



**Textbooks: (required)**

Mary Boys, *Jewish-Christian Dialogue: One Woman's Experience*  
New York: Paulist, 1997.

Ted Campbell, *Christian Confessions: a historical introduction*.  
Louisville, KY: Westminster John Knox, 1996.

Michael Kinnamon, *The Vision of the Ecumenical Movement and  
How It Has Been Impoverished by Its Friends*.  
St. Louis, MO: Chalice, 2003.

*Baptism, Eucharist and Ministry*  
Geneva: WCC, 1982.

*Readings*, a collection of articles required for the course, can be purchased at SU  
Reprographic Services. (Ask for it by course title and number.) References to these  
articles are marked with the empty-circle bullet--○.

<b>Class one:</b>	<b>Tuesday evening, March 27, 2007</b>
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**Introducing the Course:**

- meeting the participants –faith tradition/ecclesial community, toward what ministry?
- finding the ecumenical interests we already have
- sorting out the language of ecumenism – developing one's own working definition
- toward dialogue and understanding the Other
- how to use the syllabus and other resources
- *Review of assignments:* weekly prayer, BEM, guest inquirers, synthesis paper.
- Volunteer sign up for Opening Prayer and Guest Questions.

**Readings:**

Kinnamon text: Introduction (1-7) and Conclusion (109-119),  
and Ch 1 (9-22) including the referred Appendices: 1, 4, 8, and 9.  
Note the valuable material in these Appendices.

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Begin reading for the paper on *Baptism, Eucharist, and Ministry* [the text and  
commentary}. The paper is due in a month—April 24—so check the assignments and get this  
project underway. Besides the library resources, helpful texts are in your Readings book:

- Michael Kinnamon, *Why It Matters*
- Gordon Lathrop, *Lima Liturgy and Beyond*
- Confessional Statements – pp163-191.

**Class two:****April 3, 2007****Introducing Ecumenism:**

- a brief history of the movement
- differing models of unity
- introducing the gift exchange
- are there limits to acceptable diversity?
- biblical and theological bases for ecumenism

**Readings:**

Kinnamon text: ch 2 (23-34)

- WCC, *Called to be the One Church*
- Sandra Beardsall, "Talking to Strangers"
- Martin Van Elderen, "The Ecumenical Movement"
- Iva Carruthers, "Black Theology and Ecumenism"
- Michael Kinnamon, "We have come this far by faith..."

**Class three:****April 10, 2007****Eastern Orthodoxy and Roman Catholicism:**

Guest presenters from Greek Orthodox and Roman Catholic communities.

**Readings** Campbell, chapters 1 and 2.**Class four:****April 17, 2007****Reform and Union Churches:**

Guest presenters from Anglican and Reform communities.

**Readings** Campbell, chapter 3.

- WCC, *A Formula Of Agreement*
- John Thomas, "Contemporary Commitment and Catholic Substance"

**Class five:****BEM papers due****April 24, 2007****Evangelical and Free Churches**

Guest presenters from Evangelical and Pentecostal communities.

**Readings** Campbell, chapter 4.

- Douglas Jacobsen, "Pietism and the Postmodern Context"

**Class six:****May 1, 2007****Finding convergence**

- Assessing Campbell's argument for a center
- *Class sharing:* Bring your BEM paper. How did BEM enable convergence vis-à-vis the traditions you studied?

**Readings:** Campbell, chapter 5

- Justification by Faith—*Lutheran and Roman Catholic Church Joint Agreement*
- *The Notion of Hierarchy of Truths*

**Class seven:****May 8, 2007****Ecumenism and People of other faiths**

- setting priorities in dialogue
- exclusivism, inclusivism, pluralism
- Jewish and Christian relationships
- Christian and Muslim relationships

**Readings:**

Kinnamon text: Ch 8 (99-108)

Mary Boys, *Jewish Christian Dialogue***Class eight:****May 15, 2007****Issues Dividing Church and Society**

- Dealing with Racism
- Dealing with gender issues
- Dealing with cultural diversity

**Readings**

Kinnamon text: ch 3 (37-49) and ch 4 (51-64)

- Chung Hyun Kyung, "Come Holy Spirit"
- Mercy Amba Oduyoye, "The African Family as a Symbol of Ecumenism"
- *Ten Affirmations on Justice, Peace and the Integrity of Creation*

**Class nine:****May 22, 2007****Ecumenism in practice**

- the experience of ecumenism at the congregational level
- shared ministries and church councils
- reception, living into ecumenical agreements
- ecumenical action for justice

**Readings**

Kinnamon text: ch 6 (75-86) and ch 7 (87-97)

- Phyllis Anderson, "Formation of an Ecumenical Consciousness"

**Class ten:****May 29, 2007****Spirituality: holding the tensions, naming the symbols and metaphors of our vision**

- The role of prayer and worship together with everyday spirituality.
- Sharing synthesis papers, class evaluation

**Readings**

Kinnamon text: ch 5 (65-75) and Conclusion (109-119) again!

- Stephen Sundborg, "IETS and the Mission of Seattle University"
- Gláucia Vasconcelos Wilkey, "Where Life Unites."

**Assignments**

1. **The first written assignment** is due on April 24 (the 5th class). Prepare a 10 to 12 page double-spaced paper reflecting on the response of your church/ecclesial community and one other church to one of the sections of the BEM document; i.e. on Baptism or on Eucharist or on Ministry. If you do not claim a particular ecclesial community, choose responses from two different churches for the sake of comparison. There are six volumes of Church responses to BEM on reserve in the library. There are also materials in the final section of *Readings*—the short monograph by Kinnamon is especially important.

2. Each week two students need to prepare a **brief prayer for the opening of the class** session. This prayer should reflect some particular ecclesial community—for instance, a hymn from the Methodists—but no prayer text or ritual should need more than one side of a page or five minutes. Be sure to allow for silent time before the actual prayer experience.

3. Prepare **questions for the guests invited** during weeks 3, 4, and 5. Assignments will be divided up according to presenters.

4. **The final synthesis paper** (12-15 pages at most, double spaced, no font smaller than 11 picas) is due at the final class on May 29. Include in your synthesis of this quarter's work some comments about the following:

- a. Name some ecumenical strengths and weaknesses of your ecclesial community (or one you chose for this exercise).
- b. What have you learned to appreciate about an ecclesial community different from your own?
- c. How would you name the theological foundations for the ecumenical movement?
- d. Why is an ecumenical consciousness important to:
  - 1) the personal growth of Christians?
  - 2) ministry within the church?
  - 3) the quest for peace and justice in the world?

## Grading Criteria

1. attendance—There could be an excusing reason for not being present; advance notice is welcome. The student has the responsibility for getting information about what went on in the session missed.
2. participation—This means more than attentiveness. Interacting with instructors and guests as well as generous give and take in discussion groups are included.
3. BEM paper—This important research venture should provide grounding in an important ecumenical aspect of one's own faith tradition/ecclesial community and offer the chance for learning what the "gift exchange" might mean in relation to another church. This paper demands critical and careful theological thinking about the church's faith and liturgy, but also exact and caring expression to communicate these nuances in a way that engages the reader.
4. final synthesis paper—This is not a research venture, but is still an academic paper [cf. Guidelines for Writing Papers in the Student Handbook]. The ingredients for this paper should be inside the student after reviewing and reflecting on the quarter's work. The outline of issues for this paper given in the syllabus names the required talking points. The best order and flow of the paper might arrange the elements in a more engaging manner. The best papers will combine convincing and specific details—these provide evidence of your reading and study during the quarter—to support arguments and claims; elements of creativity and imagination will shine through the whole exercise.
5. determining a grade—Successful completion of the four factors outlined above would yield a **B** grade. A superior achievement in one or more of these areas will notch the grade upward. An outstanding achievement across the board will reach an **A**.
6. grading weight—Clearly the two major papers, especially the final synthesis, will carry the most weight in determining the final grade. A strong class performance should match the written work and will often effect final outcomes by a plus or minus.