

Spirituality and the Theology of Work LIM G819-W01

**Loyola Institute for Ministry Online Course
Loyola University New Orleans
lim@loyno.edu**

Important! You will be notified by email when your course web site is available (normally the week before class begins). Please check your Loyola email account for instructions. (To find your Loyola email address, go to the Loyola home page: www.loyno.edu. At the upper right section of the home page (grey area), go to “Find People.” Enter your first and last name and select “student,” then hit return. You should see your email address. In the same grey area of the home page, you may select “webmail” to access your Loyola email. Additional help on email is available at: <http://www.loyno.edu/infotech/docs/index.html>).

Please respond to the instructor’s email when you receive it.

Course Description

Oriented to those students who understand their ministry as primarily taking place outside of parish or other explicit ecclesial communities, this course investigates work and profession from the standpoints of vocation and community. Vocation is considered as a transformation of toil into creative work, and profession is viewed as an expression of the way one professes commitment to a particular community. Creativity, redemption, and collaboration are explored in light of workplace systems and the difference that Christians can make in the world.

Key Learning Outcomes

By the end of this course, you will be able to:

- explain some of the key theological foundations that underpin a sense of the sacred in everyday life and work;
- explain how Catholic social teaching provides guidance and direction for ministry in public life and work;

- identify some of the historical strands in the Christian tradition that have led to a dualistic view of “sacred” set apart from “secular” realms and some of the theologians that have developed a more integrated vision of the sacred in the secular;
- speak about a spirituality of the laity and how it may differ and draw from earlier monastic spiritualities; and
- describe your own spirituality of everyday life and work.

Required Readings

Dreyer, Elizabeth A. *Earth Crammed with Heaven: A Spirituality of Everyday Life*. New York: Paulist, 1994. Print. ISBN 0-8091-3450-0.

Hardy, Lee. *The Fabric of This World*. Grand Rapids: Eerdmans, 1990. Print. EAN 978-0-8028-0298-9.

John Paul II. *Christifideles Laici (On the Vocation and the Mission of the Lay Faithful in the Church and in the World)*. (Sections 32 through 44). Encyclical. 30 Dec. 1988. Vatican: *The Holy See*. Web. <http://www.vatican.va/holy_father/john_paul_ii/apost_exhortations/documents/hf_jp-ii_exh_30121988_christifideles-laici_en.html>.

Palmer, Parker. *Let Your Life Speak: Listening to the Voice of Vocation*. San Francisco: Jossey-Bass, 1999. Print. EAN 978-0-7879-4735-4.

Teilhard de Chardin, Pierre. *The Divine Milieu*. New York: Harper-Perennial, 2001. Print. EAN 978-0-06-093725-6.

U.S. Catholic Bishops. *Renewing the Earth: An Invitation to Reflection and Action on the Environment in the Light of Catholic Social Teaching*. 14 Nov. 1991. Washington, DC: United States Catholic Conference, 1992. Print. EAN 978-1-55586-468-2. Order at <<http://www.usccbpublishing.org/productdetails.cfm?PC=53>>. Web. Text is available online at <<http://www.usccb.org/sdwp/ejp/bishopsstatement.shtml>>.

—. *Tenth Anniversary Edition of Economic Justice for All*. Washington, DC: United States Catholic Conference, 1997. Print. EAN 978-1-57455-135-8. Order by calling 1-800-235-USCC, or outside the U.S. and Canada 202-722-8716; or by visiting the web site <<http://www.usccbpublishing.org/productdetails.cfm?PC=111>>.

Evaluation and Course Requirements

Participation in Weekly Sessions (50% of Graduate Student evaluation; 100% of ceu evaluation)

The sessions of this course include assignments for reading, audio segments and discussion questions. These are provided in the Assignments section of the course web site. In addition to reading all the materials assigned and listening to assigned audio segments, all students will also be expected to participate in the class discussions by way of the Discussion Board. Participation in class discussions accounts for 50% of the grade for graduate students. CEU credit (100%) is also determined by weekly participation in the discussions and session assignments. Students are asked to read all posts and respond *substantively* to at least three of your colleagues' postings (i.e., more than "I agree." or "I like your ideas." -- say why and include your own reflections on the readings, course materials, and experience). Ideally, each discussion "thread" of the course will become a conversation. Be sure to check responses to your own postings and respond to any questions that others may have posed for you.

Graduate Student Reflection Papers

Graduate students will complete two reflection papers, integrating the course material and the student's ministry experience and research. As in other courses, students should follow the guidelines provided in the *Guide to Written Theological Reflection*, available at the LIM documents web page, and the *MLA Handbook for Writers of Research Papers* (latest edition) for proper writing and citation style in reflection papers.

Reflection Paper Number One: A Theology of Work (25%)

In a 7 to 8 page reflective essay, reflect on the readings, audio recordings, and video for this course and develop a Christian theology of work. In your reflective essay, include some in-depth discussion of the following questions:

- How is the problem of dualism (e.g., the "secular" realm separate from the "sacred" realm) resolved by contemporary theology and addressed by the theology of work you are developing?
- What are some of the central themes that undergird your theology of work? (e.g., Dreyer chooses theologies of Creation, the Incarnation, and the Holy Spirit as central to the development of her theology and spirituality of everyday life? Would you develop your theology of work on those bases or would you choose others?) How do these theological themes form the basis for your theology of work?

- What are the implications of this theology for your work and ministry?

Reference course readings and other sources, using MLA style (examples are found in the *LIM Guide to Written Theological Reflection*).

Reflection Paper Two: Spirit at Work (25%)

In an 7 to 8 page reflective essay, reflect upon how you see the Spirit at work in public life and in organizations and develop a Christian perspective on spirituality in the workplace. Be sure to reference your readings and other assignments, as well as your own experience. In your reflective essay, include some discussion of the following:

- What are some primary dimensions of a Christian vision of society and work and what signs of hope and Spirit already active in the world do you see?
- What implications does this sense of spirituality have for faith communities and Christian churches?

Grading Scale:

A =93-100
A- =90-92.9
B+=87-89.9
B =83-86.9
B- =80-82.9
C+=77-79.9
C =70-76.9
F =0-69.9

Loyola Institute for Ministry Focus Courses

General Introduction

The LIM focus area courses are designed to assist you in developing some depth of perspective, knowledge, and reflection in a specific area of ministry praxis. As you probably know, the Loyola Institute for Ministry offers Focus Courses in eight areas: Pastoral Life and Administration, Small Christian Community Formation, Religion and Ecology, Christian Spirituality for Pastoral Ministry, Marketplace Ministry, Religious Education, Hispanic Ministry and Youth Ministry. These courses were designed as an integral part of the curriculum leading to either the Masters degree or the Certificate, in Pastoral Ministry or Religious Education. Students can participate in these courses for graduate credit or CEU's (continuing education units for certificate students).

The focus area courses will ask you to continue to reflect on your ministry/religious education experience in light of the course readings and collateral materials that are provided to you. If the ministry or religious education focus area you have chosen is new to you, we strongly suggest that you find a setting related to your chosen focus area in which you might volunteer to serve. By so doing, you will develop some beginning experiences in that ministry, and you will be able to test some of your understandings of your experiences against the course materials you are studying.

Format of Online Focus Courses

As in all LIM courses, the strength of our program is the intentional learning community and its ongoing invitation to disciplined conversation. Through the on-line courses, you will be part of an intentional learning community that will carry on extended and disciplined conversation by way of the internet.

Each focus course provides an outline for eleven sessions, most of which last for one week. The initial week will serve as an orientation and introduction. The following nine weeks will involve your work in reading, listening to audio conversations and input, and discussing the questions listed for that session. The last session will allow you to conduct an evaluation of the course and will also ask graduate students to post their reflective essays.

Each of the on-line courses has a set beginning and ending date. For convenience sake, the courses will be divided into session weeks and each, week will begin on

Monday at noon and conclude the following Monday at noon. The discussions and assigned activities must be completed within that week. Normally, one student will be asked to begin each threaded discussion. We ask that the “lead” student complete his or her *initial* postings no later than *Wednesday* of that week. All students will continue the conversation by responding to colleagues’ postings *substantively* during the remainder of the week, incorporating a response to the question posed in at least one of their postings. Each student should contribute at least two substantive postings per discussion question.

The heart of the conversation in these on-line courses will take place by way of a discussion board. A discussion board is an asynchronous, or time-independent, application. This means that you will have no set times or schedules of when you must be in class. We do expect that you will “come to class” at least three times a week. Then you will be able to read the comments of your instructor and fellow students and share your reflections as well.

To participate in these, on-line students will need a computer with high-speed internet access. Check requirements at http://library.loyno.edu/browser_check.php. You will also need sound capability in order to listen to the weekly audio segments. (You will need to download the free Quicktime program to listen to audios, please install the latest version. See the “Plug-in” section of the Resources>General Resources section of the course web site.)

Course Materials and Resources

Course audios are available under each week's session folder. The *LIM Guide to Written Theological Reflection* is found in the Resources>General Resources section of the course web page. It provides graduate students with a shortened version of the MLA style manual that should be used for LIM reflective essays. In addition to the materials provided, you will need to purchase the required textbooks listed in this syllabus and obtain the web-based documents for the course. Each focus area course also provides an annotated bibliography that you may use in your course research (Resources>Course Resources). You may wish to purchase some of these additional texts for your own library.

Obtaining Textbooks

Please order your required textbooks as early as possible from your local book store, directly from the publisher (this is especially helpful for documents from the U.S. Bishops Conference), or from an internet source such as Amazon.com or BarnesandNoble.com. Some texts are available only from special sources, so please check any notes listed in the “Required Texts” section of the syllabus.

Library and Technical Assistance

Directions and tutorials on how to use the Loyola library databases and e-books are available in the Resources>General Resources>Library Tutorials section of the course web site and in the DIY (Do It Yourself) section of the library web site: <<http://www.library.loyno.edu/ask/diy/handouts/>> (You may also access the Loyola web site by going to the Loyola home page, www.loyno.edu and clicking on “Monroe Library” in the upper right (grey) area of the home page).

If you encounter any difficulties, you may also connect in live chat with a librarian: <http://www.library.loyno.edu/ask/ask_librarian_live.php>

For an introduction to LIM Online courses and the Blackboard platform, please go to the Loyola Blackboard site (<http://loyno.blackboard.com>) or go to the Loyola home page (www.loyno.edu) and in the upper right (grey) section, click on “Blackboard.” To login, use the following: ID: welcome; Password: 12345 Follow the directions in the “syllabus” of this mini-course. It will introduce you to the Blackboard functions and the Loyola Library. Many useful resources are also found in the “Resources” section of this course web site (also found in the “Resources” section of this focus course).

If you have questions about Blackboard, you may

- View the [Blackboard tutorials](#) provided by the Monroe library (accessible through the Resources>General Resources> Library and Blackboard Tutorials in your course web site; also available (with live chat) from the Blackboard login page;
- Call our 24/7 Blackboard assistance numbers: **1-866-562-7278**

For technical assistance with audios or videos, please contact Todd McMahon (mcmahon@loyno.edu).

To Contact the Loyola Institute for Ministry

Loyola Institute for Ministry
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6363 St. Charles Avenue
New Orleans, LA 70118

Email: lim@loyno.edu

Phone:

Toll Free in the U.S. and Canada: 1 (800) 777-5469

Toll Free in the U.K. 0800-896-344

OR: (504) 865-3728

For course questions, please contact your instructor directly. The email and contact information is listed in the Faculty section of the Blackboard site.

University Policy

Statement on Intellectual Honesty: Intellectual honesty is simply acknowledging, through documentation, all those sources that the writer has used in preparing any written work. Plagiarism, the obverse of intellectual honesty, is the use of any form of material, whether written or verbal, without formal indebtedness through documentation. The paraphrasing of any work, either written by other students or found in print or in an electronic form, without acknowledgement, is plagiarism. Not properly identifying the source of a quotation, even though the quotation is enclosed in quotation marks, is also plagiarism. Not only the exact language of a sentence or phrase, but any material falsely presented as one's own – an ideal, a concept, data, graphs, or a line of argument – constitutes plagiarism. Any material that neither originates with the student nor is common knowledge among educated persons must be formally acknowledged.

It must be remembered that written work stands on its own, not on the intention of the writer. The burden of academic honesty rests on the student, not on the instructor. If students have any doubts about what constitutes plagiarism or what is required, they should inquire before the work is submitted. Otherwise, they open themselves to charges of plagiarism.

The penalties for plagiarism are severe: a student who is found to have plagiarized or to have assisted another student in plagiarizing may be given a failing grade for the course on the first violation; a second offense may result in exclusion or dismissal from the university.

Statement of Incomplete Grades: Grades of "I" (incomplete) change to "F" automatically if the course is not completed and the grade changed by the sixth week of the subsequent term, excluding summer terms.

Disability Statement: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 504-865-2990 as soon as possible to ensure that such accommodations are implemented in a timely fashion.