

Mission and Ministry: Pastoral Theology 5571B
St. Peter's Seminary

Fall 2024
Wednesdays: 4:00-6:00 P.M.
Room 147

Instructor: Heejung Cho Ph.D.

Email: hcho256@uwo.ca

Phone: 416.556.1678

Office: 255

Office Hours: Wednesdays 6-8pm, virtual meeting available upon request

Mission means serving, healing, and reconciling a divided, wounded humanity.

David J. Bosch, *Transforming Mission*

No longer can we conceive of mission in terms of church expansion or the salvation of souls; no longer can we conceive of mission as supporting the outreach of colonial powers; no longer can we understand missionary activity as providing the blessings of Western civilization to “underdeveloped” or “developing” peoples and cultures; no longer can we conceive of mission as originating from a Christianized North and moving toward a non-Christian or a religiously underdeveloped South. Mission today, rather, is something much more modest and at the same time much more exciting—and indeed more urgent.

Stephen B. Bevans and Roger Schroeder.
Constants in Context: A Theology of Mission for Today.

A. Course description:

This course explores the Church's evangelizing mission and the call for co-responsible, collaborative ministry, inviting students to consider practical approaches to ministry in the 21st century. In this course, students will examine how to animate Christian mission in a rapidly changing world by reflecting on pastoral skills and engaging in discussion. The course also addresses paradigm shifts in the theology of mission, focusing on its relationship to theological sources, culture, context, unity and diversity in World Christianity, postcolonialism, intercultural engagement, and religious pluralism. Through this exploration, students will reflect on how people of faith can discern and actively participate in God's creative and healing work within today's complex and diverse global contexts.

B. Goals

Upon completion of this class, the successful student will

1. Understand the theological, scriptural, and historical foundations of the Church's missionary nature.
2. Acknowledge the ways the Church has been connected to colonialism, noting the

- historical effects, particularly with reference to Indigenous peoples in Canada.
3. Analyze the impact of culture on faith and the Church's response to diverse contexts.
 4. Recognize the complexities of religious identity and unity in different cultural settings and historical periods.
 5. Articulate dimensions of mission in an intercultural church
 6. Identify the basic features of postcolonial theory and note their application for faith in community.
 7. Critically assess religious pluralism and approaches to interfaith engagement.
 8. Develop pastoral skills for evangelization through word, action, and Christ-centered living.

C. Required Texts:

*****All readings will be provided by the instructor on Brightspace, including:**

- Bosch, David J. *Transforming Mission* (Maryknoll, NY: Orbis Books, 2011).
- Bevans, Stephen B. and Roger Schroeder. *Prophetic Dialogue: Reflections on Christian Missions Today*. Maryknoll, NY: Orbis, 2011)
- Bevans, Stephen B. and Roger Schroeder. *Constants in Context : A Theology of Mission for Today*. (Maryknoll, NY: Orbis Books, 2004).
- Carlos F. Cardoza-Orlandi, *Mission: An Essential Guide* (Nashville: Abingdon, 2002)
- Woodley, Randy S. *Mission and the Cultural Other: A Closer Look* (Eugene, OR: Cascade Books, 2022).
- Ross, Cathy, ed. *Mission on the Road to Emmaus : Constants, Context, and Prophetic Dialogue*. (Maryknoll, New York: Orbis Books, 2015) **This is the book for Midterm assignment.

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: Jan 22nd, 29th, Feb 5th, and 12th.

Midterm Assignment: Reflection Paper (20%):

Students will select a chapter from the following book, and write a three page reflection paper based on the chapter. The book will be available on Brightspace. Students must confirm their chosen chapter with the instructor no later than two weeks prior to the assignment due date (by Feb 12).

Ross, Cathy, ed. *Mission on the Road to Emmaus: Constants, Context, and Prophetic Dialogue*. (Maryknoll, New York: Orbis Books, 2015).

For this assignment, write a **short review (3 pages)** of the selected chapter that includes:

1. **Analysis and Interpretation:** Provide your analysis of the chapter's key themes and ideas.
2. **Personal Response:** Reflect on how the chapter resonates with you, including your own perspectives or experiences.
3. **Practical Application:** Propose a potential practical project inspired by the chapter.

Please use this assignment to build towards your practical project. This assignment is due by **Feb 26, 11:59 PM.**

Practical project (45%): Presentations (25%) and final submission (20%): Presentation – Each student will choose one of the themes explored in the course and prepare a presentation based on the practical project that can be used in your current or future ministry, including but not limited to lecture series, retreats, pastoral programs. Students are encouraged to expand on the proposal they previously submitted but may also choose to explore a different topic if they wish. 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; worth 20%): Based on the presentation, submit a short paper including the following

1. Introduction: overview of the practical project including background and purpose
2. Outline of the scope and logistical parameters: outline the practical details, such as the number of sessions, time allotted to each, and overall structure 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.
7. Conclusion: final reflections

Practical project – Presentations: Mar 26th, and Apr 2nd

Practical Project Final Submission due: Apr 9th

E. Structure of Classes

****All readings will be shared on Brightspace. The pages indicated may correspond to the page numbers of the PDF files.**

Week 1: Jan 8, 2025

No required reading

Welcome and Introduction to Mission

Recommended reading:

Bevans and Schroeder, "Ch.1. The Mission Has a Church" in *Prophetic Dialogue: Reflections on Christian Missions Today*, 17-26Bosch, "Introduction", in *Transforming Mission*, 28-40Bosch, "Mission in a Time of Testing" in *Transforming Mission*, 441-446Bosch, "Mission as Evangelism" in *Transforming Mission*, 494-507**Week 2: Jan 15, 2025**Mission in Bible and Early Christianity

Required reading:

Bosch, "Ch. 1. Reflections on the New Testament as a Missionary Document" in *Transforming Mission*, 42-88Bevans, "Ch. 1. Missionary by its Very Nature" in *Constants in Context*, 38-67

Recommended reading:

Cardoza-Orlandi, "Ch. 3The Bible and Mission" in *Mission: An Essential Guide*, 49-70.**Week 3: Jan 22, 2025**Divine Missions in the Holy Trinity

Required reading:

Doran, Robert M. "The Order of the Divine Missions" in *The Trinity in History : A Theology of the Divine Missions. Volume One, Missions and Processions*. (Toronto: University of Toronto Press, 2019), 65-82.Crowe, Frederick E. "Son and Spirit: Tension in the Divine Missions" in *Appropriating the Lonergan Idea*. Edited by Michael Vertin. Toronto, Canada; University of Toronto Press, 2006), 297-314

Recommended reading:

Doran, Robert M. "Social Grace and the Mission of the Word" in *The Trinity in History : A Theology of the Divine Missions. Volume One, Missions and Processions*. (Toronto: University of Toronto Press, 2019), 83-107Ormerod, Neil. "The Four-Point Hypothesis: Transpositions and Complications." *The Irish Theological Quarterly* 77 (2) 2012: 127-40***** One Page Discussion Starter Assignment is due before class.****Week 4: Jan 29, 2025**The Church's Mission

Required reading:

Bevans, "A Short History of the Church's Mission" in *Prophetic Dialogue*, 124-146

Bevans, "You are Witnesses of These Things" in *Constants in Context*, 68-122

Recommended reading:

Bosch, "The Medieval Roman Catholic Missionary Paradigm" in *Transforming Mission*, 270-297

Bosch, Mission as Theology in *Transforming Mission*, 588-599.

Bosch, Missionary Motifs in the Enlightenment Era in *Transforming Mission*, 351-422

*** *One Page Discussion Starter Assignment is due before class.*

Week 5: Feb 5, 2025

The Emergence of a Postmodern Paradigm of Mission

Required reading:

Cardoza-Orlandi, "Ch. 1. The Captivity of Mission in North American Churches" in *Mission: An Essential Guide*, 16-29

Bosch, "Ch. 10. The Emergence of a Postmodern Paradigm", in *Transforming Mission* 424-440

Recommended reading:

Bosch, "Mission and Colonialism", in *Transforming Mission*, 372-384

Rieger, Joerg. "Theology and Mission Between Neocolonialism and Postcolonialism," *Mission Studies*, 21/2 (2004), 201-26

*** *One Page Discussion Starter Assignment is due before class.*

Week 6: Feb 12, 2025

Vatican II, World Christianity and Mission

Required reading:

Bevans, "Ch. 8. Mission in the Twentieth Century (1919-1991)" in *Constants in Context*, 344-399

Bevans, "Ad Gentes" in *Prophetic Dialogue*, 147-165

Recommended reading:

Bevans, "Ch. 9. Mission as Participation in the Mission of the Triune God" in *Constants in Context*, 406-429

*** *One Page Discussion Starter Assignment is due before class.*

Week 7: Feb 19, 2025 – Reading Week

Week 8: Feb 26, 2025

Magisterium and Mission

Required reading:

Bevans, "Ch. 10. Church Teaching, Mission, and Prophetic Dialogue" in *Prophetic Dialogue*, 153-165

Pope Francis, *Evangelii Gaudium*, “Ch. 2. The Church’s Missionary Transformation”
https://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html#The_joy_of_the_gospel

Recommended reading:

Bevans, “Ch. 10. Mission as Liberating service of the Reign of God” and “Ch. 11. Mission as Proclamation of Jesus Christ as Universal Savior” in *Constants in Context*, 430-485

*** **Mid-Term Assignment is Due on this day.** ***

Week 9: Mar 5, 2025

Mission as Contextualization, Liberation and Inculturation

Required reading:

Bosch, “Mission as Contextualization; Mission as Liberation; Mission as Inculturation” in *Transforming Mission*, 508-550

Bevans, “Ch. 4. Mission in the Twenty-first Century” and “Ch. 5. Unraveling a ‘Complex Reality’” in *Prophetic Dialogue*, 64-80

Recommended reading:

Cardoza-Orlandi, “Mission and the Church, Gospel and World: Mission Theologies for Today—and Perhaps for Tomorrow” in *Mission: An Essential Guide*, 71-88

Jan H Pranger. “Culture, Ethnicity, and Inculturation: Critical and Constructive Comments in Relation to Sri Lankan Contextual Theology,” *Mission Studies*, Vol XVII, No. 1-35, (2001), 154-180.

Week 10: Mar 12, 2025

Mission and Religious Pluralism

Required reading:

Bosch, “Mission as Witness to People of Other Living Faiths” in *Transforming Mission*, 571-588

Jonathan Y. Tan, “Missio Inter Gentes: Towards a New Paradigm in the Mission Theology of the Federation of Asian Bishops’ Conferences (FABC),” *Mission Studies*, 21/2 (2004), 65-95

Recommended reading:

Bevans, “We Were Gentle Among You” in *Prophetic Dialogue*, 27-47

Nothwehr, Dawn M. OSF, “Mutuality in Mission: A No ‘Other’ Way,” *Mission Studies* 21/2, (2004) 250-270

Kwok, Pui-lan, “Beyond Pluralism: Toward a Postcolonial Theology of Religious Difference,” in *Postcolonial Imagination and Feminist Theology* (Louisville: Westminster John Knox, 2005) Ch. 8, 186-208

Week 11: Mar 19, 2025

Mission and Indigenous Peoples in North America

Required reading:

Woodley, Randy S. *Mission and the Cultural Other: A Closer Look* (Eugene, OR: Cascade Books, 2022). Divide among students – 10 chapters

Bergen, Jeremy M. “Whether, and How, a Church ought to Repent for an Historical Wrong,” *Theology Today*, 2016, Vol. 73(2): 129–148

Recommended reading:

Bergan, Jeremy M. “Papal Apologies for Residential Schools and the Stories They Tell,” *Journal of Moral Theology* 12, no. 2 (2023): 48-62.

Aldred, Ray. “Mission to Native Peoples: Moving from Charity to Justice,” *Direction*, 43/2 (Fall 2014): 192-201. <http://www.directionjournal.org/43/2/missions-to-native-peoples-moving-from.html>

LeBlanc, Terry. “Mission: An Indigenous Perspective,” *Direction* 43/2 (Fall 2014): 152–165. <http://www.directionjournal.org/43/2/mission-indigenous-perspective.html>

TRC, Calls to Action. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

Week 12: Mar 26, 2025

Presentations – No required reading

Week 13: Apr 2, 2025

Presentations – No required reading

***** Final Assignment (20%) is Due by April 9, 2025 at 11:59 PM.*****

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/>