THE BIBLICAL FIELD

Cross-Testament

**BX 101 - Introduction to the Bible**

4 credits  
Brigitte Kahl  
This course offers a condensed introduction to the core texts, narrative trajectories, historical backgrounds and theological concerns of the Bible as the canonical book both of Christianity and Western civilization. Key questions regarding the ethics of scriptural interpretation in the context of race, gender, class, ecology and an increasingly inter/nonreligious environment are discussed.

**Notes**: Required for MA students. Required for MDiv students completing option B of the Bible requirement. Weekly tutorial required.

**BX 201 - Exegetical Practicum**

3 credits  
Esther Hamori  
Brigitte Kahl  
Amy Meverden  
This course teaches essential skills of exegeting biblical texts in a practice-oriented way. Both testaments and different genres are covered. While current theories of interpretation and the broad range of exegetical methods are briefly outlined, the focus is on the practical work of reading, analyzing, and understanding texts both on the literary level as well as in their socio-historic contexts. Each section has a specific focus reflected in the title: Critical Text Analysis; Eco-Exegesis; Foreigners, Migration and Hospitality across the Bible.

**Prerequisites**: OT 101 and NT 101; or permission of the instructor.

**Notes**: Required for MDiv students completing option A of the Bible requirement. Enrollment limited to twelve students per each of the three sections.

**BX 401 - Guided Reading**

1-3 credits  
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite**: Permission of the instructor.

**Notes**: Cannot be taken for reading credit. See Guided Reading form for more details.

**BX 502 - Guided Research**

1-6 credits  
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite**: Permission of the instructor.

**Notes**: Cannot be taken for reading credit. See Guided Research form for more details.
BX 105J – Introduction to Biblical Languages
1 credit
Amy Meverden
This course provides a basic introduction to biblical Hebrew and Greek to help future pastors and church leaders explore biblical texts in their original languages. While not a replacement for biblical language study, it familiarizes students with a range of ancient language resources to aid in biblical study and interpretation of biblical texts. Students learn both the Hebrew and Greek alphabets and gain experience with lexical tools, including interlinear bibles, dictionaries, concordances, and computer resources.

Notes: Pass/fail. Intended for students without previous Greek/Hebrew instruction.

BX 303 – Bible and Theory
3 credits
David Carr
This hybrid seminar is primarily in-person with some online components. Students explore how interpretation of the Bible can be illuminated through being informed by diverse theoretical perspectives, such as orality studies, trauma studies, animal studies, postcolonial criticism, ecocriticism, queer theory, etc.

Prerequisite: NT 101 and OT 101; or permission of the instructor. NT 101 may be taken concurrently.

BX 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

BX 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.
Hebrew Bible/Old Testament

OT 101 – Introduction to the Old Testament
4 credits
Esther Hamori
The Hebrew Bible is a complex collection of texts written over many centuries in socioculturally distinct settings, reflecting a wide range of religious, political, historical, and ethical perspectives. Students learn to engage in academic and critical study of the Hebrew Bible, seeking to understand diverse texts within their historical and cultural contexts.

Notes: Required for MDiv students completing option A of the Bible requirement. Weekly tutorial required.

OT 111 – Elementary Biblical Hebrew I
3 credits
Jeremy Hultin
An introduction to the basic grammar and vocabulary of biblical Hebrew. This course also focuses on skills in reading and writing Hebrew.

Notes: OT 111 and OT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 313A – Intermediate Hebrew I: Prose
1.5 credits
Esther Hamori
This intermediate biblical Hebrew course meets online every other week as part one of a two-semester course. Students read prose texts in the fall, and poetry in the spring. Work includes issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools.

Prerequisite: OT 111 and OT 204; or permission of the instructor.

Notes: OT 313A and OT 313B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after OT 313A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 350E – Readings in Biblical Wisdom Literature
3 credits
Alan Cooper
An introduction to the three canonical "Wisdom" books: Proverbs, Job, and Qohelet. The course begins with a general discussion of the concept of Wisdom, surveying the present state of scholarship. Students engage in close reading of selected texts from the three books.

Prerequisite: OT 101.

Note: Identical to JTS-BIB 5702.
OT 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

OT 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

SPRING 2021

OT 204 – Elementary Biblical Hebrew II
3 credits
Jeremy Hultin
A continuation of the basic grammar and vocabulary of biblical Hebrew. This course focuses on the translation of selected portions of biblical texts.

Prerequisite: OT 111 or equivalent.

Notes: OT 111 and OT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 222 – The Song of Songs and Readings in Interreligious Perspective
3 credits
David Carr
A broad introduction to the Bible and sexuality leading to an extended exploration of the Song of Songs and its Jewish and Christian readings in comparison with erotic mysticism in Islam and Hinduism.

Notes: Involves intensive, regular asynchronous online interaction and monthly synchronous meetings. Total enrollment limited to twenty-one students. Identical to IE 222.

OT 225 – The Literary World of the Bible
3 credits
Esther Hamori
The texts of the Hebrew Bible are products of their environment. Out of this broad sociocultural context came a multitude of other literary works as well. This course focuses on the close reading of ancient Near Eastern texts similar to those found in the Hebrew Bible. We study texts from Mesopotamia, Egypt, Canaan, and Anatolia. Emphasis is on the critical analysis of these texts. Finally, students examine related biblical texts within their Near Eastern literary context.

Prerequisite: OT 101.
OT 313B – Intermediate Hebrew II: Poetry

1.5 credits
Esther Hamori

This intermediate biblical Hebrew course meets online every other week. Students read poetry as part two of this two-semester course. Work includes issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools. Class meetings are determined between faculty and students in the fall semester, for both courses.

Prerequisite: OT 313A.

Notes: OT 313A and OT 313B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after OT 313A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

OT 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

New Testament

NT 111Q – Elementary Biblical Greek 1

3 credits
Amy Meverden

An introduction to the basic grammar and vocabulary of biblical Greek. The course also focuses on skills in reading and writing Greek.

Notes: NT 111Q and NT 204Q must be taken sequentially during the summer term. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor. Students are expected to bring this required textbook to the first class: A Primer of Biblical Greek, N. Clayton Croy, 2011.
NT 204Q – *Elementary Biblical Greek II*

3 credits  
Amy Meverden  
An introduction to the basic grammar and vocabulary of biblical Greek. The course also focuses on skills in reading and writing Greek.

**Prerequisite:** NT 111Q.

**Notes:** NT 111Q and NT 204Q must be taken sequentially during the summer term. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor. Students are expected to bring this required textbook to the first class: *A Primer of Biblical Greek*, N. Clayton Croy, 2011.

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FALL 2020

NT 111 – *Elementary Biblical Greek I*

3 credits  
Jeremy Hultin  
An introduction to the basic grammar and vocabulary of biblical Greek. This course also focuses on skills in reading and writing Greek.

**Notes:** NT 111 and NT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

NT 220E – *Gospel of Matthew*

3 credits  
Jeremy Hultin  
The goal of this course is to gain a rich, multifaceted understanding of the Gospel of Matthew. Accordingly, we approach Matthew from several perspectives, employing varied literary, historical, and theological approaches. Matthew is considered in its ancient literary context, comparing the narrative techniques with comparable ancient texts and traditions. Also studied is Matthew's "effective history," considering the roles Matthean passages have played throughout history, and reflecting on the hermeneutical, ethical, and theological challenges that Matthew poses today.

**Prerequisite:** BX 101 or NT 101 or permission of the instructor.

NT 315A – *Intermediate Greek I*

1.5 credits  
Jeremy Hultin  
Part one of a two-part course for students who have completed at least two semesters of biblical Greek. Students review grammar as well as further their linguistic and translation skills by reading a selection of different Greek texts.

**Prerequisites:** NT 111 and NT 204.

**Notes:** NT 315A and NT 315B must be taken sequentially in one academic year. Temporary grade of "IP" is assigned after NT 315A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.
**NT 401 – Guided Reading**
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See Guided Reading form for more details.

**NT 502 – Guided Research**
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See Guided Research form for more details.

**NT 101 – Introduction to the New Testament**
4 credits
Aliou C. Niang
A condensed introduction to the complex historical, literary and theological worlds of the New Testament. Core texts of the gospels, Acts, Paul and Revelation are examined within their Roman imperial, Hellenistic and Jewish colonial contexts - and with an eye to past and current interpretational struggles at the intersection of gender, race, class and religion. Can we learn how to read "with new eyes?"

**Notes:** Required for MDiv students completing option A of the Bible requirement. Weekly tutorial required.

**NT 204 – Elementary Biblical Greek II**
3 credits
Jeremy Hultin
A continuation of the basic grammar and vocabulary of biblical Greek. This course focuses on the translation of selected portions of biblical texts.

**Prerequisite:** NT 111.

**Notes:** NT 111 and NT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

**SPRING 2021**
NT 254E – The Revelation to John: Apocalypse and Ecology  
3 credits  
Amy Meverden  
Revelation is perhaps one of the most notorious and misunderstood books of the Bible. Given the violent warfare, natural disasters, beasts of empire, and ominous portents, the average readers of Revelation find themselves perplexed by its symbolism and at a loss for its contemporary relevance. This course seeks to “decode” Revelation through a prominent image that opens and closes the book and speaks directly to the abuses of empire and power: The Tree of Life. An empire-critical, visual-exegetical framework is employed to Revelation in order to engage themes of power, ecology, and identity. Students engage Revelation’s Roman imperial context and visual imagery while performing a close reading of the biblical text to produce contextual interpretations for a world in desperate need of hope and transformation.

Prerequisite: BX 101 or NT 101.

NT 312 – Genders and Sexualities of Early Christians  
3 credits  
Julia Kelto Lillis  
Early Christian texts offer familiar and unfamiliar patterns, norms, and possibilities for the aspects of human life that people today call gender and sexuality. This course examines the pertinent categories and social and theological logic of Christians in distant cultures by exploring a variety of ancient sources, taking into account challenging issues raised by feminist and LGBTQ+ historians. Questions include: Was gender permanent or fluid? What kinds of sexual relationships did Christians consider acceptable, and why? How did the rise of clerical and ascetic roles bend boundaries and create new possibilities? What are the risks and benefits of using current categories to study premodern sources, and how might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today?

Prerequisites: BX 101 or NT 101 or permission of the instructor.

Note: Identical to CH 312.

NT 327E – The Gospel of John and the Margins  
3 credits  
Aliou C. Niang  
Students read the Gospel of John by examining themes such as competing truth claims, light and darkness, identity and sacred space, echoes of anti-Judaism, clash of empires and their founders, inclusion and exclusion in a Graeco-Roman context. This course explores texts and images of the divine that might have generated debates within the Johannine community, focusing on ways of reading John to inform our contemporary communication of his message and its implications for interfaith conversations.

Prerequisite: BX 101 or NT 101 or permission of instructor.
NT 315B – *Intermediate Greek I*

1.5 credits
Jeremy Hultin
Part two of a two-part course for students who have completed at least two semesters of biblical Greek. Students review grammar as well as further their linguistic and translation skills by reading a selection of different Greek texts.

**Prerequisite:** NT 315A.

**Notes:** NT 315A and NT 315B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after NT315A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.

NT 401 – *Guided Reading*

1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

NT 502 – *Guided Research*

1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See [Guided Research form](#) for more details.
THE HISTORICAL FIELD

Historical Studies and Church History

CH 107 – Introduction to Christian History: The First Millennium
2 credits
Julia Kelto Lillis
An introductory survey of early Christian life and thought, from the proliferation of diverse forms of Christianity in the second century to the parting of the Greek and Latin churches in the eleventh century. Issues include the development of Christian faith and practice in changing political circumstances (persecuted minority or powerful majority); Christian expansion and interreligious relationships, within and beyond the Roman Empire; major theological writers and controversies; the interplay of Christian faith with the social dynamics of slavery, gender, sexuality, and ethnicity.

Note: Required for MDiv students completing option A of the History requirement.

CH 109 – History of Christianity Since Reformation
2 credits
Daisy L. Machado
This course offers an introductory overview of the United States religious experience with specific focus on Christianity. The story of Christianity in the United States is a history that at its core is about the diversity of belief, insiders and outsiders, dissent, myth, and imagination. This course, therefore, seeks to understand how religion, especially Protestant Christianity, has both shaped and been shaped by political, economic, and cultural conditions in the United States. Departing from the more traditional approach that begins in New England and uses the experiences of the Anglo-Saxon Protestant majority as the meta-narrative of the U.S., this course instead uses the diversity of United States Christianity and the variety of its expressions as a key lens of analysis without forgetting the common heritage they all share.

Note: Required for MDiv students completing option A of the History requirement.

CH 236 – American Theological Liberalism, 1805-1930
3 credits
Gary Dorrien
Study of the development of American liberal theology in the nineteenth and early twentieth centuries, focusing on the Unitarian controversy, Transcendentalism, Horace Bushnell, early feminism, liberalism and racial justice, the social gospel, evangelical liberalism, personalism, and the Chicago school. Acquainting students with the modern historical, ethical, and theological tradition that is Union’s tradition, it is the first of two courses on American theological liberalism.

Note: Identical to SE 236.
CH 244 – *Modern Anglican Theology*
3 credits
Gary Dorrien
This course studies representative Anglican thinkers and movements from the late eighteenth century to the present day. Featured authors and movements include Samuel Taylor Coleridge, the Oxford Movement, Frederick Denison Maurice, the Broad Church Movement, Anglican Socialism and anti-colonialism, Vida Scudder, William Temple, Michael Ramsey, John Macquarrie, Desmond Tutu, Kwok Pui-Lan, Sarah Coakley, Kelly Brown Douglas, and Rowan Williams.

Notes: Identical to TS 244. Required for MDiv students with a concentration in Anglican Studies.

CH 310 – *Mary in the First Millennium*
3 credits
Julia Kelto Lillis
This course explores the significance of Mary of Nazareth, the mother of Jesus, in the first millennium of Christianity. Early Christians assigned Mary various roles and qualities that expressed their theological concepts, their hopes as believers, their social and political interests, and the challenges of living in a multi-religious world. We examine ancient, Byzantine, and medieval sources, including gospels and biographies, theological treatises, sermons, hymns, prayers, and works of art. This investigation helps students understand the changing character of Christianity in its first several centuries and how a monotheistic faith creates room for a human being to become the “Mother of God” and “Queen of Heaven.”

Prerequisite: CH 101 or CH 107 or permission of the instructor.

Notes: Includes one extended session for a field trip to the Metropolitan Museum of Art. Enrollment limited to twelve students.

CH 333 – *Religious Movements from the Margins: A Look at the Prosperity Gospel*
3 credits
Daisy L. Machado
The United States religious landscape has been shaped by the powerful influence of what has become known as "prosperity gospel" or "prosperity theology". This prosperity theology surged in popularity in the 1980s with the rise of television evangelists who helped to shape and market United States Christianities to a nationwide audience of consumers. What is the history and place of the prosperity gospel in the United States religious landscape? How has it evolved and who have been its main proponents? What does this gospel look like in racial and ethnic communities and who are its main voices? This course examines the development of the prosperity gospel movement with special attention to the role played by gender and race in its development.

Prerequisite: CH 109 recommended.

CH 342 – *Theologies of History*
3 credits
Euan Cameron
This course leads us through the most basic question which any person of faith confronts when working as a historian of religion: How does the diverse and constantly changing character of human experience, revealed in history, challenge claims to enduring or even eternal truth, or to a reliable tradition, made in our faith traditions? Students discover how church history was written in the past, and how subsequent thinkers have responded to historical change and diversity. Existential questions are explored which historical study raises (or ought to raise) and tools are acquired for responding to those questions.
CH 370 – Inventing and Discovering Popular Religion
3 credits
Euan Cameron
A course in religious history and theory concentrating on the period circa 1400-1600 BC in Europe. "Popular religion" can mean the religion shared by everyone, or the instinctive beliefs and rituals of the less educated. The latter sort of beliefs was often stigmatized by theologians as "superstitious" or "demonic." This course encourages criticism and evaluation of problematic historical sources and contested modern methodologies. Primary sources are studied in translation.

CH 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

CH 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

SPRING 2021

CH 101 – Christianity in Historical Perspective
3 credits
Julia Kelto Lillis
This course offers an introduction to the historical approach to the Christian experience. Students explore a series of specific themes in the Christian experience which illustrate how many aspects of Christianity have changed over time, in response to political, social and cultural developments.

Notes: Required for MA students. Required for MDiv students completing option B of the History requirement.

CH 108 – The History of Christianity: Western European Church History (c.1000-c.2000)
2 credits
Euan Cameron
An introduction to the history of the Christian Church in the Western European tradition between the rise of the medieval Church in the West c. 1000 and the twentieth century. This course includes some discussion of the high and late middle ages, the Reformation and Confessional era, the Enlightenment, the era of Romanticism, the movements of Higher Criticism and Liberalism, and the modern Church. Deliberately excluded is the history of the churches in North America addressed in CH 109.

Note: Required for MDiv students completing option A of the History requirement.
**CH 207 – The Age of Convivencia: Religion, Culture and Tolerance in Medieval Spain and its Importance Today**

3 credits  
Daisy L. Machado  
Jane Huber

This course focuses on Spain from the Middle Ages to the present day, specifically focusing on the period known as "La convivencia" ("Coexistence"). Students carefully examine what historian Rosa María Menocal called a "golden reign of tolerance", a time when Catholics, Jews, and Muslims lived together for more than four centuries on the Iberian Peninsula. Culture, religion, economics, art and music are explored to better understand how this convivencia was possible in Al Andalus, as the Muslims called their Spanish homeland, where a culture of openness and assimilation flourished. Taking into account the fact that the term "convivencia" is a problematic one, history guides the work of the course to uncover how real this "golden reign of tolerance" really was. Some key topics include the social fabric and the differentiation of toleration within the classes, the exoticism of architecture as exemplified in the Alhambra, as well as the humanism, and artistry of the time. Finally, we look at modern Spain for traces of this past of toleration despite the Franco dictatorship and continued political fractures.

**Notes:** A prerequisite for the immersion travel course, CH 208Q offered in Summer 2021. Identical to IE 207.

**CH 312 – Genders and Sexualities of Early Christians**

3 credits  
Julia Kelto Lillis

Early Christian texts offer familiar and unfamiliar patterns, norms, and possibilities for the aspects of human life that people today call gender and sexuality. This course examines the pertinent categories and social and theological logic of Christians in distant cultures by exploring a variety of ancient sources, taking into account challenging issues raised by feminist and LGBTQ+ historians. Questions include: Was gender permanent or fluid? What kinds of sexual relationships did Christians consider acceptable, and why? How did the rise of clerical and ascetic roles bend boundaries and create new possibilities? What are the risks and benefits of using current categories to study premodern sources, and how might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today?

**Prerequisites:** CH 101 or CH 107 or permission of the instructor.

**Note:** Identical to NT 312.

**CH 314 – Church, State and Empire: Anglicanism in Britain and America**

3 credits  
Euan Cameron

This course introduces students to the history of the Anglican tradition from its origins in sixteenth century England to its development in the United States after the American Revolution. We explore how the distinctive polity and worship of the church, as well as some ambivalences and diversity inherent in its teaching, can be traced to its early history.

**Notes:** Required for MDiv students with a concentration in Anglican Studies. Generally offered every other spring, odd years. Identical to DS 314.
**CH 388 – The Theology of John Calvin**  
3 credits  
Serene Jones  
Roger Haight  
This course explores the political, social and theological context within which the theology of John Calvin emerged and its pertinence to ongoing socio-political and theological issues in the present day. This course is particularly useful for students interested in the Reformed traditions. This course covers selections from the entirety of Calvin's Institutes of the Christian Religion (1559).

**Notes:** This course requires student presentations and a 10 page final paper. Identical to TS 388.

**CH 401 – Guided Reading**  
1-3 credits  
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

**CH 502 – Guided Research**  
1-6 credits  
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See [Guided Research form](#) for more details.

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**Denominational Studies**

**CPR-UCC 202Q – United Church of Christ History and Polity**  
2 credits  
Heather Fosburgh  
This online course examines the historical development, theology, and structural polity of the United Church of Christ (UCC). This course also focuses on the emerging UCC and gives students a chance to explore social justice, world missions, ecumenism, and new and renewing congregational ministry within the UCC.

**Notes:** Offered by the Center for Progressive Renewal from May 20–August 26. Students are required to also register with the [Center](#).
DS 222 – *Forming our Faith: Articulating Unitarian Universalist Identities*

3 credits

Sarah Lenzi

Unitarian Universalist (UU) ministerial formation has seven areas of competency as defined by the Ministerial Fellowship Committee (MFC). Not only must a newly forming minister demonstrate these skills at levels from basic to expert, but there is also an expectation that all ministers continue to grow and learn, refining their ministerial skills. These seven areas are: 1) worship and rites of passage; 2) pastoral care and presence; 3) spiritual development and renewal for self and others; 4) social witness in the public square; 5) leadership and administration; 6) serving the larger UU faith; and 7) leading the faith into the future. This course addresses the last three competencies, paying particular attention to UU polity and history, as grounded in our shared theology, and to the future of Unitarian Universalism.

**Note:** Formerly CI 222.

CPR-UCC 202 – *United Church of Christ History and Polity*

2 credits

Heather Fosburgh

This online course examines the historical development and structural polity of the United Church of Christ (UCC). This course also focuses on the emerging UCC and gives students a chance to explore social justice, world missions, ecumenism, and new and renewing congregational ministry within the UCC.

**Notes:** Offered by the Center for Progressive Renewal from September 9–December 15. Register with an [Add/Drop form](#). All students register for waitlist. Students are required to also register with the [Center](#).

**SPRING 2021**

CPR-UCC 202 – *United Church of Christ (UCC) History and Polity*

2 credits

Heather Fosburgh

This online course examines the historical development and structural polity of the United Church of Christ (UCC). This course also focuses on the emerging UCC and gives students a chance to explore social justice, world missions, ecumenism, and new and renewing congregational ministry within the UCC.

**Notes:** Offered by the Center for Progressive Renewal from January 27–April 29. Register with an [Add/Drop form](#). All students register for waitlist. Students are required to also register with the [Center](#).

DS 314 – *Church, State and Empire: Anglicanism in Britain and America*

3 credits

Euan Cameron

This course introduces students to the history of the Anglican tradition from its origins in sixteenth century England to its development in the United States after the American Revolution. We explore how the distinctive polity and worship of the church, as well as some ambivalences and diversity inherent in its teaching, can be traced to its early history.

**Notes:** Identical to CH 314. Formerly CI 314.
Interreligious Engagement

**IE 112Q – Introduction to Sanskrit**
3 credits
Thelma Ranjitsingh
This course introduces students the basics of pronunciation, vocabulary, and grammar of the Sanskrit language. By the end of the course, students should be able to master vocabulary and basic grammatical paradigms, and develop the capacity to read aloud selected texts in Sanskrit.

**FALL 2020**

**IE 102 – Religions in the City: Introduction to Interreligious Engagement**
3 credits
Jerusha T. Rhodes
This course introduces the field of interreligious engagement through readings, site visits, spiritual practices, and self-reflection. It aims to cultivate understanding of the phenomenon of religious diversity, central questions and concerns that arise in relation to religious diversity, and prominent approaches to interreligious engagement.

**Notes:** Required for MDiv students. All students register for waitlist. Priority granted to first-year MDiv students and waitlist is assessed immediately after new student orientation.

**IE 229 – Histories of Global Buddhism**
3 credits
Simran Jeet Singh
This course explores Buddhism, a tradition that claims approximately 500 million practitioners around the globe. Our interdisciplinary approach traces the historical development and contemporary conditions of the Buddhist tradition. Viewing Buddhism from different perspectives offers an opportunity to experience the richness of this tradition, and interacting with primary and secondary source materials allows students to engage with various layers of the Buddhist experience. Assigned readings focus on history, literature, and texts, and are supplemented by news pieces, blog posts, documentaries, and audio samples. The course includes guest visits from prominent leaders within the community, as well as class visits to local temples and gatherings.

**Note:** Fulfills upper-level History requirement for MDiv students with a concentration in Buddhism and Interreligious Engagement.

**IE 232 – Hindu Religious Thought and Practice**
3 credits
John Thatamanil
This course provides a historical and thematic survey of Hindu thought and practice. Attention is paid to the development of Hindu traditions beginning with the Indus Valley Civilization and concluding with contemporary questions about political Hinduism. The course introduces students to key texts (Vedas, Upanishads, Bhagavad Gita, bhakti poetry, etc.) as well as modes of ritual practice and temple worship. Close reading of primary sources as well as careful reading of selected secondary sources particularly on matters of history and identity is essential to the course. Students are expected to engage the much contested question of whether there is such a thing as "Hinduism" and whether Hinduism might be called a religion.

**Note:** Includes two field trips, specifically one to Flushing, New York.
IE 238 – *Muslims in the United States: Defining the Nation*

3 credits
Hussein Rashid

This course examines the history, theology, ritual, performance, and literature of various Muslim communities in the United States. Particular attention is given to how race, gender, sexuality, and class inflect what it means to be an American Muslim.

**Notes:** Fulfills upper-level History requirement for MDiv students with a concentration in Islam and Interreligious Engagement. Enrollment limited to twenty students.

IE 221 – *Introduction to Buddhist Meditation Practices*

3 credits
Gregory Snyder
Peace Twesigye

This course supports students of any faith tradition, or none at all, in learning the fundamentals of Buddhist meditation. While students only touch each of these practices, they learn the basics of concentration, ethical, wisdom and compassion meditations. The course aims to prepare chaplains and ministers for thinking about these techniques in their own lives and in their community support roles. The hope is students apply this knowledge to deepen practices appropriate to their lives and circumstances.

**Note:** A concentration requirement for Buddhism and Interreligious Engagement students.

IE 230 – *Islamic Religious Thought*

3 credits
Jerusha T. Rhodes

This course introduces Islamic religious thought by exploring foundational sources, religious sciences, institutions, and debates related to theology, exegesis, law, and ethics. Emphasis is on connections and distinctions among various branches of religious thought; diversity within traditions; and major theologians, exegetes, scholars, and jurists. A foundation is provided for students focused on Islam, as well as for students seeking a robust introduction to Islam.

**Notes:** Theology requirement for MDiv students with a concentration in Islam and Interreligious Engagement. Enrollment limited to eighteen students. Identical to TS 230.

IE 231 – *The Practice of Self-Inquiry*

3 credits
Gregory Snyder

This course introduces students to methodologies of self-inquiry from various religious traditions as well as non-religious phenomenological thinkers. We explore meditation, contemplation and discernment practices, highlighting differences and complements. With a shared intention to clarify and expand personal methodologies and capacities of inquiry into ourselves, the course unpacks assumptions in our framing of subjective experience, how to locate the observer, the ground of awareness and, among other conventions, the relationships of self/other, mind/world, round/phenomena and mundane/sacred in each of these practices.

**Notes:** Recommended for MDiv students with a concentration in Buddhism and Interreligious Engagement. Identical to PT 231.
IE 335 – African Religions in the Americas
3 credits
Samuel Cruz
A critical analysis of the socio-historical settings of the development of each of the most widely practiced African based spiritual traditions/movements in the Americas. Students engage the African-based practices of Haitian Vodou, Santeria/Palo Monte, Rastafarianism, Espiritismo, Obeah, Candomble, Umbanda, as well as African religious influences in Protestant Christianity. We explore the ways in which these religious movements have been impacted by North and South American cultural and political conditions, and how they have impacted the cultural and political realities in turn. The transformations made by these religious practices in the diasporic communities in the United States are an underlying focus of this course.

Note: Identical to RS 335.

IE 350 – Spiritual Journeys: Implications for the Formation and Education of Adults
3 credits
Mary C. Boys
This seminar is for those with a deep interest in, and passionate concern for, how to form and educate adults for a religiously pluralistic world. We engage in a close reading of memoirs in four religious traditions; Judaism, Christianity, Islam, and Buddhism. This course explores faith journeys through the lens of religious biography and autobiography in order to deepen the formation of religious leaders and to enrich the religious education of adults.

Note: Identical to RE 350.

IE 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

IE 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.
IE 207 – The Age of Convivencia: Religion, Culture and Tolerance in Medieval Spain and its Importance Today
3 credits
Daisy L. Machado
This course focuses on Spain from the Middle Ages to the present day, specifically focusing on the period knowns as "La convivencia" ("Coexistence"). We carefully examine what historian Rosa María Menocal called a "golden reign of tolerance", a time when Catholics, Jews, and Muslims lived together for more than four centuries on the Iberian Peninsula. Students examine culture, religion, economics, art and music to better understand how this convivencia was possible in Al Andalus, as the Muslims called their Spanish homeland, where a culture of openness and assimilation flourished. Taking into account the fact that the term "convivencia" is a problematic one, we use history to guide the work of the course to uncover how real this "golden reign of tolerance" really was. Some key topics include the social fabric and the differentiation of toleration within the classes, the exoticism of architecture as exemplified in the Alhambra, as well as the humanism, and artistry of the time. Finally, we look at modern Spain for traces of this past of toleration despite the Franco dictatorship and continued political fractures.

Notes: A prerequisite for the immersion travel course, IE 208Q offered in Summer 2021. Identical to CH 207.

IE 222 – The Song of Songs and Readings in Interreligious Perspective
3 credits
David Carr
A broad introduction to the Bible and sexuality leading to an extended exploration of the Song of Songs and its Jewish and Christian readings in comparison with erotic mysticism in Islam and Hinduism.

Notes: Involves intensive, regular asynchronous online interaction and monthly synchronous meetings. Total enrollment limited to twenty-one students. Identical to OT 222.

IE 241 – Buddhist Polity: Practicing Communities, Communities of Peace
3 credits
Malik JM Walker
This course explores sangha from a range of Buddhist traditions in the context of "polity," the way a lived spiritual community is organized and functions to meet the needs of its members. Themes central to the course include: how monastic traditions are being adapted in the present-day modern West; the nature and organizational structure of various forms of American sanghas and their practices; leadership, power and governance; the concept of a "Buddhist identity" in community; issues of race, gender and diversity; and the nature of power and authority between ordained and lay leadership. We also discuss shaping sustainable polity among developing Buddhist communities in terms of "skillful means" as attending to the specific needs and structure of a given organizational vision. Includes group discussion, in-class presentations, guest speakers, and field analysis of local sanghas as part of the final project.

Note: A concentration requirement for Buddhism and Interreligious Engagement students.
IE 217 – Islamic Ethics

3 credits
Jerusha T. Rhodes

This course introduces the central concerns, sources, and debates of Islamic ethics. We explore the relationship between Islamic ethics and other Islamic religious sciences—including usul ul-Qur'an (Qur'anic sciences), fiqh (law), and ibadat (ritual), and survey key classical perspectives and scholars (available in translation). The course then examines contemporary perspectives on a variety of topics, including gender and sexuality, interreligious relations, economics, environmentalism, medical ethics, and violence and pacifism. Throughout all, emphasis is placed on developing proficiency in the terminology and tools of Islamic ethical thought; on understanding the interconnections between various conceptions of the Divine, the human person, and society; and on understanding the ways in which diversity and context shape ethical perspectives.

Note: Recommended for MDiv students with a concentration in Islam and Interreligious Engagement. Identical to SE 217.

IE 234 – Buddhist Religious Thought

3 credits
Gregory Snyder

This general introduction to Buddhism surveys the history and development of Buddhist thought within its three broad expressions—Theravada, Mahayana, and Vajrayana. The aim of the course familiarizes students with Buddhist worldviews and offers an opportunity to engage the material critically. Students read a number of primary sources in translation as well as additional texts organized thematically and historically to contextualize this material.

Prerequisites: IE 221 or permission of the instructor.

Note: Theology requirement for MDiv students with a concentration in Buddhism and Interreligious Engagement.

IE 240 – Socially Engaged Buddhism

3 credits
Gregory Snyder

This course explores tenets, movements, leading figures and issues central to what has come to be known as socially engaged Buddhism. In addition to exploring how these movements initially responded to the colonial and wartime contexts from which they emerged, students examine the critiques that engaged Buddhism offers current social and economic realities, as well as Buddhism’s own institutions and practices.

Prerequisite: Familiarity with Buddhist thought recommended.

Note: A concentration requirement for Buddhism and Interreligious Engagement students.

IE 312 – Mysticism and Revolutionary Social Change: Spirituality for Authentic Transformation

3 credits
Tara Hyun Kyung Chung

This online course explores the relationship between inner awakening and revolutionary social change. We study eleven mystics from different religious traditions whose life and work exemplify the integration of interior and exterior transformation: Hildegard of Bingen, Rumi, Thomas Merton, Abraham Heschel, Dorothy Day, Helder Camara, Thich Naht Hanh, Alice Walker, Dorothee Soelle, Suen-Kim Chi Ha and Thomas Berry.
IE 326 – Comparative Feminist Theology: Islam and Christianity
3 credits
Jerusha T. Rhodes
This course explores the feminist theological thought in Islam and Christianity, utilizing the theoretical lens of comparative theology. It aims to cultivate an understanding of both traditions by exploring theological methods (the “hows”) and theological subjects (the “whats”). It also probes the manner in which critical comparison of the two traditions complicates and potentially enriches each tradition.

Note: Identical to TS 326.

IE 344 – Studies in Jewish-Christian Relations
3 credits
Mary C. Boys
Shuly Rubin Schwartz
This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Students study the origins and development of Christianity in Second Temple Judaism, survey key historical encounters, address significant questions in the relationship of the two traditions, and examine implications for the education and formation of Jews and Christians in our time. The course serves as a case study in interreligious conflict and reconciliation.

Note: Identical to RE 344.

IE 350 – Gandhi and King
3 credits
John Thatamanil
This course seeks to explore the life and teachings of Mohandas K. Gandhi and Martin Luther King, Jr. Recent years have seen a considerable expansion of the literature on both figures. The time is ripe for a reconsideration of their legacy with respect to such central questions as the viability of nonviolent resistance in a context of neoliberalism, ecological devastation, the relationship between spirituality and political engagement, and the conflict between religious traditions. What is the meaning and promise of their double legacy for our time? What can both figures teach us about interreligious dialogue and learning? What is the relationship between the work of Gandhi and King and the later emergence of liberation theology? What can we learn from Malcolm X’s critique of King, B. R. Ambedkar’s critique of Gandhi and feminist critiques of both?

Note: Identical to TS 350.

IE 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.
IE 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.
THE PRACTICAL THEOLOGY FIELD

Communication Arts

CA 102 – Communication Arts: Effective Live Communication in Varied Settings and Formats
3 credits
Cecilia deWolf
Charles Read
Our ability to impact communities is wholly dependent on our facility as live communicators. In this semester-long process, students gain appreciation for the part that live communication plays in helping communities grow and thrive. Students practice in varied contexts, receive feedback, and gain awareness as live communicators. Upon completion, students are better able to engage with others consciously, meaningfully, and deliberately – regardless of circumstances or setting.

Notes: Required for MDiv students completing option B of the Practical Theology requirement. Enrollment limited to eighteen students.

Integrative and Field-Based Education

FE 206Q – Summer Ministries
2 credits
Su Yon Pak
Independent study in connection with a supervised field placement of at least eight weeks in length. Required meetings with field education staff are arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration

Prerequisites: FE 103 and FE 104. Permission of the instructor.

FE 366Q – Clinical Pastoral Education
6 credits
Su Yon Pak
Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE to fulfill the field education requirement.

Prerequisites: PS 110 required. PS 101 recommended. Permission of the instructor.

Notes: Pass/fail. Identical to PS 366Q.
FE 103 – Field Education Seminar I: Part-Time Concurrent Internship
3 credits
Su Yon Pak
This course is the first half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of twelve to fifteen hours per week.

Prerequisite: Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based Education.

Notes: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. All students register for waitlist. Students can apply to the hybrid FECPE program. Access https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/ for more information and application process. Students accepted to this hybrid program must register for section 02.

FE 203 – Advanced Field Education Seminar I: Part-Time Concurrent Internship
3 credits
A. Meigs Ross
Independent study with a supervised field placement. Required meetings with field education staff are arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration.

Prerequisites: FE 103 and FE 104. Restricted to MDiv students. Permission of the instructor and the Senior Director of Integrative and Field-Based Education.

Note: FE 203 and FE 204 must be taken sequentially in one academic year.

FE 303 – Full-Time Internship I
3 credits
Su Yon Pak
A minimum of eight consecutive months of full-time supervised field experience in an out-of-seminary setting is required. Proposals must be submitted for approval to the Senior Director of Integrative and Field-Based Education by March 1 prior to enrollment.

Prerequisites: Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based Education.

Notes: FE 303 and FE 304 must be taken sequentially in one academic year. Enrollment in other courses is normally precluded. Students are required to subscribe to student medical insurance if they do not have comparable coverage.
FE 363 – Clinical Pastoral Education I
3 credits
Su Yon Pak
Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

Prerequisites: PS 110 required. PS 101 recommended. Permission of the instructor.

Notes: Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year. Identical to PS 363.

FE 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

SPRING 2021

FE 104 – Field Education Seminar II: Part-Time Concurrent Internship
3 credits
TBD
This course is the second half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of twelve to fifteen hours per week.

Prerequisites: FE 103. Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based Education prior to FE 104 enrollment.

Notes: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. All students register for waitlist. Students can apply to the hybrid FECPE program. Access https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/ for more information and application process. Students accepted to this hybrid program must register for section 02.

FE 204 – Advanced Field Education Seminar II: Part-Time Concurrent Internship
3 credits
A. Meigs Ross
Independent study with a supervised field placement. Required meetings with field education staff are arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration.

Prerequisites: FE 203. Restricted to MDiv students. Permission of the instructor and the Senior Director of Integrative and Field-Based Education.

Note: FE 203 and FE 204 must be taken sequentially in one academic year.
FE 304 – Full-Time Internship II
3 credits
TBD
A minimum of eight consecutive months of full-time supervised field experience in an out-of-seminary setting. Proposals must be submitted for approval to the Senior Director of Integrative and Field-Based Education prior to FE 303 enrollment.

Prerequisites: FE 303. Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based education.

Notes: FE 303 and FE 304 must be taken sequentially in one academic year. Enrollment in other courses is normally precluded. Students are required to subscribe to student medical insurance if they do not have comparable coverage.

FE 364 – Clinical Pastoral Education II
3 credits
TBD
Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

Prerequisites: FE 363. Permission of the instructor.

Notes: Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year. Identical to PS 364.

FE 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.
Practical Theology

FALL 2020

PT 202 – Discernment of Call
3 credits
Susan Hill
What does it mean to be called? What is the difference between a ministerial call and other vocational calls? How does one discern one’s call? This seminar is designed to explore the theological and spiritual meanings and practical implications of ministerial calls. Special attention is given to understanding the significance of a "call" within the Anglican Communion. Critical engagement with call narratives, a development of a vocational statement, and engagement with practitioners in diverse ministerial vocations provide the foundation for appreciating the complex dynamics of a call.

Notes: An elective requirement for MDiv students with a concentration in Anglican Studies. Open to all students. Generally offered every fall.

PT 231 – The Practice of Self-Inquiry
3 credits
Gregory Snyder
This course introduces students to methodologies of self-inquiry from various religious traditions as well as non-religious phenomenological thinkers. We explore meditation, contemplation and discernment practices, highlighting differences and complements. With a shared intention to clarify and expand personal methodologies and capacities of inquiry into ourselves, the course unpacks assumptions in our framing of subjective experience, how to locate the observer, the ground of awareness and, among other conventions, the relationships of self/other, mind/world, round/phenomena and mundane/sacred in each of these practices.

Note: Identical to IE 231.

PT 310 – Moral Response to the Crisis of Homelessness
3 credits
Kelly Brown Douglas
David Giffen
Kim Hopper
Colleen Wessel-McCoy
Through both praxis and reflection, students engage with issues in modern day homelessness and the role faith communities may play in addressing it. Students explore how modern-day homelessness developed and grew in the United States, how it has been understood as a social problem, the history of advocacy and activism in response, and what role moral discourse (or ethical concerns) from faith communities can play in the public debate. Students engage these questions through advocacy/service opportunities and critically reflect on these experiences through readings and group discussion. Together we examine the theological, spiritual, and moral framework needed to challenge a system that criminalizes poor communities in a time of great abundance. Faith communities can become much more engaged in the interplay of public policy/practice, empirical evidence, legal advocacy, and organizing, and the course explores how faith leaders can do so.
PT 320 – Disability and Theology
3 credits
Max Thornton
According to the World Health Organization, at least one billion people live with some form of disability - yet still all too rarely does theology engage with disability and disabled experience. Often, religious communities fail to consider disability in any depth or beyond a simplistic medical model of individual bodily defect in need of repair, whereas in fact the lived experience of disability is considerably more complex and nuanced than this - and indeed can expand and deepen all manner of theological reflection and religious life. This course introduces students to the key concepts and debates of disability studies, from the different definitional models through to recent developments in crip theory. At the same time, students practice thinking practically about disability theology as they read some of the important texts of disability and religion that have emerged in the past twenty-five years since Nancy Eiesland's field-defining The Disabled God. Questions of definition, of inclusion, of healing and cure, are among the theoretical and theological issues to be explored; while disability is also considered in terms of its practical implications for accessibility, scripture, and preaching.

Note: Identical to PS 320.

PT 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

PT 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

SPRING 2021

AS 302 – Anglican Studies Capstone Seminar: From Seminary to Ministerial Leadership
3 credits
Patrick Cheng
This culminating experience for Anglican Studies concentrators provides an opportunity to reflect on and integrate prior learning and ministerial experiences. Particular emphasis is placed on understanding ministerial challenges, surveying various ministerial leadership frameworks, developing one's own ministerial leadership model. The course provides students with a variety of opportunities to engage in readings and discussion with an emphasis on making the transition from seminary into ministry with a focus on the tools and skills needed for effective leadership. In addition to leadership, other topics such as managing personal and professional finances to continued discernment of ministerial gifts and call are covered.

Prerequisite: Restricted to third-year MDiv students with a concentration in Anglican Studies.

Note: Required for MDiv students with a concentration in Anglican Studies. Generally offered every spring.
PT 204 – RISE Together Mentorship for Women of Color
1 credit
Lisa Rhodes
Students learn and practice leadership skills through discussion, facilitation and directed practicum work in small groups. Through community and peer learning, this course centers and affirms the collective wisdom, lived experiences and intercultural voices of women of color. The focus is to engage students in a two-year thriving in ministry journey that engages the reality of ministry, ecclesial structures, multidimensional oppression, its impact on pastoral/personal identities and leadership. Through the lens of race, gender, age and culture and a researched informed curriculum, this course creates a safe and sacred community learning space for theological and ethical reflection.

Prerequisites: Restricted to first- or second-year students. Permission of the instructor. Acceptance into RISE Together Mentorship program.

Notes: All students register for waitlist. Spans across three consecutive semesters for a total of three credits. May be repeated with different topics.

PT 330 – Systems, Organizations, Leadership, and Administration
3 credits
Michael Cooper-White
Spiritual care providers/chaplains work in some of the most complex organizational environments of today’s world. In addition to theological acumen and interpersonal skills, they must develop “habits of the heart and mind” that enable them to navigate these complexities and exert transformative leadership in diverse settings. This online course explores dynamics of organizational systems and administrative leadership, as well as provides rudimentary concepts in such mundane matters as budgets and balance sheets, communication and media relations, strategic planning and common legal issues. In addition to engaging in course readings and online discussions, students have opportunity to engage the instructor and each other in “processing” relevant case studies from their own contexts.

Notes: Required Thursday evening synchronous meetings. Identical to DM 409.

PT 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

PT 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.
Preaching, Arts and Worship

CW 247] – Liturgies from Below: Prayers in Defiance of Empire

3 credits
Cláudio Carvalhaes

Prayer is said to be the grammar of faith and this course delves into the heart of liturgy: prayer. By going to poor and abandoned places in New York City, students learn how to pray from below. By being with the poor, we learn a new grammar for our theologies and spiritualities. We also learn about prayers from other traditions which help us understand those at the margins that are different from non-Christian perspectives. With this new vocabulary, students are able to create a narrative/action, word/performance that help defy the structures of Empire.

FALL 2020

CW 103 – Introduction to Worship

3 credits
Cláudio Carvalhaes

How do we imagine performance, public worship and ritual practices in the face of ecological disasters, white supremacy, extreme poverty, violence and interreligious dialogue? This course introduces students to the performative ways we enact religious and non-religious beliefs that constitute public performances, rituals, Christian worship and rites of passages. The following techniques are explored: ritual structural patterns, theological themes/frameworks, spiritual paths, aesthetics, ethical issues and historical-social-cultural practices.

Note: CW 103 or CW 104 required for MDiv students completing option A of the Practical Theology requirement.

CW 280 – Colloquium in Theology and the Arts

3 credits
Cláudio Carvalhaes

This course offers an exploration of the connections between theology and the arts through performance studies through a critical engagement with museum exhibits and performances in New York City. Students make three or four excursions to artistic events in New York City then connect with readings and debrief together.

Prerequisite: Permission of the instructor.

Note: Enrollment limited to twenty students.

CW 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.
CW 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

CW 104 – Fundamentals of Preaching
3 credits
TBD
This course provides a basic introduction to the theology, ethics, and practice of Christian preaching. Students explore the nature and purpose of preaching in relation to the interpretation of texts, culture, and community contexts. The course offers opportunities for students to hone the skills involved in effective sermon design and delivery.

Prerequisite: BX 201.

Note: CW 103 or CW 104 required for MDiv students completing option A of the Practical Theology requirement.

CW 350 – Learning From the Earth: Interdisciplinary Resources for Eco-Rituals and Earth Liturgies
3 credits
Cláudio Carvalhaes
If Christian worship entails definitions of what is to be human, this course engages the question: what is to be (the) earth? In this interdisciplinary course, we read important works from philosophical, anthropological, political, and indigenous perspectives on the earth, the environment and the anthropocene. From these expansive forms of knowledges and understandings, we engage in learning and dialoguing, recognizing challenges, correcting and expanding Christian notions of liturgical theologies, worship, rituals and liturgies in order to response to the current climate catastrophe of our time.

CW 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

CW 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.
Psychology and Religion

PS 255Q – Addictions and Spiritual Care
2 credits
Elijah C. Nealy
The phenomenon of substance and process addiction cuts across all communities, impacting the individuals themselves, as well as their families and faith communities. Consequently, all pastoral and community leaders must be informed and prepared to address these concerns. This course explores 1) historical and current understandings of addiction, including the role of stigma and/or oppression (e.g., sexism, racism, homo/transphobia, disability); 2) current information emerging from neuroscience; and 3) the wide-ranging impact of addiction on families and communities. Various approaches to treatment and recovery are reviewed. Specific pastoral and spiritual care strategies are explored, including education, counseling with individuals and families currently affected by addiction, spiritual care to support those in recovery from addiction, and creating communities supportive of those in recovery.

PS 366Q – Clinical Pastoral Education
6 credits
Su Yon Pak
Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE.

Prerequisites: PS 110 required. PS 101 recommended. Permission of the instructor.

Notes: Pass/fail. PS 366Q, or PS 363 and PS 364, required for students with a concentration in Psychology and Religion. Identical to FE 366Q.

FALL 2020

PS 101 – Introduction to Pastoral and Spiritual Care
2 credits
Eileen Campbell-Reed
Students receive practical and theoretical grounding in the fundamentals of responding to common pastoral situations (such as illness, grief, couples and families, crisis, addictions and violence, and self-care), with attention to the impact of social context (race, gender, class). Students develop a theological framework for conceptualizing health and wholeness with reference to their own theological and cultural traditions, and a method of pastoral theological/spiritual reflection.

Corequisite: PS 110.

Note: Hybrid course alternating online and traditional instruction.
**PS 110 – Pastoral Listening Practicum**

1 credit

Pamela Cooper-White

Students learn and practice pastoral listening skills through directed practicum work in small groups. The emphasis is on nondirective listening, and includes spiritual companioning and crisis intervention and suicide prevention.

**Notes:** Required for MDiv students. Cannot be taken as audit. A prerequisite to receive academic credits for clinical pastoral education (CPE) courses: FE/PS 363, FE/PS 364, FE/PS 366Q.

**PS 320 – Disability and Theology**

3 credits

Max Thornton

According to the World Health Organization, at least one billion people live with some form of disability - yet still all too rarely does theology engage with disability and disabled experience. Often, religious communities fail to consider disability in any depth or beyond a simplistic medical model of individual bodily defect in need of repair, whereas in fact the lived experience of disability is considerably more complex and nuanced than this - and indeed can expand and deepen all manner of theological reflection and religious life. This course introduces students to the key concepts and debates of disability studies, from the different definitional models through to recent developments in crip theory. At the same time, students practice thinking practically about disability theology as they read some of the important texts of disability and religion that have emerged in the past twenty-five years since Nancy Eiesland’s field-defining The Disabled God. Questions of definition, of inclusion, of healing and cure, are among the theoretical and theological issues to be explored; while disability is also considered in terms of its practical implications for accessibility, scripture, and preaching.

**Note:** Identical to PT 320.

**PS 363 – Clinical Pastoral Education I**

3 credits

Su Yon Pak

Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

**Prerequisites:** PS 110 required. PS 101 recommended. Permission of the instructor.

**Notes:** Pass/fail. PS 363 and PS 364, or PS 366Q, required for students with a concentration in Psychology and Religion. PS 363 and PS 364 must be taken sequentially in one academic year. Identical to FE 363.

**PS 401 – Guided Reading**

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See Guided Reading form for more details.
PS 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

SPRING 2021

PS 311 – Trauma Informed Pastoral and Spiritual Care
3 credits
Eileen Campbell-Reed
This course explores the literature of embodied and psychological trauma as well as best practices for providing pastoral and spiritual care for people who have experienced trauma. We use cultural narratives (novels, movies, television, and other dramas) that explore the lived experience of trauma, recovery and processes of healing. Students consider the psychological, spiritual and theological dimensions of trauma as well as questions raised by the experiences of personal, social and trans-generational trauma. Students also lay groundwork for the sake of building skills to give appropriate pastoral and spiritual care, including intentional rituals, deep listening, and accompanying survivors of trauma who are working toward healing and wholeness.

Prerequisites: PS 110 and PS 101. Permission of the instructor.

Note: A concentration requirement for Chaplaincy students.

PS 364 – Clinical Pastoral Education II
3 credits
TBD
Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

Prerequisites: PS 363. Permission of the instructor.

Notes: Pass/fail. PS 363 and PS 364, or PS 366Q, required for students with a concentration in Psychology and Religion. PS 363 and PS 364 must be taken sequentially in one academic year. Identical to FE 364.

PS 415 – Readings in Psychoanalysis: From Object Relations to Relationality
3 credits
Pamela Cooper-White
This seminar explores the development of relational thought beginning with Freud and object relations, and into a 20th century flowering of relational approaches broadly defined – including self-psychology and the intersubjectivity “school”, Sullivan, the interpersonalsists and feminist relational-cultural theory, relational psychoanalysis, and contemporary gender and race critique within psychoanalysis. Weekly case study work integrates theological reflection and pastoral clinical praxis.

Note: Enrollment limited to eleven students.
PS 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

PS 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

Religion and Education

SUMMER 2020

RE 312Q – Theory and Practice of Teaching
1 credit
John Falcone
Prepares clinical pastoral education (CPE) and spiritual leaders to develop and deliver curriculum in effective, engaging, and contextually sensitive ways. Students learn about and practice a variety of teaching techniques (facilitated inquiry, analytic remembering, creative exploration, discernment, lecture, embodied reflection, etc.). The course is framed by critical pedagogy, empirically grounded learning theory, and models of situated learning/professional expertise.

Prerequisite: Restricted to Doctor of Ministry (DMin) students with Summer 2018 entrance year.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs. Identical to DM 412Q.

FALL 2020

RE 350 – Spiritual Journeys: Implications for the Formation and Education of Adults
3 credits
Mary C. Boys
This seminar is for those with a deep interest in, and passionate concern for, how to form and educate adults for a religiously pluralistic world. We engage in a close reading of memoirs in four religious traditions; Judaism, Christianity, Islam, and Buddhism. This course explores faith journeys through the lens of religious biography and autobiography in order to deepen the formation of religious leaders and to enrich the religious education of adults.

Note: Identical to IE 350.
RE 401 – Guided Reading
1–3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

RE 502 – Guided Research
1–6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

RE 504 – Theology and the Educational Process
3 credits
Mary C. Boys
This course invites students to put their theological/biblical thinking in conversation with educational thought and practice. It also involves thinking together about theological education as a profession.

Prerequisite: Restricted to PhD students.

Note: Required for teaching fellows normally before or during their first year as a teaching fellow.

RE 286 – Interpreting and Teaching the Bible in Local Communities
3 credits
Mary C. Boys
This seminar provides occasion for students to think constructively and creatively about interpreting Scripture in the context of their ecclesial tradition, local community, and personal and professional commitments. It challenges participants to integrate what they have learned in their coursework to date and through their pastoral and/or pedagogical experiences.

Note: Students are consulted prior to the semester as their interests and concerns help shape the syllabus.

RE 344 – Studies in Jewish-Christian Relations
3 credits
Mary C. Boys
Shuly Rubin Schwartz
This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Students study the origins and development of Christianity in Second Temple Judaism, survey key historical encounters, address significant questions in the relationship of the two traditions, and examine implications for the education and formation of Jews and Christians in our time. The course serves as a case study in interreligious conflict and reconciliation.

Note: Identical to IE 344.
**RE 401 – Guided Reading**
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

**RE 502 – Guided Research**
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See [Guided Research form](#) for more details.

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**Religion and Society**

**RS 321 – Contextual Perspectives on Culture and Justice**
3 credits
Samuel Cruz
This synchronous course introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, religion, and physical differences. Additionally, students examine the role, function, and effects of oppression in society as it relates to social and economic justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn are examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest is how oppression affects ecclesiastical, local parish, mosque, temple and faith based organizations at micro and macro levels, particularly policies and strategic planning which drive the shape of places of worship.

**Note:** Required Thursday evening synchronous meetings. Identical to DM 408. Formerly CS 321.

**RS 335 – African Religions in the Americas**
3 credits
Samuel Cruz
A critical analysis of the socio-historical settings of the development of each of the most widely practiced African based spiritual traditions/movements in the Americas. Students engage the African-based practices of Haitian Vodou, Santeria/Palo Monte, Rastafarianism, Espiritismo, Obeah, Candomble, Umbanda, as well as African religious influences in Protestant Christianity. We explore the ways in which these religious movements have been impacted by North and South American cultural and political conditions, and how they have impacted the cultural and political realities in turn. The transformations made by these religious practices in the diasporic communities in the United States are an underlying focus of this course.

**Notes:** Identical to IE 335. Formerly CS 335.
RS 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details. Formerly CS 401.

RS 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details. Formerly CS 502.

SPRING 2021

RS 210 - Evangelicalism
3 credits
Isaac Sharp
This course serves as an introduction to the theology, social ethics, and history of evangelicalism in the United States. One of the most influential and commonly misunderstood religious movements in contemporary U.S. American life, evangelicalism is neither as monolithic nor as singular as it is often portrayed. With an internal diversity that belies its most popular, influential, and homogenous public representatives, evangelicalism has always included an astounding array of competing (and oftentimes conflicting) theological traditions. In the interest of equipping faith leaders with the ability to speak prophetically into the contemporary religious landscape, this course begins asking questions such as: What is evangelicalism? What is it like and where did it come from? Who are "the evangelicals"? What does (and doesn’t) "count" as evangelical?

RS 220 – Religious Freedom: History and Strategies for Change
3 credits
Faith Gay
A religious history and modern strategy course on the development and effective use (by progressives) of the increasing zone of protection for the exercise of religious freedom. The course is a combination of a consideration of what is religion, what needs to be protected in a parallel universe (Calvin is discussed), does religious freedom require a market economy (as opposed to mere sophistication in legal rights) and concludes with a substantial unit on the potential for modern activism - immigrants, gay rights, poverty rights, Native American rights and climate change. Includes a session on how conservatives took over the religious freedom zone in the modern era.

RS 262 – Methods in the Study of Urban Life and Religion
3 credits
Samuel Cruz
Urban religious life and the theory and practice of field research is the focus of this course. The course covers research methods such as oral history, participant observation, and key methodological issues, such as fieldwork ethics and the politics of representation.

Note: Formerly CS 262.
RS 309 – Encounters between Critical Theories and Religion
3 credits
Jan Rehmann
The class is designed for students who intend to deepen their philosophical and sociological understanding of
religion. After exploring the "masters of suspicion" (Feuerbach, Marx, Nietzsche, Freud), we engage Antonio
Gramsci’s theory of hegemony and WEB Du Bois’ sociological analysis of the Black Church. We explore how Pierre
Bourdieu’s theory of "habitus" and "social field" can be used for a social analysis of religious attitudes. We get
acquainted with philosophies that focus on religions’ "utopian" dimensions (Ernst Bloch) and the "messianic"
components of our life practices (Walter Benjamin, Jacques Derrida). We explore different and conflicting feminist
approaches to religion and look at the relationship between anticolonialism, postcolonialism and decoloniality.
What can we learn from the different critical theories for a more comprehensive engagement with religion(s) and
religious movements?

Notes: Identical to PR 309. Formerly CS 309.

RS 325 – Liberation Theologies and Pentecostalism
3 credits
Samuel Cruz
Over the past thirty years both the theologies of liberation be they Latin American, Feminist, Black, Latina or Asian
and the "Pentecostalization" of Christian denominations and independent churches have had an incredible
influence upon the Christian religious landscape in the United States. In contrast, liberation theologies are often
described as having lost ground and faded away, a perception that this course examines critically. Pentecostal and
Neo-Pentecostal churches seem to be the fastest growing religious movements across the globe. The course examines
the perceptions that Pentecostalism is an alternative to liberation theologies and/or its diametrical opposite.
Students explore how both liberation theologies and Pentecostalism have been transformed, mutated, and
revitalized by conservative and progressive churches. Finally, we discover the commonalities, differences, conflicts,
and potentialities for social and political action found in liberation theologies and Pentecostalism.

Note: Formerly CS 325.

RS 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is
established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details. Formerly CS 401.

RS 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major
work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details. Formerly CS 502.
THE THEOLOGY AND ETHICS FIELD

Philosophy of Religion

FALL 2020

PR 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

PR 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

SPRING 2021

PR 226 – Kant, Hegel, and Modern Theology
3 credits
Gary Dorrien
This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich.

Note: Identical to SE 226 and TS 226.

PR 302 – Theology and the Natural World: An Insight Project
3 credits
John Thatamanil
This course is part of Union’s new Insight Project and covers various topics over five years. This year’s theme is “Theology and the Natural World” and focuses on theology and ecology. Specifically, this course explores cutting edge work on how nature itself is being reimagined across a range of fields: science studies, anthropology, ecology, literature and theology. How has anthropogenic climate change transformed what we take nature to be? How can and must we reimagine "nature" itself and nature's relationship to "culture" in the anthropocene? What are the implications of this reimagination for how we study theology?

Note: Identical to TS 302.
PR 309 – Encounters between Critical Theories and Religion
3 credits
Jan Rehmann
The class is designed for students who intend to deepen their philosophical and sociological understanding of religion. After exploring the "masters of suspicion" (Feuerbach, Marx, Nietzsche, Freud), we engage Antonio Gramsci’s theory of hegemony and WEB Du Bois’ sociological analysis of the Black Church. We explore how Pierre Bourdieu's theory of "habitus" and "social field" can be used for a social analysis of religious attitudes. We get acquainted with philosophies that focus on religions' "utopian" dimensions (Ernst Bloch) and the "messianic" components of our life practices (Walter Benjamin, Jacques Derrida). We explore different and conflicting feminist approaches to religion and look at the relationship between anticolonialism, postcolonialism and decoloniality. What can we learn from the different critical theories for a more comprehensive engagement with religion(s) and religious movements?

Notes: Identical to RS 309.

PR 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

PR 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details.

Social Ethics

SE 208 – Moral Traditions and Social Ethics
3 credits
Sarah Azaransky
This course introduces students to the field of ethics, particularly Christian social ethics, through a range of classic and contemporary texts. Students learn methods of ethical analysis (virtue, teleological, deontological, and liberative) and investigate contemporary social issues, including sexuality, racism and poverty. The course aims to build our capacities to analyze social conditions and identify constructive and creative moral actions that may lead to more justice.
SE 236 – American Theological Liberalism, 1805-1930
3 credits
Gary Dorrien
Study of the development of American liberal theology in the nineteenth and early twentieth centuries, focusing on the Unitarian controversy, Transcendentalism, Horace Bushnell, early feminism, liberalism and racial justice, the social gospel, evangelical liberalism, personalism, and the Chicago school. Acquainting students with the modern historical, ethical, and theological tradition that is Union’s tradition, it is the first of two courses on American theological liberalism.

Notes: Identical to CH 236. Formerly CE 236.

SE 315 – International Routes of the Civil Rights Movement
3 credits
Sarah Azaransky
The course explores the intersections between mid-century anti-colonial & independence movements and the Black Freedom Movement in the United States. To do so, we will examine the work, activism, and writing of a network of black Christian intellectuals and activists who looked abroad, even in other religious traditions, for ideas and practices that could transform American democracy.

SE 335 – Artificial Intelligence: Implications for Ethics and Religion
3 credits
Isaac Sharp
This course explores the social, ethical and religious implications of some of the rapidly proliferating technological developments in the field of Artificial Intelligence (AI). In the interest of equipping faith leaders for the crucial work of applying the ethical insights of our respective religious traditions to crucial and urgent social questions, we begin asking questions such as: What is AI? What are its possibilities and limitations? What are some of the social ethical, spiritual, and religious implications of its widespread adoption—including its profound effects on economics, surveillance, healthcare, politics, and nearly every aspect of human life?

SE 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor. Formerly CE 401.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

SE 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details. Formerly CE 502.
SE 217 – Islamic Ethics
3 credits
Jerusha T. Rhodes
This course introduces the central concerns, sources, and debates of Islamic ethics. We explore the relationship between Islamic ethics and other Islamic religious sciences—including usul ul-Qur’an (Qur’anic sciences), fiqh (law), and ibadat (ritual), and survey key classical perspectives and scholars (available in translation). The course then examines contemporary perspectives on a variety of topics, including gender and sexuality, interreligious relations, economics, environmentalism, medical ethics, and violence and pacifism. Throughout all, emphasis is placed on developing proficiency in the terminology and tools of Islamic ethical thought; on understanding the interconnections between various conceptions of the Divine, the human person, and society; and on understanding the ways in which diversity and context shape ethical perspectives.

Note: Identical to IE 217.

SE 226 – Kant, Hegel, and Modern Theology
3 credits
Gary Dorrien
This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich.

Notes: Identical to PR 226 and TS 226. Formerly CE 226.

SE 228 – Sexual Ethics in New York City
3 credits
Sarah Azaransky
This course uses New York City—its history, landmarks, and communities—as a resource for Christian ethical and theological reflection about sex and sexuality. Topics include Stonewall, House Ball communities, Fashion Week, and Margaret Sanger and the history of reproductive health care.

Notes: Enrollment limited to twenty students. Formerly CE 228.

SE 322 – Social Ethics in the Making
3 credits
Gary Dorrien
Study of the origins and development of social ethics as a discipline, focusing on methodological, contextual, and "framing" issues. Chief historical paradigms include social gospel ethics, Christian realism, liberationist and feminist ethics, and Roman Catholic, black church, and evangelical social ethics.

Note: Formerly CE 322.

SE 340 – Women in the Black Freedom Movement
3 credits
Sarah Azaransky
The course traces women’s participation and leadership in the black freedom movement from the nation’s founding until today, including women’s resistance to enslavement, petitioning for reparations, organizing against lynching, and developing legal frameworks for equal rights.

Notes: Enrollment limited to twenty-five students. Formerly CE 340.
SE 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor. Formerly CE 401.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details.

SE 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details. Formerly CE 502.

Theological Studies

FALL 2020

TS 103 – Critical Perspectives in Modern Theology
3 credits
Kelly Brown Douglas
The aim of this course is to provide a basic understanding of the nature of systematic theology as this discipline relates to contemporary social and political issues. Special attention is given to the emergence of liberal, orthodox, and neo-orthodox theologies in Europe and North America and to their impact on the rise of liberation theologies in Asia, Africa, Latin America, within U.S. minorities, and also among women in all groups. It is hoped that students not only clarify their own personal stance but, in addition, come to understand perspectives radically different from their own. Readings are taken from twentieth-century sources.

Notes: TS 101 or TS 103 or TS 104 required for MA and MDiv students. Formerly ST 103.

TS 104 – Introduction to Systematic Theology
3 credits
Andrea White
An introduction to systematic theology, this course studies Christian theologies of the 20th and 21st centuries including black, feminist, liberation, queer, and womanist theologies. Course readings address contemporary debates on theological problems such as the authority of revelation and scripture, radical divine transcendence, care of creation, the person and work of Jesus Christ, violence of the cross, what it means to be human, hope in the face of evil and suffering, to name a few.

Notes: TS 101 or TS 103 or TS 104 required for MA and MDiv students. Formerly ST 104.
TS 240 – **Womanist Theology and Narrative**
3 credits
**Andrea White**
Womanist Theology and Narrative is a study of the relationship between womanist theology, black women's literary tradition and narrative theory. This course studies black women's writing as an "ethical laboratory" for womanist narrative identity that involves complexity and multiplicity rather than a linear and monolithic view of coherence and unity of the self. A womanist refiguring of black subjectivity through story challenges Western modernity's privileging of the monological self and suggests new insights for a theological anthropology. The joint venture of womanist theology and narrative theory demonstrates the radical potential of black women's narratives to operate as a mode of resistance against cultural myths and cultural codes and to render theological critique of social power.

TS 244 – **Modern Anglican Theology**
3 credits
**Gary Dorrien**
This course studies representative Anglican thinkers and movements from the late eighteenth century to the present day. Featured authors and movements include Samuel Taylor Coleridge, the Oxford Movement, Frederick Denison Maurice, the Broad Church Movement, Anglican Socialism and anti-colonialism, Vida Scudder, William Temple, Michael Ramsey, John Macquarrie, Desmond Tutu, Kwok Pui-Lan, Sarah Coakley, Kelly Brown Douglas, and Rowan Williams.

**Note:** Identical to CH 244. Required for MDiv students with a concentration in Anglican Studies. *Formerly ST 244.*

TS 230 – **Islamic Religious Thought**
3 credits
**Jerusha T. Rhodes**
This course introduces Islamic religious thought by exploring foundational sources, religious sciences, institutions, and debates related to theology, exegesis, law, and ethics. Emphasis is on connections and distinctions among various branches of religious thought; diversity within traditions; and major theologians, exegetes, scholars, and jurists. This course provides a foundation for students focused on Islam, as well as for students seeking a robust introduction to Islam.

**Notes:** Identical to IE 230. *Formerly ST 230.*

TS 351 – **Paul Tillich in Public Context**
3 credits
**John Thatamanil**
This course offers an introduction to Tillich’s intellectual legacy and theological system. Attention is given to Tillich’s early work on religious socialism as well as his mature system. Students examine Tillich’s understanding of theological method, God, Christ, Spirit, Church, and eschatology. A goal is to understand Tillich as theologian of culture as well as Tillich’s late contributions to theology’s conversation with religious diversity.

**Prerequisite:** TS 101 or TS 103 or TS 104 recommended. *Formerly ST 351.*

TS 381 – **Systematic Christology**
3 credits
**Roger Haight**
This course studies the sources of christology in faith, revelation, scripture and a distinct conception of the method of theology. Building on the scriptural and patristic traditions, it engages the questions of salvation/liberation, Christ and other religions, the divinity of Jesus, and trinity. The goal of this course is not to survey a variety of christologies, but to follow a critical systematic or constructive method that remains faithful to the tradition, coherent with what we know of the world today, and empowering for Christian life.
TS 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details. Formerly ST 401.

TS 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details. Formerly ST 502.

TS 101 – Foundations in Christian Theology
3 credits
Roger Haight
This course explores the groundwork of Christian theology for those who have no background in the discipline. It builds on the conception of religious experience and characterizes Christian theology in dialogue with other religious traditions and ways of understanding reality.

Notes: TS 101 or TS 103 or TS 104 required for MA and MDiv students. Formerly ST 101.

TS 226 – Kant, Hegel, and Modern Theology
3 credits
Gary Dorrien
This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich.

Notes: Identical to CE 226 and PR 226. Formerly ST 226.

TS 302 – Theology and the Natural World: An Insight Project
3 credits
John Thatamanil
This course explores cutting edge work on how nature itself is being reimagined across a range of fields: science studies, anthropology, ecology, literature and theology. How has anthropogenic climate change transformed what we take nature to be? How can and must we reimagine "nature" itself and nature's relationship to "culture" in the anthropocene? What are the implications of this reimagining for how we study theology?

Notes: Part of the five-year Insight Project covering various topics. This year’s theme is “Theology and the Natural World” focusing on theology and ecology. Identical to PR 302. Formerly ST 302.
TS 326 – Comparative Feminist Theology: Islam and Christianity
3 credits
Jerusha T. Rhodes
This course explores the feminist theological thought in Islam and Christianity, utilizing the theoretical lens of comparative theology. It aims to cultivate an understanding of both traditions by exploring theological methods (the “hows”) and theological subjects (the “whats”). It also probes the manner in which critical comparison of the two traditions complicates and potentially enriches each tradition.

Note: Identical to IE 326.

TS 350 – Gandhi and King
3 credits
John Thatamanil
This course seeks to explore the life and teachings of Mohandas K. Gandhi and Martin Luther King, Jr. Recent years have seen a considerable expansion of the literature on both figures. The time is ripe for a reconsideration of their legacy with respect to such central questions as the viability of nonviolent resistance in a context of neoliberalism, ecological devastation, the relationship between spirituality and political engagement, and the conflict between religious traditions. What is the meaning and promise of their double legacy for our time? What can both figures teach us about interreligious dialogue and learning? What is the relationship between the work of Gandhi and King and the later emergence of liberation theology? What can we learn from Malcolm X’s critique of King, B. R. Ambedkar’s critique of Gandhi and feminist critiques of both?

Note: Identical to IE 350. Formerly ST 350.

TS 352 – Black Theology
3 credits
Kelly Brown Douglas
An interpretation of the rise of black theology in the 1960s to the present day. Attention is given to different perspectives on black theology, its dialogue with Third World theologies, the responses of Euro-American theologians, and the recent development of womanist theology. Lectures, reports, and discussion.

Note: Formerly ST 352.

TS 388 – The Theology of John Calvin
3 credits
Serene Jones
Roger Haight
This course explores the political, social and theological context within which the theology of John Calvin emerged and its pertinence to ongoing socio-political and theological issues in the present day. This course is particularly useful for students interested in the Reformed traditions. This course covers selections from the entirety of Calvin’s Institutes of the Christian Religion (1559).

Notes: This course requires student presentations and a 10 page final paper. Identical to CH 388.
TS 401 – Guided Reading
1-3 credits
Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Reading form for more details. Formerly ST 401.

TS 502 – Guided Research
1-6 credits
Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See Guided Research form for more details. Formerly ST 502.
DM 405Q – Research Literacy
2 credits
George Fitchett
Around the world, a new evidence-based paradigm is informing the work of healthcare chaplains and spiritual care providers. Fulfilling the potential of the evidence-based paradigm for healthcare chaplaincy requires that all chaplains, and those who educate them, become research literate. Being research literate means 1) having the ability to critically read and understand basic research, and, if indicated, apply the findings of research studies to one’s chaplaincy practice, and 2) being generally familiar with the existing body of chaplaincy research including topics that have been studied and important areas for future research. The aim of this course is to provide students with a beginning level of research literacy in both senses of the term. This is primarily accomplished by reading chaplaincy-related research and presenting critical summaries of selected studies to the class.

Prerequisite: Restricted to DMin students.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs.

DM 406Q – Group Development and Theory
1 credit
A. Meigs Ross
This course is designed to provide an overview of group dynamics theories from the systems-centered and group-as-a-whole perspectives. The focus is on applying group dynamics theories to the leadership of experiential process groups, with a particular focus on groups in Association for Clinical Pastoral Education (ACPE). Students enhance their understanding of the theory and practice of group dynamics through readings, discussion and experiential group participation.

Prerequisite: Restricted to DMin students.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs.

DM 411Q – Research Integration Seminar
2 credits
Kelsey White
This final residency is a capstone course in which students work with the director and their learning cohort to integrate their academic learning, their personal understanding of their ministry and their practice of supervision. The seminar also provides advisement and oversight on the development of their Doctor of Ministry demonstration project. Students present their thesis/project proposal for discussion, revision, and approval.

Prerequisite: Restricted to DMin students planning to graduate in May 2021.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs.
DM 412Q – Theory and Practice of Teaching
1 credit
John Falcone
Prepares clinical pastoral education (CPE) and spiritual leaders to develop and deliver curriculum in effective, engaging, and contextually sensitive ways. Students learn about and practice a variety of teaching techniques (facilitated inquiry, analytic remembering, creative exploration, discernment, lecture, embodied reflection, etc.). The course is framed by critical pedagogy, empirically grounded learning theory, and models of situated learning/professional expertise.

Prerequisite: Restricted to DMin students with Summer 2018 entrance year.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs. Identical to RE 312Q.

FALL 2020

DM 407 – Research Methods & Process
3 credits
Kelsey White
This synchronous course provides students with foundational knowledge and skills in responsible professional behavior, enabling them to address and resolve the ethical and socio-cultural issues that they confront during their training and professional practice. This ethics course involves teaching of rudimentary knowledge and skills in ethical theory and reasoning, professional ethics, spiritual care approach to health care decision-making, goals of health care, illness experience, and other topics of concern. Through reading, preparation and on-line group discussions, students have an opportunity to practice communication, reflection, listening, and reasoning in the moral and ethical dimensions of spiritual care and supervision.

Prerequisite: Restricted to DMin students.

Note: Required Thursday synchronous meetings. Additional fees not charged for identity verification in distance education programs.

DM 408 – Contextual Perspectives on Culture and Justice
3 credits
Samuel Cruz
This synchronous course introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, religion, and physical differences. Additionally, students examine the role, function, and effects of oppression in society as it relates to social and economic justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn are examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest is how oppression affects ecclesiastical, local parish, mosque, temple and faith based organizations at micro and macro levels, particularly policies and strategic planning which drive the shape of places of worship.

Prerequisite: Restricted to DMin students.

Note: Required Thursday evening synchronous meetings. Additional fees not charged for identity verification in distance education programs. Identical to RS 321.
DM 520 – *Applied Research Project I*

3 credits

In the final year, Doctor of Ministry students write a final research project.

**Prerequisite:** Restricted to DMin students planning to graduate in May 2021.

**Note:** DM 520 and DM 521 must be taken sequentially in one academic year.

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DM 502 – *Guided Reading*

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

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DM 521 – *Applied Research Project II*

3 credits

In the final year, Doctor of Ministry students write a final research project.

**Prerequisites:** DM 520. Restricted to DMin students planning to graduate in May 2021.

**Note:** DM 520 and DM 521 must be taken sequentially in one academic year.
GENERAL COURSES

FALL 2020

CX 801 – Doctoral Comprehensive Examination I
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 802 – Doctoral Comprehensive Examination II
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 803 – Doctoral Comprehensive Examination III
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 804 – Doctoral Comprehensive Examination IV
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.

UT 150 – Thesis Seminar I
1 credit
Amy Meverden
The goals of this year-long course are to improve the quality of theses, and to strengthen the research and writing skills of students. The specific objectives for this half of the course include: 1) helping students formulate manageable research questions and 2) identifying resources for addressing those questions. Students craft a satisfactory thesis proposal and a working resource list. Assignments for the course align with the established deadlines for Union theses and are based on milestones in the process of completing a master’s thesis.

Notes: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Highly recommended for second-year MA students and MDiv students writing a thesis.

UT 400 – Extended Residence
0 credits
PhD degree candidates who have completed their residency or tuition-unit requirements, without having completed the academic requirements, must register for this course each semester immediately following the term in which the residency or tuition-unit obligation is satisfied.

UT 420 – Thesis
4 or 6 credits
A thesis in the candidate’s field of special study usually in the final year of the program. Students submit the thesis proposal and approval form by the deadline as specified in the academic calendar. Students are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

Notes: Required for MA students. Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.
UT 421 – Final Project for MDiv
6 credits
In the final year, MDiv students select one of the following options (a) six credits for a thesis or a senior project, or (b) six credits from elective courses. Students declare the option chosen for fulfilling this final six-credit requirement by submitting the thesis proposal form to the registrar by the deadline as specified in the academic calendar.

Note: Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 433 – STM Extended Paper
0 credits
The STM extended paper (30-40 pages) must be completed as an “extended” or enlarged adaptation of the requirements of a seminar or other advanced-level course or guided reading. It can be written in either the fall or spring semester. The topic of the extended paper is established in collaboration with the instructor. Students must also register for the course in which the paper is completed.

Notes: Required for STM students. Does not carry curricular points of credit apart from the points assigned to the course in which it is written.

UT 550 – Doctoral Seminar I
1 credit
Jan Rehmann
This seminar meets every other week to enhance the interdisciplinary nature of the Union PhD program. It invites faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

Notes: Pass/fail. Required for first- and second-year PhD students. Open to all PhD students.

UT 560 – Modern Language Examination in German
0 credits
Given two times each semester - fall and spring. Register with an Language Exam Registration form. See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for MA and STM students. Passing of two modern language exams is required for PhD students.

UT 570 – Modern Language Examination in French
0 credits
Given two times each semester - fall and spring. Register with an Language Exam Registration form. See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for MA and STM students. Passing of two modern language exams is required for PhD students.

UT 580 – Modern Language Examination in Spanish
0 credits
Given two times each semester - fall and spring. Register with an Language Exam Registration form. See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for MA and STM students. Passing of two modern language exams is required for PhD students.
UT 600 – Dissertation Proposal Approval
0 credits
Following completion of the MPhil requirements, students become eligible for the PhD and prepare a proposal for a dissertation that must be approved by the faculty. The dissertation proposal is normally submitted six months to one year following the completion of the comprehensive examinations. Students draft a proposal, which the principal advisers examine. When the advisers believe the proposal is ready for formal review by the faculty of the program in which it is being written, a hearing is set up with the student and at least three faculty who are members of the dissertation committee. After this committee approves the proposal, the advisers notify the Academic Office in writing.

Prerequisites: CX 801, CX 802, CX 803, CX 804.

UT 700 – Doctoral Dissertation Defense
0 credits
PhD candidates register for this course in the semester in which the primary advisor indicates the dissertation is to be defended.

Prerequisite: UT 600.

UT 900 – Doctoral Dissertation Deposit
0 credits
This course is reflected on student transcripts following successful deposit of the PhD dissertation.

Prerequisite: UT 700.

SPRING 2021

CX 801 – Doctoral Comprehensive Examination I
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 802 – Doctoral Comprehensive Examination II
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 803 – Doctoral Comprehensive Examination III
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 804 – Doctoral Comprehensive Examination IV
0 credits
PhD students are required to pass four comprehensive exams as part of the degree requirements.
UT 151 – Thesis Seminar II
1 credit
Amy Meverden
The goals of this year-long course are to improve the quality of theses, and to strengthen the research and writing skills of students. The specific objectives for this half of the course include: 1) writing a thesis and 2) participating in larger scholarly discussions about the work. Students craft an outline, first draft and final draft. Assignments for the course align with the established deadlines for Union theses and are based on milestones in the process of completing a master’s thesis. UT 150 and UT 151 must be taken sequentially in one academic year.

Corequisite: UT 420 (04).

Notes: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Highly recommended for second-year MA students and MDiv students writing a thesis.

UT 400 – Extended Residence
0 credits
PhD degree candidates who have completed their residency or tuition-unit requirements, without having completed the academic requirements, must register for this course each semester immediately following the term in which the residency or tuition-unit obligation is satisfied.

UT 420 – Thesis
4 or 6 credits
A thesis in the candidate’s field of special study usually in the final year of the program. Students submit the thesis proposal and approval form by the deadline as specified in the academic calendar. Students are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

Notes: Required for MA students. Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 421 – Final Project for MDiv
6 credits
In the final year, MDiv students select one of the following options (a) six credits for a thesis or a senior project, or (b) six credits from elective courses. Students declare the option chosen for fulfilling this final six-credit requirement by submitting the thesis proposal form to the registrar by the deadline as specified in the academic calendar.

Note: Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 433 – STM Extended Paper
0 credits
The STM extended paper (30-40 pages) must be completed as an “extended” or enlarged adaptation of the requirements of a seminar or other advanced-level course or guided reading. It can be written in either the fall or spring semester. The topic of the extended paper is established in collaboration with the instructor. Students must also register for the course in which the paper is completed.

Note: Required for STM students. Does not carry curricular points of credit apart from the points assigned to the course in which it is written.
UT 551 – Doctoral Seminar II
1 credit
Jan Rehmann
This seminar is committed to enhance the interdisciplinary nature of the Union PhD program, it invites faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

Notes: Pass/fail. Required for first- and second-year PhD students. Open to all PhD students. Meets every other week.

UT 560 – Modern Language Examination in German
0 credits
Given two times each semester - fall and spring. Register with an Language Exam Registration form. See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for MA and STM students. Passing of two modern language exams is required for PhD students.

UT 570 – Modern Language Examination in French
0 credits
Given two times each semester - fall and spring. Register with an Language Exam Registration form. See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for MA and STM students. Passing of two modern language exams is required for PhD students.

UT 580 – Modern Language Examination in Spanish
0 credits
Given two times each semester - fall and spring. Register with an Language Exam Registration form. See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for MA and STM students. Passing of two modern language exams is required for PhD students.

UT 600 – Dissertation Proposal Approval
0 credits
Following completion of the MPhil requirements, students become eligible for the PhD and prepare a proposal for a dissertation that must be approved by the faculty. The dissertation proposal is normally submitted six months to one year following the completion of the comprehensive examinations. Students draft a proposal, which the principal advisers examine. When the advisers believe the proposal is ready for formal review by the faculty of the program in which it is being written, a hearing is set up with the student and at least three faculty who are members of the dissertation committee. After this committee approves the proposal, the advisers notify the Academic Office in writing.

Prerequisites: CX 801, CX 802, CX 803, CX 804.

UT 700 – Doctoral Dissertation Defense
0 credits
PhD candidates register for this course in the semester in which the primary advisor indicates the dissertation is to be defended.

Prerequisite: UT 600.
UT 900 – Doctoral Dissertation Deposit

0 credits
This course is reflected on student transcripts following successful deposit of the PhD dissertation.

Prerequisite: UT 700.
SUPPLEMENTAL CO-CURRICULAR COURSES

Only three (3) SU credits count towards MA and MDiv degrees; no SU credits count towards STM, PhD, and DMin degrees.

FALL 2020

SU 101 – Graduate Writing Seminar
1 credit
Amy Meverden
This course addresses the breadth and variety of writing styles encountered by graduate students in seminary courses. By working on actual writing assignments students have in their current courses, this class seeks to illuminate the writing process in ways immediately applicable to students.

Notes: Pass/fail. May be repeated, but taken only once for credit.

SU 102 – Seminary Choir
1 credit
Malcolm Merriweather
Singing diverse works from across the sacred choral spectrum, with participation in periodic Monday noon chapel services.

Note: Pass/fail. May be repeated as audit, but taken only once for credit.

SU 104 – Gospel Choir
1 credit
Gary Mitchell, Jr.
Exploring the styles and rhythms of gospel traditions, with participation in periodic noon chapel services.

Note: Pass/fail. May be repeated as audit, but taken only once for credit.

SU 125 JH1 – Introduction to Spiritual Formation: Faith Seeking Understanding
1 credit
Jane Huber
Current day interest and life in intentional community has a rich and diverse history. Within communities from the past to the present, the cultivation of spiritual practices is a central focus of intentional living. The medieval model provided by women and men living in Christian community furnishes a starting point for the historical study of intentional communities in this course, which also includes introduction to the different forms and orders of medieval monasticism and spiritual practice in community. Through review of historical documents, films and museum site visits, students are introduced to historical examples of life in intentional community. Through site visits to a Jewish eruv, Christian cloister and Islamic courtyard, students explore the different boundaries and peripheries of sacred space for each tradition. Students conclude the course with a review of current research and present their own proposals for intentional communities in contemporary context.

Note: Pass/fail. Cannot be taken for reading credit.
SU 150 – *Black and Spiritual but Not Religious*

1 credit
Larry Perry
The Center for Community Engagement and Social Justice offers educational programs and practical experiences to develop leaders of social impact to address the significant challenges of today’s world. Courses are offered in a manner where community members and students can engage together with local experts on ethical, social and political urban issues. View more information [here](#).

**Note:** Pass/fail. Cannot be taken for reading credit.

SU 161 – *Theological German: From Beginning to Taking the Exam*

0 credits
Jan Rehmann
This course is designed for students who are preparing for the language exam in German. Starting with the basic elements of grammar and vocabulary, the course requires no prior knowledge of German, but does require intensive commitment. Students are introduced to the main problems of reading German. Corresponding to the requirements of the exam, the training focuses on the understanding and translation of scholarly theological texts; i.e. exegesis, church history, Christian ethics and philosophy.

SU 171 – *Theological French: From Beginning to Taking the Exam*

0 credits
Jan Rehmann
This course is designed for students who are preparing for the language exam in French. Starting with the basic elements of grammar and vocabulary, the course requires no prior knowledge of French, but does require intensive commitment. Students are introduced to the main problems of reading French. Corresponding to the requirements of the exam, the training focuses on the understanding and translation of scholarly theological texts; i.e., exegesis, church history, Christian ethics and philosophy.

SU 183 – *Theological Spanish: From Beginning to Taking the Exam*

0 credits
Carla Roland Guzman
This course is designed for students who are preparing for the language exam in Spanish. Prior knowledge of Spanish is not required, and students are introduced to the study of the basic grammatical forms and functions of the language. The course includes translation practice corresponding to the requirements of the exam. The training focuses on the understanding and translation of scholarly, especially theological texts; i.e., exegesis, church history, Christian ethics and philosophy.

SU 190 AB1 – *Topics in Ministry: Building a Moral Revolution to End Poverty*

1 credit
Adam Barnes
As seminarians we are graduating into a world in turmoil. How are we prepared to offer spiritual leadership in these times? This seminar draws on the Kairos Center’s national network of leaders and decades of experience in grassroots organizing to help answer this pivotal question. Special attention is given to examining the history of the Rev. Dr. Martin Luther King Jr.’s 1968 Poor People’s Campaign (PPC) and the recent effort to revive that campaign, the Poor People’s Campaign: A National Call for Moral Revival. Participants learn about the model and lessons of the ‘68 Campaign, gain some basic information on poverty and community organizing, and participate in biblical study and theological reflection on building a social movement to end poverty, led by the poor.

**Notes:** Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.
SU 190 GJ1 – Topics in Ministry: Episcopal Canons and Governance
1 credit
Gay Jennings
The Constitution and Canons of the Episcopal Church, first ratified in 1789, define the church’s governance structures and its commitment to sharing authority among laypeople, clergy and bishops. In this two-day course, which prepares Episcopal students for the General Ordination Exams, the Rev. Gay Clark Jennings, President of the House of Deputies, offers insight into the history and evolution of the church’s governing documents and structures, and discusses the ways they orient Episcopalians toward justice and equity.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KL1 – Topics in Ministry: Self-Care for the Self-Aware: Leadership from Your Inside, Out
1 credit
Khalid Latif
Burnout is an unfortunate reality that many leaders experience today. The physical, mental, emotional and spiritual exhaustion that is experienced daily by so many is made further burdensome by an absence of knowing how to really take care of one's self. This course focuses on fundamental aspects of self-care, how to build substantive outlets for self-care, and the relationship between knowing one's values and knowing how to take care of one's self. The two fundamental questions that the course is built upon are "What are your values?" and "How do you take care of your heart?"

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KB1 – Topics in Ministry: James Cone: Black Theology and Black Power in 2020
1 credit
Kelly Brown Douglas
It has been more than fifty years since the publication of the Rev. Dr. James Cone’s groundbreaking book Black Theology & Black Power, yet the concerns and themes raised in this book continue to resonate today. Reflecting on his book, Dr. Cone wrote “I wanted to speak on behalf of the voiceless black masses in the name of Jesus whose gospel I believed had been greatly distorted by the preaching and theology of white churches.” Through this two-day course, the Very Rev. Dr. Kelly Brown Douglas invites students and community members to reflect and study Black Theology & Black Power in light of where the country and church are today and its transforming implications for our faith and actions.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 AK1 – Topics in Ministry: Humanist Life Passage Ceremonies
1 credit
Anne Klaeysen
With the rise in what Pew Forum refers to as the “nones,” or religiously unaffiliated, and those who are “spiritual but not religious” (SBNR), more people are looking for non-traditional ceremonies. Humanism, both religious and secular, meets that need with a creative process that emphasizes relationship over ritual. This course explores alternatives to baby naming, coming-of-age, wedding, and memorial services. Participants will read Humanist ceremonies and related articles, bring and/or create their own ceremonies, and role-play interviews with couples and families. This is a co-learning experience.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.
SU 190 RL1 – Topics in Ministry: Cultivating Awareness of Group Dynamics through Chan Practice
1 credit
Rebecca Li
Are we aware that we may be perpetuating group dynamics that cause suffering to ourselves and others? When we work with others for the social good, are we aware of the subtle beliefs being developed in the group and how perpetuating them blindly may cause harm despite our good intentions? Chan Buddhism emphasizes cultivating clear total awareness of constantly changing causes and conditions to live in accordance with wisdom and compassion. Yet, powerful but invisible group dynamics often compel us to act in contradiction to our bodhisattva vows. Understanding and awareness of these dynamics needs to be an integral part of our practice. In this course, we discuss sociological insights on subtle dynamics of solidarity, conflict, power and culture and how to integrate conceptual understanding of these social processes into our spiritual practice for the social good. Discussion conducted in the context of Chan meditation practice.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 JC1 – Topics in Ministry: The Invisible World of Prison: Women Create Community
1 credit
Judy Clark
Academic and policy circles, show an increased interest and concern about mass incarceration, generating debates on the purpose of prison and a variety of reform measures including sentencing and parole policies, and eliminating bail. Oddly enough, the lives and experiences of the people inside, remain largely invisible, and unreviewed. The instructor, who spent thirty-eight years in prison, draws from their personal experience, along with utilizing readings, videos and discussion. This course aims to challenge the invisibility of women in prison, to examine the dehumanization and daily traumas of imprisonment, and the creative ways that women build community, and programs that address day to day needs and transformative aspirations. We examine the history of efforts by women in Bedford Hills, New York State’s maximum-security prison for women, to address health care, family violence, parenting, higher education, and re-entry transitions, while creating a culture and spirituality of life.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 101 – Graduate Writing Seminar
1 credit
Amy Meverden
This course addresses the breadth and variety of writing styles encountered by graduate students in seminary courses. By working on actual writing assignments students have in their current courses, this class seeks to illuminate the writing process in ways immediately applicable to students.

Notes: Pass/fail. May be repeated, but taken only once for credit.

SU 102 – Seminary Choir
1 credit
Malcolm Merriweather
Singing diverse works from across the sacred choral spectrum, with participation in periodic Monday noon chapel services.

Note: Pass/fail. May be repeated as audit, but taken only once for credit.
SU 104 – Gospel Choir
1 credit
Gary Mitchell, Jr.
Exploring the styles and rhythms of gospel traditions, with participation in noon chapel services.

Note: Pass/fail. May be repeated as audit, but taken only once for credit.

SU 120 – Samuel DeWitt Proctor Conference
2 credits
TBD
The Samuel DeWitt Proctor Conference (SDPC) represents a cross section of progressive African American faith leaders and their congregations in the United States. The SDPC was created to continue the rich legacy of the faith community’s engagement in issues of social justice. Students attend the annual conference as an opportunity to focus on education, advocacy and activism. Students gain practical skills on how to promote justice by resourcing and organizing partner churches, clergy and lay leaders to address the diverse concerns of communities. Requirements include a three-page reflection paper as well as planning and participating in a Union Chapel service based on the theme of the conference. Details of the conference including location and theme, are provided when available.

Prerequisite: Permission of the instructor.

Notes: Pass/fail. Enrollment limited to fifteen students. Audits may be considered. Held during the annual Samuel DeWitt Proctor Conference. Union covers the conference registration fee only; students are responsible for hotel and travel expenses. Students are required to obtain class syllabi in advance, and make their own arrangements with instructors regarding missed class assignments during the week of the conference.

SU 190 KL – Topics in Ministry: Rituals of Birth to Death
1 credit
Khalid Latif
This course provides students with an in-depth look at ritual, spirituality, and theology as it relates to birth, death, and dying in Islam. We look at recommended acts to be performed at birth, funeral rites, and etiquettes around illness and providing care to the sick. Students also are provided cultural immersion to better equip them with real-life scenarios, especially those who work with Muslim clients in areas relevant to the subject, i.e. hospital staff, childcare providers, chaplains, clergy, hospice workers, medical professionals, social workers, funeral directors, and others.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.
SU 190 CC1 – Topics in Ministry: I Am Not Free Until We Are All Free: Insights into Injustice and Liberation
1 credit
Chia-Ti Chiu
From a Buddhist perspective, we do not exist apart from the systems that we live within. In the United States, this includes the systems of white supremacy and capitalism, among others. Our suffering is not separate from the suffering of others, yet some of us have the privilege to turn away and to deny. What changes in society might occur if we were to all lean in together to dismantle privilege and oppression? In this course, we look at injustice broadly through the lens of the Four Noble Truths, as well as the criminal justice system specifically with the Cakkavatti-sihanada Sutta (the Discourse on the Lion’s Roar of the Wheel-turner). Through group discussion, journal writing, and direct practice, we contemplate how mindfulness and social justice are interwoven. We explore somatically how we hold privilege and oppression in our bodies, using mindful movement, meditation, and resourcing techniques. And we envision how we can move towards more justice within our own communities and in society at large.

Notes: Pass/fail. Cannot be taken for reading credit. One in a series of courses offered as part of Thich Nhat Hanh Program for Engaged Buddhism. Auditors are expected to attend all class meetings.

SU 190 DS1 – Topics in Ministry: Deep Time, Climate Change, and the Universe Story: Implications for Theology and Ministry
1 credit
Daniel Spencer
This course explores the implications of the geological discoveries of “deep time” and Earth’s history of climate change for contemporary Theology and Ministry. Using insights from Marcia Bjornerud’s book Timefulness: How Thinking Like a Geologist Can Help Save the World, we explore environmental and social problems aggravated by pervasive “time illiteracy” in contemporary culture and thought. Participants connect biblical and geological notions of time by setting the Earth’s story and the biblical story within the larger context of the contemporary scientific story of an evolving Universe Story. Using the work of Thomas Berry and “the New Story,” we explore biblical themes of Wonder, Joy, Brokenness and Healing to offer new insights and approaches to contemporary theology and ministry.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 MW1 – Topics in Ministry: Buddhist Caregiving: Elements of Chaplaincy from a Buddhist Perspective
1 credit
Malik JM Walker
As a minority religion, Buddhism’s contribution to the caregiving fields have yet to be fully developed or realized. This course provides an opportunity to discuss three areas of caregiving (hospital/hospice, campus/collegiate, and incarceration/prison) from the Buddhist perspective. It addresses the specificity of Buddhist caregiving. Special focus is given to the concept of Sangha in a broad theological sense as well as the practical locality of the temple and their relationship to the Buddhist caregiver’s relationship and responsibilities to their constituencies (mostly non-Buddhist populations). The course covers models of care with respect to the different areas of caregiving. We read and generate case studies that consider a Buddhist perspective, and address constructive approaches to Buddhist caregiving in a way that bring clarity to the practice of the Buddhist precepts.

Notes: Pass/fail. Cannot be taken for reading credit. Part of Thich Nhat Hanh Program for Engaged Buddhism. Auditors are expected to attend all class meetings.
SU 190 AD1 – *Topics in Ministry: The Narrative of Prophet Musa and the Spiritual Struggle Against Systems of Oppression*

1 credit

Amina Darwish

Chapter 28 in the Quran is titled “The Narratives.” It addresses the competing narratives of Pharaoh and Prophet Musa (peace be upon him), and the structural racism against the Israelites in Pharaoh’s Egypt. It tells the story of Prophet Musa (pbuh) as a privileged Israelite in the House of Pharaoh and his subsequent struggle to understand his own spiritual path in a fight against systemic injustices. The chapter also gives voice to the women throughout Prophet Musa’s (pbuh) life who supported him and faced their own spiritual struggles. At a time when racism and misogyny are so engrained our society, this course aims to equip students with the spiritual language to address those ills and fight back against them.

*Notes:* Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 CH1 – *Topics in Ministry: Everybody Has the Right to Live! A Poor People’s Moral Budget*

1 credit

Charon Hribar

Budgets are moral documents. In a time of unprecedented productivity no one should be without the basic necessities of life and yet, in the United States, 140 million people are poor or low income and billions more are poor worldwide. This course examines *The Poor People’s Moral Budget*, which was developed through the demands of the grassroots fusion movement - the Poor People’s Campaign: A National Call for Moral Revival. The budget shows that our nation has abundant resources to meet the demands of the poor and address the widespread and systemic injustices we face. We explore the theological and biblical questions inherent in budgets, namely how our society decides to share God’s abundant resources. We also show how the Poor People’s Moral Budget helps to challenge the narratives of scarcity, individualism, and neoliberalism and affirms the need to build a social movement grounded in the leadership of the poor.

*Notes:* Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KB1 – *Topics in Ministry: Why Pauli Murray Matters*

1 credit

Kelly Brown Douglas

More than three decades after her death, the activist, lawyer, and Episcopal priest Pauli Murray remains one of the most compelling and enigmatic figures in Black intellectual history. In addition to playing a pivotal role in both the civil rights and women’s movement, her experiences of being non-binary in race and gender expressed a complex identity. Students and community members are invited to explore Pauli Murray’s legacy in light of where the country and church are today. Sections of Rosalind Rosenberg’s biography of Murray, *Jane Crow* are emphasized.

*Notes:* Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 JN1 – *Topics in Ministry: Heart-Based Practices: The Brahmavihārās as Tools for Chaplaincy*

1 credit

Julie Novas

The Brahmavihārās, known as the four immeasurable or heavenly abodes, are both Buddhist virtues and meditation practices. The Brahmavihārās are cultivated as part of the heart-based practices in the Theravada tradition. They are known as heavenly abodes because they are a space of refuge that supports us in keeping love in all our social interactions, regardless of how difficult it may be. As ministers, people often engage us when they are growing through some of the most painful and challenging aspects of their lives. This course is designed to support the new and the seasoned in orienting into the Brahmavihārā as a means for ministerial engagement or chaplaincy.

*Notes:* Pass/fail. Cannot be taken for reading credit. Part of Thich Nhat Hanh Program for Engaged Buddhism. Auditors are expected to attend all class meetings.