evangelization

Week 1: Sept 11, 2024

No required reading

Introduction: Historical background and context of the *Directory for Catechesis*

Recommended Reading: Preface and Introduction of the *Directory for Catechesis*

Pontifical Council for Promoting the New Evangelisation, *Press Conference to Present the Directory of Catechesis*, 2020. Available online:

<https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2020/06/25/200625c.html>

Avery Dulles, "Models of Catechesis" in *Evangelization for the Third Millennium* (New York, Paulist Press, 2009).

Week 2: Sept 18, 2024

Evangelization and Catechesis

Required reading: Ch.1. Revelation and its transmission (p. 19-41)

Recommended reading:

Vatican Council, *Dei Verbum: Dogmatic Constitution on Divine Revelation*, Ch. 1. Revelation itself, a. 2-6.

Ormond Rush, *The Eyes of Faith: the Sense of the Faithful and the Church's Reception of Revelation* (Washington, DC: The Catholic University of America Press, 2009), Ch.1.

The Holy Spirit and Revelation, and Ch.8. *Sensus Fidei* and the Individual Believer. pp. 15-36, 215-240.

Week 3: Sept 25, 2024

Nature and purpose of Catechesis: pastoral text for systematic theology

Required reading: Ch.2. The Identity of catechesis (p. 41-69)

Recommended reading:

Robert M. Doran, *What is Systematic Theology?* (Toronto: University of Toronto Press, 2005), Lonergan's Emphases, and Theological Doctrines pp. 7-13, 28-34.

Robert M. Doran, *Theology and the Dialectics of History*. (Toronto: University of Toronto Press, 1990), Introduction p. 3-16.

Week 4: Oct 2, 2024

Catechist as a subject

Required reading: Ch. 3. The catechist (p. 72-83)

Ch. 4. The formation of catechists (p. 85-99)

Recommended reading:

Bernard Lonergan, "Authenticity of the subject and his world" in *Collection* (Toronto: University of Toronto Press, 1988), p. 227-231.

James Marsh, "Self-Appropriation: Lonergan's pearl of great price" in *Lonergan in the World: Self-Appropriation, Otherness, and Justice* (Toronto, University of Toronto Press, 2014), p. 3-12.

Robert M. Doran, *Theology and the Dialectics of History*. (Toronto: University of Toronto Press, 1990), Bernard Lonergan's Notion of the Subject; Self appropriation p. 19-41, 43-45.

Part Two: The Process of Catechesis

Week 5: Oct 9, 2024

Catechism and the contents of Catholic faith

Required reading: Ch. 5. The Pedagogy of the faith (p. 103-116)

Ch. 6. The Catechism of the Catholic Church (p. 117-122)

Recommended reading:

Karl Rahner, "Man as the Event of God's Free and Forgiving Self-Communication" in *Foundations of Christian Faith: An Introduction to the Idea of Christianity* (New York: Crossroad, 1979) p. 116-137.

Karl Rahner, "The Axiomatic Unity of the 'Economic' and 'Immanent' Trinity in *Trinity* (New York: Continuum, 2001), p. 21-24.

Week 6: Oct 16, 2024 – Reading week

Week 7: Oct 23, 2024

Methodology

Required reading: Ch. 7. Methodology in Catechesis (p. 123-134)

Recommended reading:

Bernard Lonergan, *Method in Theology* (Toronto: University of Toronto Press, 1994), Introduction and Chapter One. p. 3-25.

Bernard Lonergan, "The Transition from a Classicist World-view to Historical-mindedness" in *A Second Collection* (Toronto, University of Toronto Press: 1996), p. 1-9.

Week 8: Oct 30, 2024

Catechesis in dialogue and encounter

Required reading: Ch. 8. Catechesis in the lives of persons (p. 137-172)

Recommended reading: *Fratelli Tutti*: (Pope Francis) chapter 6
Roger W. Nutt, “Sacramental Character” in *General Principles of Sacramental Theology*
(Washington DC: The Catholic University of America Press, 2017), p. 151-165.

Part Three: Catechesis in the Particular Churches

Week 9: Nov 6, 2024

The universal Church and the particular churches

Required reading: Ch. 9. The Christian community as participants in catechesis (p. 173-191)

Recommended reading:

Robert Schreiter “What is Local Theology?” in *Constructing Local Theologies* (New York, Orbis: 1985), p. 1-21.

Stephen Bevans “Contextual Theology as a Theological Imperative” in *Models of Contextual Theology* (New York, Orbis: 2002) p.3-15.

Week 10: Nov 13, 2024

Catechesis in a global society

Required reading: Ch. 10. Catechesis in the face of contemporary cultural scenarios (p. 192-232)

Recommended reading:

Robert Schreiter “Globalization and the Contexts of Theology” in *The New Catholicity: Theology between the Global and the Local* (New York, Orbis: 2004), p. 1-27.

Dermot Lane, “Theology in a Radically New Context” in *Stepping Stones to Other Religion: A Christian Theology of Inter-Religious Dialogue* (New York, Orbis, 2011), p. 24-61.

Week 11: Nov 20, 2024

Catechesis, faith, and culture

Required reading: Ch. 11. Catechesis at the service of the inculturation of the faith (p. 233-240)
Ch. 12. The Organisms at the service of catechesis (p. 241-252)

Recommended reading:

Robert Schreiter “Changing Concepts of Culture and Intercultural Theology” in *The New Catholicity: Theology between the Global and the Local* (New York, Orbis: 2004), p. 46-61.

Lee Maracle, “Conversation 13: Reconciliation and Residential School as an Assimilation Program” in *My Conversations with Canadians* (Toronto: BookThug, 2017). p. 133-161.

Truth and Reconciliation Commission of Canada, “The History” in *A Knock on the Door: The Essential History of Residential Schools* (Winnipeg: University of Manitoba Press, 2016), p. 3-46.

Week 12: Nov 27, 2024

Presentations – No required readings

Week 13: Dec 4, 2024

Presentations – No required readings

Practical Project Final Submission due on this day

F. UNIVERSITY REGULATIONS AND SUPPORT SERVICES

Students are responsible for knowing the University's academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

Accommodations for Tests/Examinations: Academic Accommodation

Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

All students requiring academic accommodations for tests and examinations must use the services offered through King's University College.

How to Request Academic Accommodation – King's Students:

<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>

Accommodation for Religious/Spiritual Observances

Students must notify instructors of the need for accommodation at least two weeks in advance of the date of recognized religious/spiritual observance. Please see the University-approved list of recognized religious and spiritual observances:

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

For accommodations for religious/spiritual observances not listed by the University, students should consult with Academic Advising.

For Western University policy on Consideration for Student Absence, see

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

For the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Scholastic Offences: Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Academic Integrity: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the

following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Class-specific policy on AI. Within this course, AI tools such as Chat GPT are permitted exclusively for information gathering or preliminary research purposes. If AI tools are used, students must acknowledge their use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline.

Notice of Turnitin: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Please note that Turnitin analysis now includes AI detection.

Copyright regarding Course Material: Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owners of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website, he/she should ask for the student's written permission. (Commercial use of Course material - <http://umd.edu/legal/commercial.html>)

Scholarly Citation: According to the policy adopted by the faculty of St. Peter's Seminary, all citations, references, and bibliographies in written assignments are to follow the formatting prescribed in the Chicago Manual of Style. Footnotes are to be used, rather than author-date references in the body of the text. Please review and consult the summary provided by Kenrick-Glennon Seminary at <https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

Submission of Assignments: It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission. Students who are unable to hand in assignments or take examinations for legitimate reasons must consult with the instructor. If the reason is medical, students may be required to provide a note from a doctor. Ordinarily, all assignments and exams will be made up at a later date. In certain circumstances, the final grading scheme may be re-weighted if the missed assignment is of a low weight.

Selection and Registration of Courses: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s) have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

Classroom Conduct: Students are expected to conduct themselves with respect for everyone and with professionalism in all classroom activities. Laptops and other electronic devices may be used for classroom academic activities only. The use of such devices must always be in accord with the common good of the whole learning community as specified by the instructor. The instructor may choose at any time to limit their use for instructional purposes or because of the disruptive use of such devices.

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Support Services:

Accessibility, Counselling, and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College: <https://www.kings.uwo.ca/current-students/academic-resources/>

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

Students can connect with King's Campus and Community Social Worker (Emily Carrothers):

<https://www.kings.uwo.ca/current-students/student-affairs/campus-and-community-social-worker/> See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>