

**Union Theological Seminary**

# Course Catalog 2017-2018

(Course List Only)

## THE BIBLICAL FIELD

### BIBLE, CROSS-TESTAMENT

<b>Fall 2017</b>	
<p><b>BX 101</b>  <b>Introduction to the Bible</b>                      4 credits                      Thursdays                      9:00am-11:50am                      Brigitte Kahl</p> <p>Tutorials:                      Thursdays                      1:10pm-2:00pm and                      5:10pm-6:00pm</p>	<p>This course offers a condensed introduction to the core texts, narrative trajectories, historical backgrounds and theological concerns of the Bible. Some major questions regarding the hermeneutics of scriptural interpretation in the context of race, gender, class, ecology and in light of an increasingly inter/non-religious environment will be discussed. As the canonical book both of Christianity and Western civilization, the Bible has been a key player in countless cultural, political and socio-religious clashes past and present. How can we read it with new eyes as the book of humanity and interdependent survival on a fragile planet?</p>
<p><b>BX 201</b>  <b>The Arts of Reading:                      Exegetical Practicum</b>                      3 credits</p> <p><b>Section 01:</b>                      Tuesdays and Thursdays                      3:30pm-5:00pm                      David Carr</p> <p><b>Section 02:</b>                      Wednesdays                      9:00am-11:50am                      Esther Hamori</p> <p><b>Section 03:</b>                      Tuesdays                      2:10pm-5:00pm                      Aliou Niang</p>	<p>The course teaches essential skills of exegeting biblical texts in a practice-oriented way. Both testaments and different genres will be covered. While current theories of interpretation and the broad range of exegetical methods will be briefly outlined, the focus will be on the practical work of reading, analyzing, and understanding texts both on the literary level as well as in their socio-historic contexts.</p> <p><b>Prerequisites:</b> OT 101 and NT 101; or BX 101</p> <p><b>Notes:</b> Normally students must be enrolled concurrently in CW 101. Enrollment limited to 15 students per section. This course will use a waitlist to ensure sections of comparable size.</p>
<p><b>BX 228</b>  <b>The Bible and Nature</b>                      3 credits                      Mondays                      6:10pm-9:00pm                      Aliou Niang</p>	<p>In light of current pressing concerns about global warming and its effects on the environment and alternative eco-sensitive ways humans may consider, the Bible and Nature reads selective texts such as Genesis 1-3; Leviticus 25; Deuteronomy 11:10-12; 15:1-11; Psalm 90:3-5; Mark 1:26-29; Matthew 13:24-30; Romans 8:19-23 and Revelation 21-22 and oral Diola Faith Traditions with a view to joining the conversation and rethinking alternative ways for a sustainable future.</p>

<p><b>BX 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>BX 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

<h2 style="text-align: left; margin: 0;">January 2018</h2>	
<p><b>BX 105J</b>  <b>Introduction to Biblical Languages</b>  1 credit  (January 9, 11, 16, 18)  Tuesdays and Thursdays  1:00pm-4:15pm  Amy Meverden</p>	<p>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 this course is not a replacement for biblical language study, it will familiarize students with a range of ancient language resources to aid in biblical study and interpretation of biblical texts. Students will learn both the Hebrew and Greek alphabets and gain experience with lexical tools, including interlinear bibles, dictionaries, concordances, and computer resources.</p> <p><b>Note:</b> This course is intended for students with no previous Greek/Hebrew instruction and will be graded Pass/Fail. It is especially recommended for those taking OT/NT 101 or BX 201.</p>

<h2 style="text-align: left; margin: 0;">Spring 2018</h2>	
<p><b>BX 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>BX 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## OLD TESTAMENT

<b>Fall 2017</b>	
<p><b>OT 101</b>  <b>Introduction to the Old Testament</b>            4 credits            Tuesdays            2:10pm-5:00pm            Esther Hamori</p>	<p>The goals of this course are to introduce students to the Hebrew Bible (or Old Testament) within its historical and cultural environment, and to explore major issues in biblical interpretation. Students will learn about the ancient Near Eastern world of which the Israelites were a part, examine the diverse social and religious concerns of the biblical writers, and consider multiple contemporary approaches to biblical texts.</p> <p><b>Note:</b> Consult M.Div. degree program planner (option A).</p>
<p><b>OT 101A</b>  <b>Contents of the Old Testament</b>            1 credit            Online            Esther Hamori</p>	<p>This course introduces the contents of the Hebrew Bible (or Old Testament). Students will become familiar with biblical books, passages, characters, and storylines that are important as a foundation for academic study of the Bible. OT 101A is Pass/Fail, conducted online and within the teaching framework of OT 101.</p> <p><b>Note:</b> Consult M.Div. degree program planner (option A).</p>
<p><b>OT 111</b>  <b>Elementary Biblical Hebrew I</b>            3 credits            Tuesdays            12:40pm-2:00pm            Thursdays            8:00am-8:50am            Plus, online tutorial            Jeremy Hultin</p>	<p>An introduction to the basic grammar and vocabulary of biblical Hebrew. For a full year of study, the course may be followed by OT 204.</p> <p><b>Notes:</b> Language courses may not be audited or take for Reading (R) credit except by permission of the instructor.</p>
<p><b>OT 248E</b>  <b>Entrances to Exodus</b>            3 credits            Thursdays            2:10pm-5:00pm            Phyllis Tribble</p>	<p>Using literary critical methods and feminist perspectives, this exegetical course wrestles with theological and hermeneutical meanings in the book of Exodus.</p> <p><b>Prerequisite:</b> OT 101 or BX101.</p>
<p><b>OT 313A</b>  <b>Intermediate Hebrew I</b>            2 credits            Days TBA            Times TBA            David Carr</p>	<p>This intermediate biblical Hebrew course meets every other week for both semesters. We will read prose texts in the fall, and poetry in the spring. Work will include issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools. Student earns 2 credits for OT 313A and 1 credit for OT 313B in spring term, for a total of 3 credits.</p> <p><b>Prerequisite:</b> OT 111 and OT 204 or permission of the instructor.</p> <p><b>Note:</b> Students must enroll for both semesters in order to earn credit. No exceptions. Language courses may not be audited or taken for R credit except by permission of the instructor.</p>

<p><b>OT 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>OT 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

<h2>Spring 2018</h2>	
<p><b>OT 204</b>  <b>Elementary Biblical Hebrew II</b>  3 credits  Tuesdays  12:40pm-2:00pm  Thursdays  8:00am-8:50am  Plus, online tutorial  Jeremy Hultin</p>	<p>The spring semester course of the yearlong introduction (with OT 111) to the basic grammar and vocabulary of biblical Hebrew. This course will focus on the translation of selected portions of biblical texts, concluding with reading and exegesis of the book of Jonah.</p> <p><b>Notes:</b> OT 111 or the equivalent, or the permission of the instructor.</p>
<p><b>OT 222</b>  <b>The Song of Songs and Its Readings in Interreligious Perspective</b>  (Identical to IE 222)  3 credits  Online  David Carr</p>	<p>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.</p> <p>Note: Required orientation session TBA.</p>
<p><b>OT 313B</b>  <b>Intermediate Hebrew II</b>  1 credit  Days TBA  Times TBA  David Carr</p>	<p>This intermediate biblical Hebrew course meets every other week for both semesters. We will read prose texts in the fall, and poetry in the spring. Work will include issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools.</p> <p><b>Prerequisites:</b> OT 111 and OT 204 or permission of the instructor.</p> <p><b>Note:</b> Students must enroll for both semesters in order to earn credit. No exceptions. Language courses may not be audited or taken for Reading (R) credit except by permission of the instructor.</p>

<p><b>OT 360E</b>  <b>The Psalms</b>  3 credits  Mondays  2:40pm-5:25pm  Alan Cooper</p>	<p>This course will provide an introduction to the poetry of the Psalter, with attention to both its original context and later use. Coursework will include segments on key features of Hebrew poetry, comparison to ancient Near Eastern religious poetry, the origin and use of the Psalms in early Israel, the history of Jewish and Christian interpretation, and modern use of the Psalms in different contexts and communities.</p>
<p><b>OT 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>OT 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## NEW TESTAMENT

<b>Fall 2017</b>	
<p><b>NT 111</b>  <b>Elementary Biblical Greek I</b>            3 credits            Mondays            12:40pm-2:00pm            Wednesdays            8:00am-8:50am            Plus, online tutorial            Jeremy Hultin</p>	<p>An introduction to the basic grammar and vocabulary of biblical Greek. The course will also focus on skills in reading and writing Greek. For a full year of study, the course may be followed by NT 204.</p> <p><b>Note:</b> Language courses may not be audited or taken for Reading (R) credit except by permission of the instructor.</p>
<p><b>NT 315A</b>  <b>Intermediate Greek</b>            3 credits total for two semesters            Mondays            10:30am-11:50am            Jeremy Hultin</p>	<p>A two-term course (NT 315A &amp; NT 315B), meeting 1.5 hours each week, for students who have completed at least two semesters of biblical Greek. Students will review grammar as well as further their linguistic and translation skills by reading a selection of Greek texts. Students earn 1.5 credits per semester for a total of 3 credits.</p> <p><b>Note:</b> Students must enroll for both semesters in order to earn credit.</p>
<p><b>NT 351E</b>  <b>Galatians and the Other—Paul debates Luther</b>            3 credits            Mondays            2:10pm-5:00pm            Brigitte Kahl</p>	<p>Based on a precise textual reading this course will reconstruct Paul's arguably most influential letter both in its original context and in some of its hermeneutical "mutations" throughout church history, e.g. during the time of the Reformation or in contemporary philosophy. We will explore the concept of religious Otherness (Jews versus Gentiles) at the center of the Galatian crisis in its intersectionality with colonial rule, race/ethnicity, gender and ecology. Can Paul's signature theology of justification by faith be reconciled with justice and again become an intervention into the hierarchical and exclusivist paradigms of empire today? How might Paul's global mission among the "Gentiles" be re-imagined as the movement of an Earth-inclusive messianic commonality that "queers" all existing polarities of Self and Other (Galatians 3:28)?</p> <p><b>Prerequisite:</b> NT 101 or by permission of instructor.</p>
<p><b>NT 401</b>  <b>Guided Reading</b>            1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for R credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>NT 502</b>  <b>Guided Research</b>            1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p> <p><b>Note:</b> Permission of the instructor required.</p>

<b>Spring 2018</b>	
<p><b>NT 101</b>  <b>Introduction to the New Testament</b>            4 credits            Wednesdays            9:00am-11:50am            Aliou C. Niang</p>	<p>This course introduces students to the complex literary, historical, and theological worlds of the New Testament. Core concerns of the gospels, of Jesus, and of Pauline theology will be examined in their Roman imperial, Hellenistic and Jewish colonial contexts of the first century C.E. Current interpretational issues such as social and global justice, gender, race, ecology, and Jewish-Christian and interreligious dialogue form the background of an intense work with texts, sources and historical material that enables a rethinking of the biblical message(s).</p>
<p><b>NT 101A</b>  <b>Content of the New Testament</b>            1 credit            Online            Aliou C. Niang</p>	<p>This course introduces students to the literary world of the New Testament. While the primary focus is on biblical literacy and competency in general, some emphasis will be on thematic knowledge regarding specific issues such as wealth and poverty, insiders and outsiders, women and gender, social justice, slavery, ecology, violence and non-violence. NT 101A is Pass/Fail, conducted online and within the teaching framework of NT 101.</p> <p><b>Note:</b> Concurrent registration in NT 101.</p>
<p><b>NT 204</b>  <b>Elementary Biblical Greek II</b>            3 credits            Mondays            12:40pm-2:00pm            Wednesdays            8:00am-8:50am            Plus, online tutorial            Jeremy Hultin</p>	<p>The spring semester course of the yearlong introduction (with NT 111) to the basic grammar and vocabulary of biblical Greek. This course will focus on the translation of selected portions of biblical texts.</p> <p><b>Prerequisite:</b> NT 111 or the equivalent, or permission of instructor.</p>
<p><b>NT 220E</b>  <b>The Gospel According to Matthew</b>            3 credits            Mondays            9:00am-11:50am            Jeremy Hultin</p>	<p>The goal of this course is to gain a rich, multifaceted understanding of the Gospel of Matthew. Accordingly, we will approach Matthew from several perspectives, employing varied literary, historical, and theological approaches. We will consider Matthew in its ancient literary context, comparing Matthew's narrative techniques with comparable ancient texts and traditions. We will also study 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.</p> <p>Prerequisite: NT 101</p>



<p><b>NT 233E</b>  <b>1 Corinthians</b>  3 credits  Mondays  2:10pm-5:00pm  Aliou C. Niang</p>	<p>This course reads Paul's First Epistle to the Corinthians to unearth the making of his theology and praxis under Imperial Rome. It critically engages the epistle's most pressing issues such as the scandal/foolishness of the cross and human wisdom, gender and sexuality, food/knowledge and love, rights and freedom, gifts, power, resurrection, and body with a view to interpreting 1 Corinthians for our time. The question of whether Paul was creating an alternative community is central to this course.</p>
<p><b>NT 315B</b>  <b>Intermediate Greek</b>  3 credits total for two semesters  Mondays  2:00pm-3:30pm  Jeremy Hultin</p>	<p>A two-term course (NT 315A &amp; NT 315B), meeting 1.5 hours each week, for students who have completed at least two semesters of biblical Greek. Students will review grammar as well as further their linguistic and translation skills by reading a selection of different Greek texts. Students earn 1.5 credits per semester for a total of 3 credits.</p> <p><b>Note:</b> Students must enroll for both semesters in order to earn credit.</p>
<p><b>NT 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>NT 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

<h2 style="text-align: left; margin: 0;">Summer 2018</h2>	
<p><b>NT 111Q</b>  <b>Elementary Biblical Greek I</b>  3 credits  Date/Time TBA  Instructor TBA</p>	<p>An introduction to the basic grammar and vocabulary of Biblical Greek. The course will also focus on skills in reading and writing Greek. The course may be followed by NT 204Q.</p> <p><b>Note:</b> Language courses may not be audited or taken for R credit except by permission of the instructor.</p>
<p><b>NT 204Q</b>  <b>Elementary Biblical Greek II</b>  3 credits  Date/Time TBA  Instructor TBA</p>	<p>A continuation of the introduction (with NT 111Q) to the basic grammar and vocabulary of biblical Greek. This course will focus on the translation of selected portions of biblical texts.</p> <p><b>Prerequisite:</b> NT 111Q or the equivalent, or the instructor's permission. Language courses may not be audited or taken for R credit except by permission of the instructor.</p>

## THE HISTORICAL FIELD

### CHURCH HISTORY

<b>Fall 2017</b>	
<p><b>CH 107</b>  <b>Introduction to Christian History: The First Millennium</b>                      2 credits                      Mondays                      2:10pm-4:00pm                      John Behr</p>	<p>An introductory survey of life and thought in ancient and early medieval Christianity from the Gnostic crisis (second century) to the parting of the Greek and Latin churches (eleventh century). Some of the issues covered are: the multi-cultural and multi-ethnic character of ancient Christianity; the rise of doctrinal and biblical canons; ethics of war, wealth and sexuality; the flourishing of the ascetical principle; major theological writers and controversies of the early period.</p> <p><b>Note:</b> Consult M.Div. degree program planner.</p>
<p><b>CH 109</b>  <b>History of Christianity since Reformation</b>                      2 credits                      Mondays                      9:00am-11:50am                      Daisy Machado</p>	<p>The main outlines of the history of Christianity from seventeenth-century Puritanism to the ecumenical movement, with emphasis on the experiences of U.S. churches in their immense diversity.</p> <p><b>Note:</b> Consult M.Div. degree program planner.</p>
<p><b>CH 234</b>  <b>The Black Social Gospel</b>                      (Identical to CE 234)                      3 credits                      Thursdays                      6:10pm-9:00pm                      Gary Dorrien</p>	<p>This course studies the black social gospel tradition of theology, ethics, and politics that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement. Featured figures include William Simmons, Reverdy Ransom, Ida B. Wells-Barnett, Alexander Walters, W. E. B. Du Bois, Adam Clayton Powell Sr., George W. Woodbey, Nannie Burroughs, Mordecai W. Johnson, Benjamin E. Mays, and Martin Luther King Jr.</p>
<p><b>CH 342</b>  <b>Theologies of History</b>                      3 credits                      Tuesdays                      9:00am-11:50am                      Euan Cameron</p>	<p>This course will lead 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 will discover how church history was written in the past, and how subsequent thinkers have responded to historical change and diversity. They will explore the existential questions which historical study raises (or ought to raise) and acquire tools for responding to those questions.</p>
<p><b>CH 370</b>  <b>Inventing and Discovering 'Popular Religion'</b>                      3 credits                      Mondays                      9:00am-11:50am                      Euan Cameron</p>	<p>A course in religious history and theory concentrating on the period c. 1400-1600 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 were often stigmatized by theologians as "superstitious" or "demonic." This course will encourage criticism and evaluation of problematic historical sources and contested modern methodologies. Primary sources will be studied in translation.</p>

<p><b>CH 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>CH 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

<h2 style="text-align: left; margin: 0;">Spring 2018</h2>	
<p><b>CH 101</b>  <b>Christianity in Historical Perspective</b>  3 credits  Thursdays  9:00am-11:50am  Craig Townsend</p>	<p>This course offers an introduction to the historical approach to the Christian experience. It invites students to explore a series of specific themes in the Christian experience; these illustrate how many aspects of Christianity have changed over time, in response to political, social and cultural developments. This course is intended to support "Option B" in the M.Div. curriculum. Consult M.Div and M.A. degree program planner.</p>
<p><b>CH 108</b>  <b>The History of Christianity Part 2: Western European Church History (c. 1000-c. 2000)</b>  2 credits  Mondays  9:00am- 11:50am  Euan Cameron</p>	<p>This course offers 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. It 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. It deliberately excludes the history of the churches in North America, which is addressed in CH 109. Consult M.Div. degree program planner.</p>
<p><b>CH 254 The U.S. Borderlands: Theology and Context</b>  3 credits  (May 21-30)  Daisy Machado</p>	<p>The U.S./Mexico border is approximately 2,000 miles long and it is the only border in the world between a "first" world nation and a nation in the global south. Tejana activist and writer Gloria Anzaldúa has described it as the place "where the Third World grates against the first and bleeds." This immersion course will examine the multi-layered realities of this border region and how these realities make themselves felt in the Spanish-speaking communities that inhabit both sides of the Río Grande.</p> <p>Some of the issues that will be examined include the history of the Texas/US border, the historical imagination, immigration, nationhood and citizenship, globalization and the maquiladora industry, gender and poverty, with a focus on how these realities challenge the ethical concerns of the U.S. Church. Prerequisite: students must have successfully completed CH 249. There will be at least two meetings prior to the trip which students are expected to attend.</p> <p><b>Note:</b> Permission of the instructor required.</p>

<p><b>CH 249</b>  <b>The U.S. Latino Experience: Borderlands, History, and Religion</b>  3 credits  Tuesdays  2:10pm-5:00pm  Daisy Machado</p>	<p>Mainline churches in this country are no longer homogeneous bodies existing within a homogeneous context, and this change reflects the growing ethnic and racial diversity of the United States. Latinos (or Hispanics) are currently the largest “minority” group in this country with a total population of more than 56 million. This course will seek to examine and critically reflect upon the history, culture, and socioeconomic, political, religious, and racial realities of Latinos in the U.S. and how these have impacted and continue to impact the Latino church. Particular attention will be given to the Southwestern United States where the first encounters between Protestantism and Latino communities took place.</p> <p><b>Note:</b> Enrollment limited to 35 students.</p>
<p><b>CH 383</b>  <b>Gender, Sexuality and the Soul in Early Modern Europe</b>  3 credits  Wednesdays  9:00am- 11:50am  Euan Cameron</p>	<p>A study of social mores and ethics in the early modern period (c. 1500-1650). The churches’ teaching on personal and social ethics will be appraised against customs and views of the individual at that period. Although all souls had equal value, duties (then a more powerful concept than “rights”) varied according to gender, marital status, age and social rank. Analysis of primary sources will contrast theory with experience.</p>
<p><b>CH 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>CH 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## CHRISTIAN INSTITUTIONS

Introduction to the history, theology, and polity of several of the denominations represented at Union. It is advisable to take the desired course when first offered since it may be scheduled only once every three years.

<b>Fall 2017</b>	
<p><b>CI 202</b>  <b>United Church of Christ History and Polity</b>            2 credits            (September 6-November 29)            Online            Timothy Downs</p>	<p>This 12-week course examines the historical development and structural polity of the United Church of Christ. This course also spends time focusing 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.</p>
<p><b>CI 206</b>  <b>Our Living Tradition: Unitarian Universalist Ministerial Formation Today</b>            3 credits            Fridays            2:10pm-5:00pm            Kelly Murphy Mason</p>	<p>The paradigm for our ministry has shifted from that of a <i>learned</i> ministry to a <i>learning</i> ministry. Guidelines for this developmental approach can be found in the latest rubric of the seven ministerial competencies outlined by the Ministerial Fellowship Committee (MFC) of the Unitarian Universalist Association. MFC competencies include: 1) worship and rites of passage; 2) pastoral care and presence; 3) spiritual development and renewal; 4) social witness; 5) leadership and administration; 6) denominational service; and 7) future-oriented leadership. All seven areas will be addressed during the term. Upon completing this course along with CI 222J, students will have compiled a draft version of the packet they need to submit to the MFC for fellowshiping and UU ordination.</p>
<p><b>CI 213</b>  <b>The Practice of Presbyterian Ministry: Worship &amp; Its Reformed Theological Foundations</b>            2 credits            Thursdays            6:10pm-8:00pm            Gregory A. Horn</p>	<p>This course will examine essential elements of the practice of Presbyterian worship in the Reformed tradition in light of the polity (the Book of Order, particularly the Directory for Worship) and the confessional foundations (the Book of Confessions) of the Presbyterian Church (U.S.A). Emphasis will be given to the practice of worship in the parish setting. All students are welcome. Middlers interested in Presbyterian ministry are strongly encouraged to enroll, since a goal of this course is to prepare Presbyterian students for the Worship &amp; Sacraments examination of the Presbyterian Church (U.S.A.) and provide opportunity to reflect on the practical aspects of leading and participating in worship.</p>

## Fall 2017

**United Methodist Courses at Drew Theological School.** In the 2016-2017 Union entered into an agreement with Drew Theological School to provide courses required for United Methodist ordination. Students enroll through BSIS Student Services Online to take classes at Drew as part of their tuition agreement with Union.

<p><b>DTS-CHST 544</b>  <b>Evangelism in the United Methodist Tradition</b>                  2 credits                  Drew Theological Seminary                  Wednesdays                  9:10am-11:55am                  Instructor TBA</p>	<p>This course will focus on an articulation of a definition of evangelism, a biblical basis for evangelism and a theology of evangelism. It will provide students with a familiarity and practical tools for helping both individuals and congregations engage in evangelism. This course fulfills the Division of Ordained Ministry requirement in evangelism for United Methodist students.</p> <p>Drew Theological School Notes:                  Instructor: TBA                  Course#: CHST 544 - CE                  CRN#: 10420</p>
<p><b>DTS-CHST 560</b>  <b>United Methodist History</b>                  2 credits                  Drew Theological Seminary</p> <p><b>Section 1:</b>                  Course#: CHST 560 - X                  CRN#: 10419                  Thursdays                  9:00am-11:45am                  Morris Davis</p> <p><b>Section 2:</b>                  Course#: CHST 560 - DF                  CRN#: 10418                  Online                  Kevin Newburg</p>	<p>A study of origins, organization, outreach, religious life and key ideas, issues, events, and figures in the development of United Methodism. Aims at enabling the student 1) to understand and evaluate United Methodism in the light of its antecedent organizations and the broader context of those traditions historically related to the Methodist movement; and 2) to engage in responsible participation in the life and leadership of the United Methodist Church, to communicate effectively the tradition, and to participate perceptively in the ecumenical dialogue.</p>
<p><b>DTS-CHST 574</b>  <b>Mission in the United Methodist Tradition</b>                  3 credits                  Drew Theological Seminary                  Online                  Instructor TBA                  Drew Theological School</p>	<p>This course focuses on the history, practice, and future of mission in the United Methodist Church. This course fulfills the Division of Ordained Ministry requirement in mission for United Methodist students.</p> <p>DTS Notes:                  Course #: CHST 574 - X                  Schedule type: 100% online</p>

## SPRING 2018

**Notes:** In 2016 Union initiated a relationship with the Center for Progressive Renewal of the United Church of Christ to offer UCC History and Polity once annually.

<p><b>CI 202</b>  <b>United Church of Christ History and Polity</b>                  2 credits                  (January 10-April 11)                  Online                  Timothy Downs</p>	<p>This 12-week course examines the historical development and structural polity of the United Church of Christ. This course also spends time focusing 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.</p> <p>Note: This course starts January 10, which falls before the first day of spring classes.</p>
<p><b>CI 203</b>  <b>The Practice of Presbyterian Ministry: Polity &amp; Its Pastoral Applications</b>                  2 credits                  Thursdays                  6:10pm-8:00pm                  Gregory A. Horn</p>	<p>This course will examine essential elements of Presbyterian polity (the Book of Order) in light of the confessional and theological foundations (the Book of Confessions) of the Presbyterian Church (USA). Emphasis will be given to exploring the ways polity can support, guide, and enhance the practice of ministry in the parish setting. All students are welcome. Middlers interested in Presbyterian ministry are strongly encouraged to enroll, since a goal of this course is to prepare Presbyterian students for the polity examination of the Presbyterian Church (USA).</p>

## SPRING 2018

**United Methodist Courses at Drew Theological School.** In the 2016-2017 Union entered into an agreement with Drew Theological School to provide courses required for United Methodist ordination. Students enroll through BSIS Student Services Online to take classes at Drew as part of their tuition agreement with Union.

<p><b>DTS-CHST 544</b>  <b>Evangelism in the United Methodist Tradition</b>                  2 credits                  Drew Theological Seminary                  Wednesdays                  9:10am-11:55am                  Instructor TBA</p>	<p>This course will focus on an articulation of a definition of evangelism, a biblical basis for evangelism and a theology of evangelism. It will provide students with a familiarity and practical tools for helping both individuals and congregations engage in evangelism. This course fulfills the Division of Ordained Ministry requirement in evangelism for United Methodist students.</p> <p>Drew Theological School Notes:                  Instructor: TBA                  Course#: CHST 544 - CE                  CRN#: 10420</p>
---	--

<p><b>DTS-CHST 574</b>  <b>Mission in the United Methodist Tradition</b>  3 credits  Drew Theological Seminary  Online  Instructor TBA</p>	<p>This course focuses on the history, practice, and future of mission in the United Methodist Church. This course fulfills the Division of Ordained Ministry requirement in mission for United Methodist students.</p> <p>DTS Notes:  Course #: CHST 574 - X  Schedule type: 100% online</p>
--	---

<p><b>SUMMER 2018</b></p>	
<p><b>Notes:</b> In 2016 Union initiated a relationship with the Center for Progressive Renewal of the United Church of Christ to offer UCC History and Polity once annually.</p>	
<p><b>CI 202Q</b>  <b>United Church of Christ History and Polity</b>  2 credits  (May 30-August 15)  Online  Timothy Downs</p>	<p>This 12-week course examines the historical development and structural polity of the United Church of Christ. This course also spends time focusing 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.</p>



## The Interreligious Engagement Field

### Fall 2017

<p><b>IE 102</b>  <b>Religions in the City: Introduction to Interreligious Engagement</b>          3 credits          Wednesdays          9:00am-11:50am          Jerusha Lamptey</p>	<p>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. Course topics include ritual participation, religious identity and privilege, theological approaches to religious diversity, interfaith dialogue and activism, and interfaith worship and chaplaincy. In addition, this course exposes students to four particular religious traditions (this semester, Judaism, Islam, Hinduism, and Buddhism) within New York City, and requires students to examine and articulate their own positions on religious diversity.</p> <p>Note: Consult M.Div. degree program planner.</p>
<p><b>IE 203</b>  <b>Zen Meditation and Dialogue with Zen Masters</b>          3 credits          Mondays-Thursdays          7:00am-7:50am          Chung Hyun Kyung</p>	<p>Students will (a) attend Zen meditation Monday through Thursday 7:00-7:50am; (b) read four major Zen texts by Zen masters from various Zen traditions; and (c) write, in response to each Zen master's teaching, a reflection paper about their own meditation experiences.</p>
<p><b>IE 223</b>  <b>Comparative Buddhist-Christian Liberation Theologies</b>          3 credits          Tuesdays          2:10pm-5:00pm          Cláudio Carvalhaes          Greg Snyder</p>	<p>This class will provide a foundation in key theological and social concepts of Socially Engaged Buddhism and Latin American Christian Liberation Theologies. We will comparatively and critically engage themes such as Scripture, Buddha/Jesus, Karma/Sin, Body, Moral, Spiritual and Ritual Cultivation, Love/Compassion, Liberation/Salvation, Identity and Solidarity. An aspect of this course will be involvement with a community in our city around the themes discussed in class. There are no prerequisites for this course.</p>
<p><b>IE 230</b>  <b>Islam: Religious Thought and Practice</b>          3 credits          Thursdays          9:00am-11:50am          Jerusha Lamptey</p>	<p>This course introduces Islam by exploring its historical development, central sources and institutions, core theological debates, and ritual practices. The course includes examination of the life and role of Prophet Muhammad; of the Qur'an and aḥādīth (narrations about the Prophet); and of Islamic exegesis, law, and theology. It also introduces some major Islamic theologians, scholars, and jurists. Throughout all, special attention is paid to diversity within the Islamic tradition, the dynamic interplay between religion and context, and the role of interpretation.</p>

	<b>Note:</b> Enrollment limited to 25 students.
<b>IE 234</b> <b>Buddhist Religious Thought and Practice</b> 3 credits Mondays 2:10pm-5:00pm Greg Snyder	This course is a general introduction to Buddhism. From its origins in India to its subsequent expansions throughout Asia, we will survey the history and development of Buddhist thought and practice within its three broad expressions—Theravada, Mahayana, and Vajrayana. The aim of the course is to familiarize students with Buddhist thought and practice and offer an opportunity to engage the material critically. We will read a number of primary sources in translation as well as additional texts organized thematically and historically to contextualize this material. As this is a prerequisite for other courses in Buddhism, no prior knowledge of the subject will be expected. <p><b>Note:</b> Enrollment limited to 15 students.</p>
<b>IE 312</b> <b>Mysticism and Revolutionary Social Change: Spirituality for Authentic Transformation</b> 3 credits Thursdays 2:10pm-5:00pm Chung Hyun Kyung	In this course, we will explore the relationship between inner awakening and revolutionary social change. We will 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.
<b>IE 335</b> <b>African Religions in the Americas</b> (Identical to CS 335) 3 credits Tuesdays 6:10pm-9:00pm Sam 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. We will 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 will explore 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 will be an underlying focus of this course.
<b>IE 401</b> <b>Guided Reading</b> 1 to 3 credits as approved by the professor	Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.
<b>IE 502</b> <b>Guided Research</b> 1 to 6 credits as approved by the professor	Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.

## January 2018

<p><b>IE 205J</b>  <b>Interreligious Spiritual Care</b>          (Identical to PS 205J)          2 credits          January 16-20, 22          9:30am-4:30pm          Isabelle Noth</p>	<p>This course explores how to provide care to people from another tradition and religion than one's own. Students will become familiar with religiously diverse concepts of spiritual care and with the current state of the field internationally.</p>
---	--

## Spring 2018

<p><b>IE 221</b>  <b>Introduction to Buddhist Meditation Practices</b>          3 credits          Mondays          9:00am-11:50am          Greg Snyder</p>	<p>Through the examination of traditional Buddhist sutras and contemporary teachings, along with experiential engagement of meditative practices, we will explore how these practices support spiritual presence and community engagement. We will thoroughly investigate the relationship between embodiment, behavioral discipline and the cultivation of mind at the heart of Buddhist moral praxis and how this informs our capacities for spiritual guidance.</p> <p>Prerequisite: IE 203 or permission of the instructor.</p>
<p><b>IE 222</b>  <b>The Song of Songs and Its Readings in Interreligious Perspective</b>          (Identical to OT 222)          3 credits          Online          David Carr</p>	<p>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.</p> <p><b>Note:</b> Required orientation session TBA.</p>
<p><b>IE 227</b>  <b>Islamophobia</b>          3 credits          Tuesdays          9:00am-11:50am          Jerusha Lamptey</p>	<p>This course examines Islamophobia and anti-Muslim rhetoric in the context of the United States. The course introduces theological, cultural, legal, and institutional aspects of Islamophobia, and probes the ways in which Islamophobia intersects with racism, sexism, and religious exclusivism. The course also focuses on diverse strategies for combatting Islamophobia.</p> <p><b>Note:</b> Enrollment limited to 25 students.</p>

<p><b>IE 326</b>  <b>Comparative Feminist Theology</b>          (Identical to ST 326)          3 credits          Wednesdays          9:00am-11:50am          Jerusha Lamptey</p>	<p>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.</p> <p><b>Note:</b> Enrollment limited to 25 students.</p>
<p><b>IE 342</b>  <b>Zen Buddhist Texts</b>          3 credits          Tuesdays          2:10pm-5:00pm          Greg Snyder</p>	<p>This course will explore the religious thought and practices of the Buddhist tradition that has come to be popularly known as Zen. Starting with its inception as Chinese Chan, we will directly engage formative texts that situate Zen in its broader Mahayana context and go on to hermeneutically wrestle with the rich, unruly and at times opaque array of teachers, poems, koans and religious essays, which make up a tradition that understands itself to be "a special transmission outside the scriptures." All readings will be in English translation.</p> <p>Prerequisite: IE 234 Buddhist Religious Thought and Practice is a prerequisite to this course.</p>
<p><b>IE 344</b>  <b>Studies in Jewish-Christian Relations</b>          (Identical to RE 344)          3 credits          Mondays          2:10pm-5:00pm          Mary C. Boys          Shuly Rubin Schwartz</p>	<p>This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Participants will study the origins 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.</p>
<p><b>IE 350</b>  <b>Gandhi &amp; King</b>          (Identical to ST 350)          3 credits          Tuesdays          6:10pm-9:00pm          John Thatamanil</p>	<p>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?</p>
<p><b>IE 364</b>  <b>Interrogating "Religion": A Theological Engagement with Theories of Religion</b>          3 credits          Tuesdays          9:00am-11:50am          John Thatamanil</p>	<p>This course explores new literature (from postcolonial theory and theory of religion), which attempts to deconstruct the category "religion" and ask about the meaning of this literature for theology. Do theologians need the category "religion" and if so, for what purposes?</p>

<p><b>IE 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved  by the professor</p>	<p>Independent study for master's-level students under the guidance of a member of the faculty. Master's-level guided readings may not be taken for R credit.</p>
<p><b>IE 502</b>  <b>Guided Research</b>  1 to 6 credits as approved  by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## THE PRACTICAL THEOLOGICAL FIELD

### COMMUNICATION ARTS

#### Fall 2017

<p><b>CA 105</b>  <b>Communicating Live</b>                  2 credits  <b>Section 01:</b>                  Fridays                  9:00am-10:50am  <b>Section 02:</b>                  Fridays                  11:00am-12:50pm                  Cecilia deWolf</p>	<p>Effective communication is essential in teaching, preaching, community organizing, and counseling—that is, in any setting where one wants to cause an intended outcome. This small-group setting provides a highly interactive forum in which students receive individualized coaching and support and explore the range and scope of each individual's authentic voice. Through weekly practice, students gain confidence, learn what it means to <i>show up</i>, and improve their ability to communicate effectively, whether speaking impromptu or reading from a prepared text. Students complete this course with an improved ability to engage consciously, meaningfully, and deliberately in the practice of live communication.</p> <p><b>Note:</b> Enrollment limited to 6 students.</p>
---	---

#### Spring 2018

<p><b>CA 102</b>  <b>Communication Arts:</b>  <b>Effective Live</b>  <b>Communication in Varied</b>  <b>Settings and Formats</b>                  3 credits                  Fridays                  12:10pm-3:00pm                  Cecilia deWolf and Charles Read</p>	<p>When students leave Union and enter the larger community (church, school, hospital, political organization, etc.), their ability to communicate effectively—that is, to express their leadership and make a difference—is dependent on their fluency and facility as live communicators. This course is an immersive experience in which students will improve and refine their communication behaviors and come to appreciate the crucial part that live communication plays in helping communities grow, evolve, and thrive. Students will learn by doing, and they will gain increased awareness about themselves as live communicators by being coached in response to individual needs. The aim of this course is to provide each student with enhanced awareness and aptitude in the art of live communication—as well as increased flexibility in meeting the spontaneous moment and delivering messages in multiple settings and formats (public speaking, teaching, facilitation, and virtual modalities). Upon completion of the curriculum, students will be better able to engage consciously, meaningfully, and deliberately in the practice of live communication regardless of circumstances or setting.</p> <p>Notes: Enrollment limited to 18 students. CA 102 will fulfill the CA 101 requirement during the 2017-2018 academic year. Consult M.Div. degree program planner.</p>
---	---

<p><b>CA 105</b>  <b>Communicating Live</b>  2 credits  Fridays  9:00am-10:50am  Cecilia deWolf</p>	<p>Effective communication is essential in teaching, preaching, community organizing, and counseling—that is, in any setting where one wants to cause an intended outcome. This small-group setting provides a highly interactive forum in which students receive individualized coaching and support and explore the range and scope of each individual's authentic voice. Through weekly practice, students gain confidence, learn what it means to <i>show up</i>, and improve their ability to communicate effectively, whether speaking impromptu or reading from a prepared text. Students complete this course with an improved ability to engage consciously, meaningfully, and deliberately in the practice of live communication.</p> <p><b>Note:</b> Enrollment limited to six students.</p>
---	---

## PREACHING, ARTS AND WORSHIP

Fall 2017	
<p><b>CW 101</b>  <b>Introduction to Preaching and Worship</b>            3 credits            Thursdays            6:10pm-9:00pm            Cláudio Carvalhaes            Lisa L. Thompson</p>	<p>This course is designed to provide a foundation in preaching and worship, including moving from scripture text to spoken sermon, gaining skills in planning and leading worship, the role of imagination, and an understanding of the congregation as partners in preaching and worship.</p> <p><b>Notes:</b> This course is open only to M.Div. and M.Div./MSSW students. Consult M.Div. degree program planner (option A).</p>
<p><b>CW 239</b>  <b>Voice, Imagination, and Sacred Utterances</b>            3 credits            Tuesdays            6:10pm-9:00pm            Lisa L. Thompson</p>	<p>People have found ways to imagine their voices into spaces that would prefer their silence. Voice is the means through which we claim our personhood, while simultaneously reshaping collective stories of history, belief, and the ways we live together. This course explores using one's voice as act of imaginative resistance that is connected to our deepest convictions. Participants will engage various genres of historical and contemporary works by minoritized individuals and place these works in conversation with traditions of religious rhetoric and discourse.</p> <p>The course format is based on lecture, discussion, and experiential labs that afford participants the opportunity to explore their voices as tools of the imaginative resistance.</p> <p><b>Note:</b> This course will take place inside Bedford Hills Correctional Facility, the only maximum security prison for women in New York State. Enrollment is limited to 10 students. Due to travel time and security clearance, students will need to leave Union by 4:00pm on Tuesdays. The prison will conduct background checks as part of vetting class members. Registration closes for this course on Friday, April 21, 2017.</p>
<p><b>CW 280</b>  <b>Colloquium in Theology and the Arts</b>            1 credit            September 8, first session;            December 8, final session.            Three excursions to artistic events to be announced.            Troy Messenger</p>	<p>An exploration of the connection between theology and the arts through a critical engagement with museum exhibits and performances. The class will make three excursions to artistic events at times to be announced. The class will meet at the beginning of the semester to outline the course and arrange for attendance at the events. The class will also meet at the conclusion of the semester for a final conversation about the experiences of the semester. Students with a background in a visual or performing art are particularly encouraged to enroll.</p> <p>The initial gathering of CW 280 will be from 1:00pm-2:00pm in the Bonhoeffer Room on Friday, September 8. The events of the course will be individually scheduled with students following the initial meeting. The final session of the course will be on Friday, December 8 from 12:00pm-2:00pm in the Bonhoeffer Room.</p> <p><b>Note:</b> Permission of the instructor required. Enrollment limited to 20 students.</p>



<p><b>CW 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master's-level students under the guidance of a member of the faculty. Master's-level guided readings may not be taken for R credit.  <b>Note:</b> Permission of the instructor required.</p>
<p><b>CW 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.  <b>Note:</b> Permission of the instructor required.</p>

<h2 style="margin: 0;">Spring 2018</h2>	
<p><b>CW 224</b>  <b>Thinking Theologically About Worship</b>  3 credits  Thursday  9:00am-11:50am  Cláudio Carvalhaes</p>	<p>This course will critically read theologies that arise from worship spaces and how it shapes the ways people worship. Through close readings of selected texts and ritual studies we will see how liturgical theologies understands what is sacred, how life is understood, what ritual practices are avowed/forbidden, what kind of religious faith is propose, what is the function and purpose of worship for specific communities and finally how the worship/liturgy of religious spaces, of the neighbor and of the world interconnects.</p>
<p><b>CW 341</b>  <b>Worship and the Arts</b>  3 credits  Tuesdays  6:10pm-9:00pm  Cláudio Carvalhaes  Troy Messenger</p>	<p>An exploration of ways in which the arts (visual, musical, poetic, movement) provide substance and vitality for our experiences of worship. Field trips and conversations with artists working in New York City, as well as practical application of our learning.  <b>Note:</b> Enrollment limited to 15 students.</p>
<p><b>CW 377</b>  <b>Womanist Proclamation, Theology, and the Arts</b>  (Identical to ST 377)  3 credits  Tuesdays  9:00am- 11:50am  Lisa L. Thompson  Andrea White</p>	<p>This course will explore black women's artistic expressions as acts of moral agency, forms of resistance, and theological utterances. Through the intersection of womanist theology, homiletic and narrative theories, and theological aesthetics, the course will engage the creative works of black women as alternative sites of proclamation and counter movements to the historically excluding gendered-politics of traditional pulpit spaces.</p>
<p><b>CW 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master's-level students under the guidance of a member of the faculty. Master's-level guided readings may not be taken for R credit.</p>
<p><b>CW 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## PSYCHOLOGY AND RELIGION

<b>Fall 2017</b>	
<p><b>PS 101</b>  <b>Introduction to Pastoral and Spiritual Care</b>                      2 credits                      Tuesdays                      7:10pm-9:00pm                      Pamela Cooper-White</p>	<p>Students will receive practical and theoretical grounding in the fundamentals of responding to common pastoral situations (illness, dying and bereavement, care for couples and families), crisis intervention, pastoral theological reflection, and self-care, with attention to the impact of social context including race, class, gender and sexuality. Students will develop a theological framework for understanding their own pastoral identity, the meaning of care of persons, the pastoral role of congregations, and for conceptualizing health and wholeness with particular reference to their own theological and cultural traditions.</p> <p><b>Note:</b> Students in PS 101 must enroll concurrently in PS 110.</p>
<p><b>PS 110</b>  <b>Pastoral Listening Practicum</b>                      1 credit                      Tuesdays                      6:10pm-7:00pm                      Pamela Cooper-White</p>	<p>Students will learn and practice pastoral listening skills through directed practicum work in small groups. The emphasis will be on nondirective listening, but will also include spiritual companionship and crisis intervention and suicide prevention.</p> <p><b>Note:</b> This course is normally a prerequisite to receive academic credit for Clinical Pastoral Education (PS 363-364, PS 366Q, FE 363-364 and FE 366Q).</p>
<p><b>PS 272</b>  <b>Self and Other: Race, Culture and Psychoanalysis</b>                      3 credit                      Thursdays                      2:10pm-5:00pm                      Janice Bennett and Sarah Hill</p>	<p>This course will introduce students to psychoanalytic concepts and theories concerning self and other as they relate to our multiple racial and cultural identities that develop through psychic and social interaction at both the individual and group levels. We will look at race as a dialectical category, socially constructed as a symbol while also being a material reality, i.e. lived experience. We will consider dynamics of privilege, prejudice and oppression through psychoanalytic and socio-political lenses. Students will be asked to raise critical questions about themselves and others as they become more familiar with psychodynamic and social-political underpinnings of racial and cultural phenomena. The focus will be clinical with the objective that students will bring greater racial and cultural awareness to their own identities and interactions.</p>

<p><b>PS 363</b>  <b>Clinical Pastoral Education</b>          (Identical to FE 363)          3 credits          Su Yon Pak</p>	<p>Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that 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.</p> <p>Student may receive academic credits for up to one unit of CPE. Check with the Office of Integrative and Field-Based Education Office to request credit.</p> <p>The Senior Director of Integrative and Field-Based Education will <i>consider</i> an application from a student to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the Field Education requirement. Both semesters (FE 363-364) must be taken sequentially in order to receive credit. Enrollment only with permission of the Senior Director of Integrative and Field-Based Education.</p> <p>Prerequisite: PS 110 is required to receive academic credit for CPE. Students are strongly encouraged to take PS 101 as well as PS 110 in preparation for CPE. Both semesters and January Intersession must be completed in order to receive credit. To be followed by PS 364.</p>
<p><b>PS 415</b>  <b>Readings in Psychoanalysis: From Object Relations to Relationality</b>          3 credits          Wednesdays          9:00am-11:50am          Pamela Cooper-White</p>	<p>A seminar to explore the development of relational thought beginning with Freud, Jung, and Klein, through the British object relations school, into a twentieth century flowering of relational approaches understood most broadly – including Self Psychology and the Intersubjectivity “school”; Sullivan, the interpersonalists, and Relational Cultural Theory; Stephen Mitchell and relational psychoanalysis; contemporary growth in intercultural and political/critical theory within psychoanalysis. Weekly case study work will integrate theological reflection and pastoral clinical praxis.</p> <p>Note: Enrollment limited to 10 students.</p>
<p><b>PS 401</b>  <b>Guided Reading</b>          1 to 3 credits as approved by the professor</p>	<p>Independent study for master's-level students under the guidance of a member of the faculty. Master's-level guided readings may not be taken for R credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>PS 502</b>  <b>Guided Research</b>          1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p> <p><b>Note:</b> Permission of the instructor required.</p>

## January 2018

<p><b>PS 205J</b>  <b>Interreligious Spiritual Care</b>          (Identical to IE 205J)          2 credits          January 16-20, 22          9:30am-4:30pm          Isabelle Noth</p>	<p>This course explores how to provide care to people from another tradition and religion than one's own. Students will become familiar with religiously diverse concepts of spiritual care and with the current state of the field internationally.</p>
---	--

## Spring 2018

<p><b>PS 110</b>  <b>Pastoral Listening Practicum</b>          1 credit          Days TBA          Times TBA          Instructor TBA</p>	<p>Students will learn and practice pastoral listening skills through directed practicum work in small groups. The emphasis will be on nondirective listening, but will also include spiritual companionship and crisis intervention and suicide prevention.</p> <p>Note: This course is normally a prerequisite to receive academic credits for clinical pastoral education (PS 363-364, PS 366Q, FE 363-364 and FE 366Q).</p>
<p><b>PS 250</b>  <b>Death, Dying and Bereavement</b>          3 credits          Tuesdays          2:10pm-5:00pm          Pamela Cooper-White</p>	<p>An in-depth exploration of the physical, emotional, socio-cultural, and spiritual dimensions of death and dying, and the process of bereavement, through the lenses of pastoral theology, thanatology, and psychology. Students will explore the skill and art of ministering to the dying and the bereaved, and develop their own theological framework for understanding and facing terminal illness, life-threatening violence, and death. Topics will include pastoring to diverging beliefs about evil, suffering, and life after death, and funerals as pastoral care.</p> <p>Prerequisite: PS 101 or equivalent, or by permission of instructor.</p>
<p><b>PS 237</b>  <b>Power, Gender, and Sexuality</b>          3 credits          Tuesdays          9:00am-11:50am          Gilbert W. Cole</p>	<p>Psychoanalytic theorizing about the intersection of power, gender and sexuality has been richly elaborated by the development of feminist and queer theory, and this trend has changed the landscape in which male and female subjectivity have been described and defined. This course will focus on how psychoanalytic ideas about sexuality and gender experience evolved. We will explore how the disposition and operation of power is implicated in theorizing about sexuality and gender, how this affects individual development, our relationships with others and with the Divine, and in the ways we find our spiritual practice.</p>

<p><b>PS 364</b>  <b>Clinical Pastoral Education</b>  (Identical to FE 364)  3 credits  Su Yon Pak</p>	<p>Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that 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.</p> <p>Student may receive academic credits for up to one unit of CPE. Check with the Office of Integrative and Field-Based Education Office to request credit.</p> <p>The Senior Director of Integrative and Field-Based Education will consider an application from a student to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the Field Education requirement. Both semesters (FE 363-364) must be taken sequentially in order to receive credit. Enrollment only with permission of the Senior Director of Integrative and Field-Based Education.</p> <p>Prerequisite: PS 363. Both semesters and January Intersession must be completed in order to receive credit.</p>
<p><b>PS 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p>
<p><b>PS 438</b>  <b>Psychodynamic Theory for Supervision</b>  3 credits  Online  (One-hour synchronous session)  Pamela Cooper-White</p>	<p>This course is designed for students in the D.Min. program in Clinical Spiritual Care Supervision, and is the foundational course to fulfill the theory requirement for supervisor certification. The course will provide an overview of psychodynamic theories including object relations (especially Winnicott), self-psychology, and an introduction to contemporary relational psychoanalytic theories, with an emphasis on their application to supervision.</p> <p>Prerequisite: PS 101 or equivalent, and 4 units of CPE or equivalent.</p>
<p><b>PS 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## RELIGION AND EDUCATION

Fall 2017	
<p><b>RE 412</b>  <b>Educating Adults:  Theoretical Frameworks  and Best Practices</b>  3 credits  Online  Mary C. Boys  John Falcone</p>	<p>This course provides an introduction to the field of adult education, with a focus on key theoretical frameworks and implications for working with adults in formal and informal settings. While required for students in the D.Min. program, this course is open to students in all degree programs.</p>
<p><b>RE 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>RE 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p> <p><b>Note:</b> Permission of the instructor required.</p>

Spring 2018	
<p><b>RE 344</b>  (Identical to IE 344)  <b>Studies in Jewish-  Christian Relations</b>  3 credits  Mondays  2:10pm-5:00pm  Mary C. Boys  Shuly Rubin Schwartz</p>	<p>This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Participants will study the origins 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.</p>
<p><b>RE 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>RE 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## CHURCH AND SOCIETY

Fall 2017	
<p><b>CS 311</b>  <b>Prophetic Pastoral Theology in the City</b>            3 credits            Thursday            6:10pm-9:00pm            Samuel Cruz</p>	<p>In this course we analyze, engage, and evaluate critically the historical development, everyday practices, diverse traditions, and common baseline of prophetic pastoral theology in the city. This course explores and reflects upon the rich history of prophetic pastoral ministry birthed in urban/inner city centers throughout the United States. In this course we examine how historical, cultural, and religious context is a catalyst and seedbed for prophetic ministry in the city. We focus and highlight the significance of "the underside of history" to better understand and continue the legacy of such "historical projects" in our past, present, and future gospel mission in the city and beyond.</p>
<p><b>CS 335</b>  <b>African Religions in the Americas</b>            (Identical to IE 335)            3 credits            Tuesdays            6:10pm-9:00pm            Sam Cruz</p>	<p>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. We will 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 will explore 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 will be an underlying focus of this course.</p>
<p><b>CS 401</b>  <b>Guided Reading</b>            1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>CS 502</b>  <b>Guided Research</b>            1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p> <p><b>Note:</b> Permission of the instructor required.</p>

Spring 2018	
<p><b>CS 262</b>  <b>Methods in the Study of Urban Life and Religion</b>            3 credits            Thursdays            9:00am-11:50am            Samuel Cruz</p>	<p>Urban religious life and the theory and practice of field research will be the focus of this course. The class covers research methods such as oral history, participant-observation, and key methodological issues, such as fieldwork ethics and the politics of representation.</p>

<p><b>CS 270</b>  <b>From the Ground Up: Community Resilience</b>  (Identical to CE 270)  3 credits  Fridays  12:00pm-6:00pm  Larry Rasmussen</p>	<p>What creates and sustains community resilience in the face of climate change and poverty? Research and on-site investigation of NYC communities. Special attention to their moral and spiritual underpinnings and practices.</p> <p>Note: This course meets for five 6-hour classes, and five 2-hour classes.</p>
<p><b>CS 309</b>  <b>Encounters between Philosophy, Social Theory and Religion</b>  (Identical to PR 309)  3 credits  Mondays  6:10pm-9:00pm  Jan Rehmann</p>	<p>The class is designed for students who want to deepen their philosophical understanding of religion. After exploring the "masters of suspicion" (Feuerbach, Marx, Nietzsche, Freud), we will engage Antonio Gramsci's theory of hegemony and WEB Du Bois' sociological analysis of the Black Church. We will get acquainted with social theories that focus on religion's "utopian" dimensions (Ernst Bloch) and the "messianic" components of our life practices (Walter Benjamin, Jacques Derrida). We will explore different and conflicting feminist approaches (Luce Irigaray, Grace Jantzen, Judith Butler) and discuss how Pierre Bourdieu's theory of "habitus" and "social field" might inform a critical social analysis of religious attitudes. We will confront Frantz Fanon's reflections on anticolonialist violence and Homi Bhabha's postcolonial concepts of "hybridity" and "mimicry". In a concluding section "Philosophers read the Bible" we will deal with Alain Badiou's re-discovery of St. Paul's "universalism" and Giorgio Agamben's alternative interpretation of a "remnant". What can we learn from the different approaches for a more comprehensive engagement with religion(s) and religious movements?</p>
<p><b>CS 325</b>  <b>Liberation Theologies and Pentecostalism</b>  3 credits  Thursdays  6:10pm-9:00pm  Sam Cruz</p>	<p>Over the past 30 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 will examine critically. Pentecostal and Neo-Pentecostal churches seem to be the fastest growing religious movements across the globe. The course will examine the perceptions that Pentecostalism is an alternative to liberation theologies and/or its diametrical opposite. It will examine how both liberation theologies and Pentecostalism have been transformed, mutated, and revitalized by conservative and progressive churches. We will also examine the commonalities, differences, conflicts, and potentialities for social and political action found in liberation theologies and Pentecostalism.</p> <p><b>Note:</b> An introductory knowledge of philosophy will be assumed.</p>



<p><b>CS 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>CS 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p> <p><b>Note:</b> Permission of the instructor required.</p>

## INTEGRATIVE AND FIELD-BASED EDUCATION

<p><b>Fall 2017</b></p>	
<p><b>FE 103</b>  <b>Field Education Seminar: Part-Time Concurrent Internship I</b>  3 credits  Su Yon Pak</p> <p><b>Section 01:</b>  Mondays  2:10pm-5:00pm</p> <p><b>Section 02:</b>  Mondays  6:10pm-9:00pm</p>	<p>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. The integrative seminar is required for M. Div. students doing field education internship. Theological reflection and professional development through didactics and group process are components of this seminar. The student is concurrently in supervised field placements of 12-15 hours per week. FE 103-FE 104 must be taken sequentially in one academic year. Approval by the Senior Director of Integrative and Field-Based Education is required for all field placements in the spring prior to first-semester course enrollment.</p> <p><b>Note:</b> Permission of the instructor required. Enrollment limited to 20 students per section.</p> <p><b>Note:</b> Students will have the opportunity to apply to the Hybrid Field Education-Clinical Pastoral Education Program within FE 103-FE 104. Go to <a href="https://utsnyc.edu/academics/field-education/">https://utsnyc.edu/academics/field-education/</a> for additional information and application process.</p> <p><b>Note:</b> Consult M.Div. degree program planner.</p>
<p><b>FE 105</b>  <b>Field Education Seminar: Part-time Concurrent Internship I</b>  3 credits  Thursdays  9:00am-11:50am  Elizabeth Theoharis</p>	<p>The integrative seminar is required for M.A. students doing field education internship. Theological reflection, professional development through didactics and group process are components of this seminar. Approval by the Senior Director of Integrative and Field-Based Education is required for all field placements.</p> <p><b>Note:</b> Permission of the instructor required.</p> <p><b>Note:</b> Consult M.A. degree program planner.</p>

<p><b>FE 203</b>  <b>Part-Time Concurrent Internship II</b>  3 credits  Fridays (once monthly)  9:00am-11:50am  A. Meigs Ross</p>	<p>Independent study in connection with a supervised field placement. Required meetings with Field Education staff will be arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration.</p> <p><b>Prerequisites:</b> FE 103-FE 104. Enrollment only with permission of the instructor.</p>
<p><b>FE 300-301</b>  <b>Full-Time Internship</b>  3 credits each semester out-of-residence  Su Yon Pak</p>	<p>Open to M.Div. candidates. Information is available from the Field Education office. Proposals for at least eight consecutive months of full-time supervised field experience in an out-of-seminary setting must be submitted to the Senior Director of Integrative and Field-Based Education in mid-March during the semester prior to enrollment. For credit to be granted, FE 300-301 must be taken sequentially within one academic year.</p> <p><b>Note:</b> Enrollment only with permission of the instructor. Enrollment in other courses is normally precluded while doing the full-time internship. (Those enrolling are required to subscribe to Student Medical Insurance if they do not have comparable coverage.)</p>
<p><b>FE 363</b>  <b>Clinical Pastoral Education</b>  (Identical to PS 363)  3 credits  Su Yon Pak</p>	<p>Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that 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.</p> <p>Student may receive academic credits for up to one unit of CPE. Check with the Office of Integrative and Field-Based Education Office to request credit.</p> <p>The Senior Director of Integrative and Field-Based Education will <i>consider</i> an application from a student to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the Field Education requirement. Both semesters (FE 363-364) must be taken sequentially in order to receive credit. Enrollment only with permission of the Senior Director of Integrative and Field-Based Education.</p> <p><b>Prerequisite:</b> PS 110 is required to receive academic credit for CPE. Students are strongly encouraged to take PS 101 as well as PS 110 in preparation for CPE. Both semesters and January Intersession must be completed in order to receive credit. To be followed by FE 364.</p>
<p><b>FE 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>

<p><b>FE 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p> <p><b>Note:</b> Permission of the instructor required.</p>
---	--

**Spring 2018**

<p><b>FE 104</b>  <b>Field Education Seminar: Part-Time Concurrent Internship I</b>  3 credits  Su Yon Pak</p> <p><b>Section 01:</b>  Mondays  2:10pm-5:00pm</p> <p><b>Section 02:</b>  Mondays  6:10pm-9:00pm</p>	<p>This 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. The integrative seminar is required for M. Div. students doing field education internship. Theological reflection and professional development through didactics and group process are components of this seminar. The student is concurrently in supervised field placements of 12-15 hours per week. FE 103- FE 104 must be taken sequentially in one academic year. Approval by the Senior Director of Integrative and Field-Based Education is required for all field placements in the spring prior to first-semester course enrollment.</p> <p><b>Note:</b> Permission of the instructor required. Enrollment limited to 20 students per section.</p> <p><b>Note:</b> Consult M.Div. degree program planner.</p>
<p><b>FE 106</b>  <b>Field Education Seminar: Part-time Concurrent Internship II</b>  3 credits  Thursdays  9:00am-11:50am  Elizabeth Theoharis</p>	<p>The integrative seminar is required for M.A. students doing field education internship. Theological reflection, professional development through didactics and group process are components of this seminar. Approval by the Senior Director of Integrative and Field-Based Education is required for all field placements.</p> <p><b>Note:</b> Permission of the instructor required.</p> <p><b>Note:</b> Consult M.A. degree program planner.</p>
<p><b>FE 204</b>  <b>Part-Time Concurrent Internship II</b>  3 credits  Fridays (once monthly)  9:00am-11:50am  A. Meigs Ross</p>	<p>Independent study in connection with a supervised field placement. Required meetings with Field Education staff will be arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration.</p> <p><b>Prerequisites:</b> FE 103-FE 104. Enrollment only with permission of the instructor.</p>

<p><b>FE 364</b>  <b>Clinical Pastoral Education</b>          (Identical to PS 364)          3 credits          Su Yon Pak</p>	<p>Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that 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.</p> <p>Student may receive academic credits for up to one unit of CPE. Check with the Office of Integrative and Field-Based Education Office to request credit.</p> <p>The Senior Director of Integrative and Field-Based Education will <i>consider</i> an application from a student to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the Field Education requirement. Both semesters (FE 363-364) must be taken sequentially in order to receive credit. Enrollment only with permission of the Senior Director of Integrative and Field-Based Education.</p> <p><b>Prerequisite:</b> FE 363. Both semesters and January Intersession must be completed in order to receive credit.</p>
<p><b>FE 401</b>  <b>Guided Reading</b>          1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for R credit.</p>
<p><b>FE 502</b>  <b>Guided Research</b>          1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of those professors with whom they are doing their major work.</p>

<p><b>Summer 2018</b></p>	
<p><b>FE 206Q</b>  <b>Summer Ministries</b>          2 credits summer session          Su Yon Pak</p>	<p>This course is an independent study planned as an integral part of a supervised, full-time field placement of at least eight weeks. Proposals must be submitted to the Senior Director of Integrative and Field Based-Education by mid-April prior to registration in May.</p> <p><b>Prerequisite:</b> FE 103-FE 104. Permission of the instructor required.</p>

<p><b>FE 366Q</b>  <b>Summer Clinical Pastoral Education</b>          (Identical with PS 366Q)          6 credits summer session          Su Yon Pak</p>	<p>Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that 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.</p> <p>Student may receive credits for up to one unit of CPE. Check with the Office of Integrative and Field-Based Education Office to request credit.</p> <p>The Senior Director of Integrative and Field-Based Education will <i>consider</i> an application from a student to substitute a unit of CPE taken during summer in order to fulfill the Field Education requirement. Enrollment in FE 366Q only with permission of the Senior Director of Integrative and Field-Based Education.</p> <p><b>Prerequisite:</b> PS 110 is required to receive academic credit for CPE. Students are strongly encouraged to take PS 101 as well as PS 110 in preparation for CPE.</p> <p><b>Note:</b> To take this course as FE 366Q, permission of the Senior Director of Integrative and Field-Based Education is required.</p>
--	--

## THE THEOLOGICAL FIELD

### PHILOSOPHY OF RELIGION

#### Fall 2017

<p><b>PR 366</b>  <b>Otherness of God</b>                  (Identical to ST 366)                  3 credits                  Thursdays                  9:00am- 11:50am                  Andrea White</p>	<p>The course will study historical and contemporary works in theology and philosophy of religion that challenge traditional doctrines of God and the Western metaphysical understanding of divine being. The otherness of God is an historically ubiquitous problem found in medieval Christian thought, negative theology, Reformation thought, German idealism, dialectical theology, deconstruction, critical theory, postcolonial theology, and phenomenology. The readings will include works by Pseudo-Dionysius, Eckhart, Luther, Kierkegaard, Levinas, Derrida, Barth, Tanner, Kearney, Keller, Rivera, Coakley, and Marion. The selected texts wrestle with the problem of God-as-other and raise the question of radical alterity as an intelligible category, the theological implications of knowing and speaking about divine transcendence, and the ethical meaning of theology's turn to the other.</p>
<p><b>PR 401</b>  <b>Guided Reading</b>                  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>PR 502</b>  <b>Guided Research</b>                  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

#### Spring 2018

<p><b>PR 226</b>  <b>Kant, Hegel, and Modern Theology</b>                  (Identical to CE/ST 226)                  3 credits                  Tuesdays                  2:10pm-5:00pm                  Gary Dorrien</p>	<p>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. It will focus 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.</p>
---	--

<p><b>PR 295</b>  <b>Democratic Socialism</b>          (Identical to CE 295)          3 credits          Thursdays          6:10pm-9:00pm          Gary Dorrien</p>	<p>This course studies the history and theory of democratic socialism in political theology, Marxism, and Social Democratic politics. Topics include European and North American Christian socialism, Marxist theory, Fabian and syndical socialism, Social Democracy, economic democracy, socialist theories of imperial, racial, and gender oppression, and the democratic socialist tradition in theology and social ethics.</p>
<p><b>PR 309</b>  <b>Encounters between Philosophy, Social Theory and Religion</b>          (Identical to CS 309)          3 credits          Mondays          6:10pm-9:00pm          Jan Rehmann</p>	<p>The class is designed for students who want to deepen their philosophical understanding of religion. After exploring the "masters of suspicion" (Feuerbach, Marx, Nietzsche, Freud), we will engage Antonio Gramsci's theory of hegemony and WEB Du Bois' sociological analysis of the Black Church. We will get acquainted with social theories that focus on religion's "utopian" dimensions (Ernst Bloch) and the "messianic" components of our life practices (Walter Benjamin, Jacques Derrida). We will explore different and conflicting feminist approaches (Luce Irigaray, Grace Jantzen, Judith Butler) and discuss how Pierre Bourdieu's theory of "habitus" and "social field" might inform a critical social analysis of religious attitudes. We will confront Frantz Fanon's reflections on anticolonialist violence and Homi Bhabha's postcolonial concepts of "hybridity" and "mimicry". In a concluding section "Philosophers read the Bible" we will deal with Alain Badiou's re-discovery of St. Paul's "universalism" and Giorgio Agamben's alternative interpretation of a "remnant". What can we learn from the different approaches for a more comprehensive engagement with religion(s) and religious movements?</p>
<p><b>PR 401</b>  <b>Guided Reading</b>          1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>PR 502</b>  <b>Guided Research</b>          1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## SYSTEMATIC THEOLOGY

<b>Fall 2017</b>	
<p><b>ST 103</b>  <b>Foundations in Christian Theology I</b>            3 credits            Tuesdays            10:00am-11:50am            John Thatamanil</p> <p>Tutorials:            Tuesdays, 9:00am-9:50am</p>	<p>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 will not only clarify their own personal stance but will, in addition, come to understand perspectives radically different from their own. Readings will be taken from twentieth-century sources.</p> <p><b>Notes:</b> Attendance at a 50-minute weekly tutorial is also required. Consult M.Div. degree program planner.</p>
<p><b>ST 380</b>  <b>Race, Law, and Political Theology</b>            3 credits            Fridays            9:00am-11:50am            Michelle Alexander            Andrea White</p>	<p>This course explores the influence of race and class on the U.S. criminal justice system. As a multidisciplinary course, we will critically explore the ethical and theological issues raised by mass incarceration with analysis grounded in the current social and political context. We will seek to better understand why the world's largest penal apparatus punishes and controls primarily poor people and people of color. We will consider the role of crime rates, conscious and unconscious biases, legal rules, law enforcement practices, and the theological resources that might be summoned for resistance. We will explore what it means to understand the "correctional" system in theological tones. How has religion contributed to the formation of race as an idea? What does a theology of praxis have to say about redemption and liberation, hope and transformation? Under what conditions, and in which theological terms, is hope possible for those marginalized by the carceral system and who experience social death?</p> <p>Note: Enrollment for this course is limited to 35 students. Regular credit only, no audits.</p>
<p><b>ST 345</b>  <b>Theology, Ethics, Spirituality</b>            3 credits            Thursdays            2:10pm-5:00pm            Roger Haight</p>	<p>This course explores the connections between theology, ethical theory, and moral practice in Christian spirituality in the broad sense of being in relationship with God. The course will include classic texts of Aquinas, Eckhart, à Kempis, Luther, Calvin, Ignatius of Loyola, and Kant; contemporary authors such as Rauschenbusch, Bonhoeffer, Rahner, Segundo, Johnson, Metz, Soelle, Gutiérrez, Sobrino, Cone and Copeland; and classic themes such as sin and grace, faith and love, imitation of Christ, love of God and love of neighbor, prayer, contemplation in action, option for the poor, vocation.</p>



<p><b>ST 351</b>  <b>Paul Tillich in a Public Context</b>  3 credits  Mondays  6:10pm-9:00pm  John Thatamanil</p>	<p>This course offers an introduction to Tillich’s intellectual legacy and theological system. Attention will be given to Tillich’s early work on religious socialism as well as his mature system. We will examine Tillich’s understanding of theological method, God, Christ, Spirit, Church, and eschatology. We will seek to understand Tillich as theologian of culture as well as Tillich’s late contributions to theology’s conversation with religious diversity.</p>
<p><b>ST 366</b>  <b>Otherness of God</b>  (Identical to PR 366)  3 credits  Thursdays  9:00am-11:50am  Andrea White</p>	<p>The course will study historical and contemporary works in theology and philosophy of religion that challenge traditional doctrines of God and the Western metaphysical understanding of divine being. The otherness of God is an historically ubiquitous problem found in medieval Christian thought, negative theology, Reformation thought, German idealism, dialectical theology, deconstruction, critical theory, postcolonial theology, and phenomenology. The readings will include works by Pseudo-Dionysius, Eckhart, Luther, Kierkegaard, Levinas, Derrida, Barth, Tanner, Kearney, Keller, Rivera, Coakley, and Marion. The selected texts wrestle with the problem of God-as-other and raise the question of radical alterity as an intelligible category, the theological implications of knowing and speaking about divine transcendence, and the ethical meaning of theology’s turn to the other.</p>
<p><b>ST 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>ST 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p> <p><b>Note:</b> Permission of the instructor required.</p>

<b>Spring 2018</b>	
<p><b>ST 104</b>  <b>Foundations in Christian Theology II</b>            3 credits            Wednesdays            9:00am-11:50am            Andrea White</p>	<p>A study of contemporary issues in constructive Christian theology, the course will present a range of divergent views in Asian, black, feminist, Latin American liberation, North Atlantic, postliberal, postmodern, process, queer, and womanist theologies. The course will address a conflict of interpretations in theological language, theological method, the doctrines of scripture, God, Trinity, Christ, Holy Spirit, creation, human persons, providence, evil, sin and suffering, salvation, the church, and the last things. Attention will be given to how socio-political context informs theological discourse.</p>
<p><b>ST 216</b>  <b>The Churches and the Church: Historical and Systematic</b>            3 credits            Thursdays            2:10pm-5:00pm            Roger Haight</p>	<p>This course is an ecumenical view of the church seen through the lens of the ecclesiologies of the churches as they developed across history. It examines ecclesiologies of the early period and the Middle Ages. It considers the ecclesiologies of the Reformers, and the ecclesiologies of the modern period. Finally, it considers how one can appreciate the one church that underlies all the churches.</p>
<p><b>ST 226</b>  <b>Kant, Hegel, and Modern Theology</b>            (Identical to CE/PR 226)            3 credits            Tuesdays            2:10pm-5:00pm            Gary Dorrien</p>	<p>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. It will focus 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.</p>
<p><b>ST 326</b>  <b>Comparative Feminist Theology</b>            (Identical to IE 326)            3 credits            Wednesdays            9:00am-11:50am            Jerusha Lamptey</p>	<p>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.</p> <p>Note: Enrollment limited to 25 students.</p>
<p><b>ST 350</b>  <b>Gandhi &amp; King</b>            (Identical to IE 350)            3 credits            Tuesdays            6:10pm-9:00pm            John Thatamanil</p>	<p>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?</p>

<p><b>ST 377</b>  <b>Womanist Proclamation, Theology, and the Arts</b>  (Identical to CW 377)  3 credits  Tuesdays  9:00am-11:50am  Lisa L. Thompson  Andrea White</p>	<p>This course will explore black women’s artistic expressions as acts of moral agency, forms of resistance, and theological utterances. Through the intersection of womanist theology, homiletic and narrative theories, and theological aesthetics, the course will engage the creative works of black women as alternative sites of proclamation and counter movements to the historically excluding gendered-politics of traditional pulpit spaces.</p>
<p><b>ST 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>ST 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

**Spring 2018**

**Notes:** Since 2012, participating schools in the New York Theological Consortium have offered cross-registration to Union students. Classes of interest to our students or ones that our faculty recommend may be listed in this Course Catalog for ease of reference using the host school’s course number and course title.

<p><b>FU-THEO 5630</b>  <b>Systematic Liberation Theology</b>  3 credits  Tuesdays  9:00am-11:50am  Michael E. Lee</p>	<p>The course will examine the development, some major figures, significant themes, and enduring controversies involving the theological movement known as liberation theology. Students will investigate two significant Latin American theologians, Gustavo Gutiérrez and Ignacio Ellacuría, who represent both a variety of geographical contexts (Peru and El Salvador) and attention to a range of themes in systematic theology (including method, Christology, anthropology, soteriology, and ecclesiology). These theological insights will be put into dialogue with those voicing liberation theologies, especially those of women and marginalized populations in the United States.</p> <p><b>Note:</b> This course will be taught on Union’s campus by a Fordham University faculty member. Union students may add this course to their schedules via the Student Portal when online registration begins. The New York Theological Consortium Agreement offers cross-registration to Union students as part of regular tuition.</p>
--	--

## CHRISTIAN ETHICS

Fall 2017	
<p><b>CE 228</b>  <b>Sexual Ethics in New York City</b>            3 credits            Tuesdays            9:00am-11:50am            Sarah Azaransky</p>	<p>This course will use 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.</p> <p>Note: Enrollment limited to 20 students.</p>
<p><b>CE 234</b>  <b>The Black Social Gospel</b>            (Identical to CH 234)            3 credits            Thursdays            6:10pm-9:00pm            Gary Dorrien</p>	<p>This course studies the black social gospel tradition of theology, ethics, and politics that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement. Featured figures include William Simmons, Reverdy Ransom, Ida B. Wells-Barnett, Alexander Walters, W. E. B. Du Bois, Adam Clayton Powell Sr., George W. Woodbey, Nannie Burroughs, Mordecai W. Johnson, Benjamin E. Mays, and Martin Luther King Jr.</p>
<p><b>CE 280</b>  <b>Moral Crisis of White Supremacy</b>            3 credits            Wednesdays            9:00am-11:50am            Sarah Azaransky</p>	<p>The class identifies, examines, and confronts white supremacy as a moral crisis for American Christians. Students will identify, describe, and analyze white supremacy and how it intersects with patriarchy, homophobia, transphobia, ableism, and xenophobia in particular ways.</p> <p>Focusing on white supremacy risks further prioritizing whiteness (as feelings, guilt, fragility) in this majority and historically white institution. In the wake of the crisis of the 2016 election, and the ongoing crisis that white supremacy abets through police killings, environmental racism, and draconian immigration policies, among many other ways, I believe the risk is worth taking. We will work diligently to obviate against further prioritizing whiteness, by reading and listening to scholars of color who analyze white supremacy and social, political, and economic relations of power from their disciplinary vantage points in ethics, theology, philosophy, history, and legal theory.</p> <p>Note: Enrollment limited to 15 students.</p>
<p><b>CE 331</b>  <b>Justice and the World Order</b>            3 credits            Tuesdays            2:10pm-5:00pm            Gary Dorrien</p>	<p>This seminar-model course studies current social ethical work on social justice and international politics, emphasizing feminist and liberationist criticism, imperial overreach, racial justice, theories of cultural difference, and ecojustice economics. Secondary themes raised by the course's subject and interdisciplinary approach include the relationships between religion and society, theology and ethics, and social ethics and other disciplines.</p>

<p><b>CE 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>CE 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

<b>Spring 2018</b>	
<p><b>CE 218</b>  <b>Political and Social Thought: Freedom and Justice</b>            3 credits            Tuesdays            9:00am-11:50am            Sarah Azaransky</p>	<p>This course explores the way a select group of contemporary thinkers consider the meanings, and the limits, of freedom and justice in theological and moral terms. In so doing, students will also necessarily investigate issues of racial &amp; sexual &amp; gender identities and their intersections, formation of self, cultural devastation, radical hope, and democratic practices.</p>
<p><b>CE 226</b>  <b>Kant, Hegel, and Modern Theology</b>            (Identical to PR/ST 226)            3 credits            Tuesdays            2:10pm-5:00pm            Gary Dorrien</p>	<p>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. It will focus 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.</p>
<p><b>CE 270</b>  <b>From the Ground Up: Community Resilience</b>            (Identical to CS 270)            3 credits            Fridays            12:00pm-6:00pm            Larry Rasmussen</p>	<p>What creates and sustains community resilience in the face of climate change and poverty? Research and on-site investigation of NYC communities. Special attention to their moral and spiritual underpinnings and practices.</p> <p>Note: This course meets for five 6-hour classes, and five 2-hour classes.</p>
<p><b>CE 295</b>  <b>Democratic Socialism</b>            (Identical to PR 295)            3 credits            Thursdays            6:10pm-9:00pm            Gary Dorrien</p>	<p>This course studies the history and theory of democratic socialism in political theology, Marxism, and Social Democratic politics. Topics include European and North American Christian socialism, Marxist theory, Fabian and syndical socialism, Social Democracy, economic democracy, socialist theories of imperial, racial, and gender oppression, and the democratic socialist tradition in theology and social ethics.</p>
<p><b>CE 314</b>  <b>Postcolonial Christian Ethics</b>            3 credits            Thursdays            9:00am-11:50am            Sarah Azaransky</p>	<p>This course explores anti-colonial, postcolonial, and intercultural theories and strategies as critical resources for doing theological and ethical work.</p>

<p><b>CE 321</b>  <b>Climate Ethics: The Arc of Responsibility</b>  3 credits  Mondays  9:00am-11:50am  Larry Rasmussen</p>	<p>How do religious persons and communities conceive and practice moral responsibility in an age of anthropocene powers? When moral agency is exercised throughout Earth's systems, how is responsibility assigned? What is its relation to the past (e.g., the Doctrine of Discovery, the legacy of slavery and capitalism, Truth &amp; Reconciliation and reparations processes) and to the future (future generations of human and other-than-human life)? How does social justice also become creation justice? Numerous issues in climate ethics will all focus on a constructive theory of responsibility. Note: students who have not had a basic ethics course are asked to read either Jenkins, <i>The Future of Ethics</i>, or Rasmussen, <i>Earth-honoring Faith</i>, prior to the first session of the class.</p>
<p><b>CE 401</b>  <b>Guided Reading</b>  1 to 3 credits as approved by the professor</p>	<p>Independent study for master-level students under the guidance of a member of the faculty. Master-level guided readings may not be taken for Reading (R) credit.</p> <p><b>Note:</b> Permission of the instructor required.</p>
<p><b>CE 502</b>  <b>Guided Research</b>  1 to 6 credits as approved by the professor</p>	<p>Doctoral candidates pursue independent study under the guidance of the professors with whom they are doing their major work.</p>

## DOCTOR OF MINISTRY (D.Min.) PROGRAM IN SUPERVISORY SPIRITUAL CARE EDUCATION

Students entering the Doctor of Ministry (D.Min.) Program in Supervisory Spiritual Care Education attend a mandatory orientation, August 21-31, and enroll in two August intensive courses. Courses listed below for three terms of 2017-2018 are required for all incoming students. Only D.Min. students may enroll in courses with a DM prefix.

<b>August 2017</b>	
<p><b>DM 401</b>  <b>Wellness and Self-Care for Spiritual Care and Supervision</b>            1 credit            August 21-31            Jeffery Silberman</p>	<p>A survey of a variety of philosophies and perspectives on wellness and self-care with an emphasis on spiritual, emotional and physical well-being for those doing spiritual care and supervision. Material presented will include theory as well as the practice of experiential elements to demonstrate the application of wellness concepts to spiritual and self-care daily routines.</p>
<p><b>DM 402</b>  <b>Theological Issues for Spiritual Care and Supervision</b>            2 credits            August 21-31            Storm Swain</p>	<p>In this course we will identify, discuss, and critically analyze a variety of theological issues that arise in the clinical setting and in supervision of clinical pastoral education (CPE) students. Examination of traditional religious thought will complement the unique inter-religious and multi-faith context of spiritual care, where contemporary theology crosses interdisciplinary boundaries. In general, theological issues and concerns arise both for patients and for CPE students; for example, concerns about theodicy, the search for meaning, and loss are central to spiritual care and supervision.</p>

<b>Fall 2017</b>	
<p><b>DM 403</b>  <b>Professional and Clinical Ethics</b>            3 credits            Online Course            Jeffery Silberman</p>	<p>This course will provide students with foundational knowledge and skills in responsible professional behavior, enabling them to address and resolve the ethical and socio-cultural issues that they will 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.</p>
<p><b>RE 412</b>  <b>Educating Adults: Theoretical Frameworks and Best Practices</b></p>	<p><i>See Course Catalog section: Religion and Education</i></p>



## SPRING 2017

<p><b>DM 404</b> <b>Intercultural and Interreligious Engagement</b> 3 credits Online Course Instructor TBA</p>	<p>This course will equip students with foundational theoretical and practical tools necessary for effective interreligious engagement within personal, organizational, supervisory, and individual spiritual care-giving contexts. Students will become familiar with and become prepared to utilize in their ministries a range of spiritual practices, texts, and other spiritual resources from diverse religious traditions. Principles and methods of interreligious dialogue and of interreligious spiritual care will be examined.</p>
<p><b>PS 438</b> <b>Psychodynamic Theory for Supervision</b></p>	<p><i>See Course Catalog section: Psychology and Religion</i></p>

## SUPPLEMENTAL CO-CURRICULAR COURSES

Supplemental co-curricular study opportunities are offered to students for their personal enrichment or to acquire some particular skill relevant to an aspect of their professional development and preparation that are not provided for in the regular curriculum of the Seminary. A student may take as many supplemental courses as time and inclination allow, but strict limits govern how they can be applied toward a degree.

**Note: A maximum of three points in SU courses may be counted as electives for the M.Div. and M.A. degrees only.** However, additional supplemental courses may be taken, with full participation, by all degree candidates but without receiving academic credit. All SU courses will be graded Pass/Fail.

<b>Fall 2017</b>	
<p><b>SU 101</b>  <b>Graduate Writing Seminar</b>                      1 credit                      Mondays                      6:10pm-7:00pm                      Instructor TBA</p>	<p>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.</p> <p>Note: This course may be repeated, but may only be taken once for credit.</p>
<p><b>SU 102</b>  <b>Seminary Choir</b>                      1 credit                      Mondays                      1:00pm-2:00pm                      Malcolm Merriweather</p>	<p>Singing diverse works from across the sacred choral spectrum, the Seminary Choir sings in periodic noon Monday Chapel services. May be taken once for credit; however, individuals are encouraged to participate as many semesters as possible.</p>
<p><b>SU 104</b>  <b>Gospel Choir</b>                      1 credit                      Wednesdays                      1:00pm-2:00pm                      Patrice Turner</p>	<p>Exploring the styles and rhythms of gospel traditions, with participation in Wednesday noon chapels. May be taken once for credit; however, individuals are encouraged to participate as many semesters as possible.</p>
<p><b>SU 125</b>  <b>Introduction to Spiritual Formation</b>                      1 credit                      Offered in cooperation with the Student Life Committee on Spiritual Formation (CSF)</p>	<p>This course allows students to experience a variety of spiritual practices and to think analytically about various dimensions of spiritual formation. Multiple sections of SU 125 are offered each semester.</p> <p><b>See full schedule of SU 125 classes below.</b></p>

<p><b>SU 161</b>  <b>Theological German: From Beginning to Taking the Exam</b>  Non-credit  Mondays  7:00pm-8:50pm  Jan Rehmann</p>	<p>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.</p>
<p><b>SU 171</b>  <b>Theological French: From Beginning to Taking the Exam</b>  Non-credit  Tuesdays  7:00pm-8:50pm  Jan Rehmann</p>	<p>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.</p>
<p><b>SU 183</b>  <b>Theological Spanish: From Beginning to Taking the Exam</b>  Non-credit  Thursdays  6:10pm-8:00pm  Instructor TBA</p>	<p>This weekly course is designed for students who are preparing for the language exam in Spanish. The course does not require any prior knowledge of Spanish and students are introduced to the study of the basic grammatical forms and functions of the Spanish language. The course will include translation practice during class hours 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. Attendance and participation are mandatory.</p>
<p><b>SU 190</b>  <b>Topics in Ministry</b>  1 credit</p>	<p>Drawing on expertise from community and alumni/ae resources, these workshops address specific topics concerning the practice of ministry.</p> <p><i>See SU 190 Course List 2017-2018 below</i></p>

<p><b>January 2018</b></p>	
<p><b>SU 190J</b>  <b>Topics in Ministry</b>  1 credit</p>	<p>Drawing on expertise from community and alumni/ae resources, these workshops address specific topics concerning the practice of ministry.</p> <p><i>See SU 190 Course List 2017-2018 below</i></p>

## SPRING 2018

<p><b>SU 102</b>  <b>Seminary Choir</b>            1 credit            Mondays            1:00pm-2:00pm            Malcolm Merriweather</p>	<p>Singing diverse works from across the sacred choral spectrum, the Seminary Choir sings in periodic noon Monday Chapel services. May be taken once for credit; however, individuals are encouraged to participate as many semesters as possible.</p>
<p><b>SU 104</b>  <b>Gospel Choir</b>            1 credit            Wednesdays            1:00pm-2:00pm            Patrice Turner</p>	<p>Exploring the styles and rhythms of gospel traditions, with participation in Wednesday noon chapels. May be taken once for credit; however, individuals are encouraged to participate as many semesters as possible.</p>
<p><b>SU 120</b>  <b>Samuel DeWitt Proctor Conference and Course</b>            1 or 2 credits            February 12-15, 2018            Memphis, TN            Yvette Wilson-Barnes</p>	<p>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 called into being to continue the rich legacy of the faith community's engagement in issues of social justice. Students will attend the conference on February 12-15, 2018 in Memphis, TN. It is an opportunity for students to focus on education, advocacy and activism. Students will also 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. Students are required to complete a 3-page reflection paper as well as plan and participate in a Chapel service at Union based on the theme of the conference.</p> <p>Note: Enrollment limited to 15 students. Permission of the instructor is required. Audits may be considered.</p>
<p><b>SU 125</b>  <b>Introduction to Spiritual Formation</b>            1 credit            Offered in cooperation with the Student Life Committee on Spiritual Formation (CSF)</p>	<p>This course allows students to experience a variety of spiritual practices and to think analytically about various dimensions of spiritual formation. Multiple sections of SU 125 are offered each semester.</p> <p><b>See full schedule of SU 125 classes below.</b></p>
<p><b>SU 181</b>  <b>Spanish for Ministry</b>            1 credit            Tuesdays            7:10pm-8:00pm            Instructor TBA</p>	<p>Taught in Spanish, this course will focus primarily on the development of conversational skills and vocabulary designed to enable ministry within a Latino/a context. The course will also give students an opportunity to briefly examine the great diversity of cultures found in the Latino communities so as to contextualize and enhance their language and ministry skills. Students will be provided with tools and resources to support the long-term development of their Spanish language skills.</p>
<p><b>SU 190</b>  <b>Topics in Ministry</b>            1 credit</p>	<p>Drawing on expertise from community and alumni/ae resources, these workshops address specific topics concerning the practice of ministry.</p> <p><i>See SU 190 Course List 2017-2018 below</i></p>

## GENERAL COURSES

Courses of instruction are divided into the five curricular fields: Biblical, Historical, Theological, and Practical Theology, and the department of Integrative and Field-Based Education. Registration rubrics with the UT, IE, and SU prefixes denote courses not housed within a particular field.

### FALL 2017 & SPRING 2018

<p><b>UT 150 &amp; UT 151</b>  <b>Thesis Seminar</b>            1 credit each semester            Thursdays            1:10pm-2:00pm            Amy Meverden</p>	<p>The overall goals of the year-long Thesis Seminar are to improve the quality of theses, and to strengthen the research and writing skills of students. The specific objectives for the fall include: (1) helping students formulate manageable research questions and (2) identifying resources for addressing those questions. In the fall semester, students will craft a satisfactory thesis proposal and a working resource list. The specific objectives for the spring include enabling students (1) to write a thesis and (2) to participate in larger scholarly discussions about their work. For the spring semester, students will craft an outline, first draft, and final draft. Assignments for the course will align with the established deadlines for Union theses and will be based on milestones in the process of completing a Master's thesis. Students need to complete both semesters and register for UT 420 or UT 422 in the spring, in order to receive credit for the completion of a Master's thesis.</p> <p>When taking the recommended seminar, register as follows: UT 150 = 1 credit, UT 151=1 credit, UT 420 or UT 422=4 credits for a total of 6 credits.</p>
<p><b>UT 550 &amp; UT 551</b>  <b>Doctoral Seminar</b>            1 credit            Fridays            10:00am-12:00pm            Jan Rehmann</p>	<p>The doctoral seminar, which will meet for two hours every two weeks, is for PhD students in their first and second year and for other PhD students who wish to take it. Committed to enhance the interdisciplinary nature of the Union PhD program, it will invite faculty (and other scholars) from different fields and attend to the ongoing dialogue among the different disciplines.</p>
<p><b>UT 400</b>  <b>Extended Residence</b></p>	<p>Degree candidates who have completed their residency or tuition-unit requirements, without having completed the academic requirements, must register for Extended Residence in the semester immediately following the term in which the residency or tuition-unit obligation is satisfied.</p>
<p><b>UT 410</b>  <b>Matriculation and Facilities</b></p>	<p>Degree candidates who, after one semester of Extended Residence (see UT 400), have still not completed all degree requirements must register on a continuing basis for Matriculation and Facilities.</p>

<p><b>UT 420</b>  <b>Thesis for M.Div.</b>  4 or 6 credits  Faculty assigned as readers</p> <p>Register for the course in the semester in which the thesis will be completed (usually spring).</p>	<p>In the senior year, the candidate will elect one of the following options (a) six credits for a thesis or a senior project or (b) six credits from elective courses. The student will declare the option chosen for fulfilling this final six-credit requirement by submitting the Approval of Thesis form to the Registrar by November 18th in the senior year. Students writing theses are strongly encouraged to take the thesis seminar (UT 150 &amp; UT 151).</p> <p>If the thesis option is chosen, the thesis subject must be reported to the Registrar by November 18th in the senior year. The student obtains the approval of the faculty member who agrees to serve as thesis advisor and first reader. (A thesis advisor is not necessarily the same professor who serves as the student's academic advisor, but the first reader must be a member of the faculty.) The thesis will be due on April 7th. At that time it will also be read by another member of the faculty, a second reader who has been assigned by the Academic Dean. When taking the recommended seminar, register as follows: UT 150 = 1 credit, UT 151 = 1 credits, UT 420 or UT 422 = 4 credits for a total of 6 credits. When not taking the seminar, register for 6 credits.</p> <p>If the option of a senior project is chosen, the subject and a brief description of the scope of the project must be reported to the Registrar by November 18th, after it has been approved by the member of the faculty who has agreed to supervise the project. (This faculty approval corresponds to the role of "first reader" in the case of a thesis.) A senior project may invoke a range of possibilities, different from the research essay indicated by the thesis option e.g., art exhibits, performance, playwriting, musical composition.) The idea for, and the shape of, a student's senior project must be approved and overseen by the faculty member who agrees to direct the student's work. A senior project must include a written element. Like the thesis, a senior project must be completed by April 7th. At that time it will be evaluated by the faculty supervisor and a second professor who has been assigned by the Academic Dean.</p> <p>If the option to complete elective courses is chosen, six points of full regular credit (i.e., not R credit) must be earned by the student in classroom courses of the seminary (i.e., CPE or a field education internship will not satisfy this requirement).</p> <p><b>Note:</b> The student who wishes to write the thesis or senior project in the fall semester should consult the Registrar regarding due dates for submission of the Approval of Thesis form, the preliminary outline and bibliography, and the thesis/senior project.</p>
--	--

<p><b>UT 422</b>  <b>Thesis for M.A.</b>  4 or 6 credits  Faculty assigned as readers  Register for the course in the semester in which the thesis will be completed (usually spring).</p>	<p>A thesis in the candidate's field of special study. See UT 420 description for pertinent due dates.</p> <p><b>Note:</b> In 2017-2018 the accompanying seminar is strongly recommended, but not required. When taking the recommended seminar, register as follows: UT 150 = 1 credit, UT 151 = 1 credit, UT 422 = 4 credits for a total of 6 credits. When not taking the seminar, register for 6 credits.</p>
<p><b>UT 433</b>  <b>S.T.M. Extended Paper</b></p>	<p>The S.T.M. 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 worked out with the professor. Candidates should be registered for "UT 433 S.T.M. Extended Paper" as well as being registered for the course in which the paper is completed.</p> <p><b>Note:</b> The paper does not carry curricular points of credit apart from the points normally assigned to the course in which it is written.</p>
<p><b>UT 560</b>  <b>Modern Language Examination in German</b></p>	<p>Given four times each academic year. See dates listed in the academic calendar.</p>
<p><b>UT 570</b>  <b>Modern Language Examination in French</b></p>	<p>Given four times each academic year. See dates listed in the academic calendar.</p>
<p><b>UT 580</b>  <b>Modern Language Examination in Spanish</b></p>	<p>Given four times each academic year. See dates listed in the academic calendar.</p>
<p><b>UT 700</b>  <b>Doctoral Dissertation Defense</b></p>	<p>Doctoral candidates register for UT 700 in the semester in which the primary advisor indicates the dissertation is to be defended.</p>

# **SU 125 Course List**

## **Introduction to Spiritual Formation**

### **2017-2018**

SU 125 classes that meet weekly over a period of 10-13 weeks during the semester are posted in Student Services Online (SSO) where students may access the Course ID for registration. SU 125 classes considered "intensive courses," that meet over a weekend or a period of a few days, are not posted in SSO. Instead students register via webform to be added to the roster. If the student attends and earns a grade (P, AU) the instructor sends the grade to the Registrar, who will add it to the student schedule and put the grade on the student's transcript. Only 3 credits total for any SU courses may be counted toward degree requirements. Students may only enroll as Auditor for SU courses once the 3-credit maximum is reached.

## **Fall 2017**

**SU 125.JH1**                    [Register via SSO](#)

**Faith Seeking Understanding: Intentional Community from Medieval Model to Contemporary Example**

1 credit

Tuesdays, 1:10pm-2:00pm

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. For this course, the medieval model provided by women and men living in Christian community furnishes a starting point for the historical study of intentional communities. The course will also include 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 will be introduced to historical examples of life in intentional community. Beyond Christian communities, the spiritual practices that are associated with intentional communities vary from religious tradition to tradition. Through site visits to a Jewish eruv, Christian cloister and Islamic courtyard students will explore the different boundaries and peripheries of sacred space for each tradition. To conclude the course, students will review current research and present their own proposals for intentional communities in contemporary contexts.

**SU 125.JS1**                    [Register via SSO](#)

**Being Spiritual Interreligiously**

1 credit

Tuesdays, 1:10pm-2:00pm

Joshua Samuel

Is it possible to be spiritual interreligiously? Can one draw from more than one religious tradition to deepen and enhance her spiritual life? Keeping these questions in mind, this course attempts to explore the possibility of interreligious and multi-religious spirituality. The class will look at exemplars across the world who have integrated, in their life and mission, values and practices both from their own faith tradition and also from other religions. Along with this, we shall also respectfully and critically read, reflect on and compare selections of sacred texts from different religious traditions (Christianity, Hinduism, Buddhism, Judaism, and Islam).

**SU 125.KG1**                    [See SU 125 Intensive Courses Webform](#)

**The Ministry of Black Women's Self-Care: Setting Free the Suffering Servant**

1 credit

September 29 and 30, Friday and Saturday

10:00am-5:00pm

Kimberly Gaubault

In a world where there continues to be a constant need for organizing, activism, pastoral care and the work of social justice, we often forget or choose to ignore the human needs of those doing this spiritual work. Self-care is often the component that remains a form of intervention (after the break or the medical emergency) rather than a preventative measure. When we allow our bodies, minds and/or spirits to break down in the course of doing this work, we are not only putting ourselves at risk but we are putting at risk



the integrity of the work for which we are laboring. Because of the ways that black womanhood has been compromised and crucified, black women's bodies and health are jeopardized more so than most. Audre Lorde explained self-care as "self-preservation" and "an act of political resistance." Self-care was a critical component of the ministry of Jesus. Alice Walker aptly stated in her definition of Womanish, "Committed to survival and wholeness of entire people, male and female. Not a separatist, except periodically, for health." This course is designed to commit to the survival of black women in ministry by presenting self-care as spiritual praxis.

**SU 125.MR1**      [See SU 125 Intensive Courses Webform](#)  
**The Trans Sounds of Black Freedom & Black Spirituality, Part 1**

1 credit

October 27 and 28, Friday and Saturday

10:00am-5:00pm

Michael Roberson

Zora Neal Hurston stated once "black women are the mules of the earth". One assertion is that black trans women are historically and theologically situated somewhere between Howard Thurman's notion of "the disinherited" and Franz Fanon's notion of "the wretched of the earth." One response to this marginalization has been the formation of self-sustaining social networks and cultural groups, such as the House | Ballroom scene, a Black/Latino LGBT artistic collective and intentional kinship system that has grown over the past 50 years with its roots stemming from the Harlem Renaissance. This course will explore the history of the House | Ballroom community as a Black Trans-Womanist theological discourse, a freedom movement, and its spiritual formation responses to race, class, sexuality, and gender oppression. It will further examine its history in mobilizing as a resistance to these oppressions and place it in conversation with other historical struggles.

## Spring 2018

**SU 125.RH1**  
**The Spiritual Exercises of Ignatius of Loyola**

1 credit

Tuesdays, 6:10pm-7:00pm

Roger Haight

An adaptation of the Spiritual Exercises of Ignatius Loyola. The first half of the course will examine the author and the logic of the Exercises. The second half of the course will put the Exercises into practice with short meditations every day over five weeks. The short daily exercises in meditation follow the logic of Ignatius's design and are guided through the weekly meetings. The goal of this course is to learn about the Ignatian Exercises and then to experience them in practice. The written assignment at the end of the course is a 1000-word evaluation of the experience in objective and not merely existential terms.

**SU 125.JH1**  
**Faith Seeking Understanding: Intentional Community from Medieval Model to Contemporary Example**

1 credit

Tuesdays, 1:10pm-2:00pm

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. For this course, the medieval model provided by women and men living in Christian community furnishes a starting point for the historical study of intentional communities. The course will also include 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 will be introduced to historical examples of life in intentional community. Beyond Christian communities, the spiritual practices that are associated with intentional communities vary from religious tradition to tradition. Through site visits to a Jewish eruv, Christian cloister and Islamic courtyard students will explore the different boundaries and peripheries of sacred space for each tradition. To conclude the course, students will review current research and present their own proposals for intentional communities in contemporary contexts

**SU 125.JS2****Spirituality and Social Justice**

1 credit

Thursdays, 6:10pm-7:00pm

Joshua Samuel

Working and struggling for social justice can be tiring and stressful. Amidst all the frustrations and rage created by unjust social and political orders, the need for cathartic and therapeutic mechanisms is imperative. It is perhaps precisely because of this that many leaders and activists who committed themselves to social justice have acknowledged the importance of having a strong spiritual foundation. Taking such examples seriously, in this course, we shall study the importance of spirituality for the liberation and emancipation of the oppressed by looking at a selected list of revolutionaries who drew from their spiritual roots and the spiritual/religious resources that helped them in their vocation.

**SU 125.MR2****The Trans Sounds of Black Freedom & Black Spirituality, Part 2**

1 credit

February 23 and 24, Friday and Saturday

11:00am-6:00pm

Michael Roberson

Zora Neal Hurston stated once "black women are the mules of the earth". One assertion is that black trans women are historically and theologically situated somewhere between Howard Thurman's notion of "the disinherited" and Franz Fanon's notion of "the wretched of the earth". One response to this marginalization has been the formation of self-sustaining social networks and cultural groups, such as the House | Ballroom scene, a Black/Latino LGBT artistic collective and intentional kinship system that has grown over the past 50 years with its roots stemming from the Harlem Renaissance. This course will explore the history of the House | Ballroom community as a Black Trans-Womanist theological discourse, a freedom movement, and its spiritual formation responses to race, class, sexuality, and gender oppression. It will further examine its history in mobilizing as a resistance to these oppressions and place it in conversation with other historical struggles.

## **SU 190 Course List Topics In Ministry 2017-2018**

SU 190 classes are usually scheduled as "intensive courses" that meet over a weekend or a period of a few days. Intensive courses are not posted in SSO. Instead students register via webform to be added to the roster. If the student attends and earns a grade (P, AU) the instructor sends the grade to the Registrar, who will add it to the student schedule and put the grade on the student's transcript. Only 3 credits total for any SU courses may be counted toward degree requirements. Students may only enroll as Auditor for SU courses once the 3-credit maximum is reached.

To register and be added to the course roster use the [Register for SU 190 Intensive Courses](#) webform.

### **Fall 2017**

#### **SU 190.MA1**

##### **Sexuality and Gender: Real Talk in Faith Communities**

1 credit

Friday, September 15, 1:00pm-6:00pm; Saturday, September 16, 9:00am-5:00pm

Marie Alford-Harkey

Theorizing and theologizing about sexuality and gender happens in many progressive seminaries, but how do seminarians, recent graduates, and new clergy take these topics into a congregation? How does theology about sexuality and gender move from the seminary to the sanctuary? This course will explore ways of assessing a congregation's readiness to engage with sexuality and gender. It will provide ideas about how to broach these normally taboo subjects and provide strategies for teaching, preaching, providing pastoral counseling, and creating a congregational culture where complex understandings of gender and sexuality can be discussed and explored. The course will be highly participatory, and students should bring situations and questions from congregational settings. Students will leave with an outline of a sermon, teaching resource, or other educational program.

#### **SU 190.RH1**

##### **Media-Savvy Leadership, Part 1: Smartphones, Websites, and Theology**

1 credit

Friday, December 1, 1:00pm-6:00pm; Saturday, December 2, 9:00am-5:00pm

*\*Date change. Previously scheduled for September 22-23.*

Rich Hong and Beverly Dempsey

This is a 3-part teaching series to equip every church and non-profit leader how digitally connect and the tools they need to succeed. Part 1: People today are both connected and mobile. The ramifications of this are vast. Too many believe that technology is just "taking the same message and delivering it in a new way." But "the medium is the message"—or more accurately, message and medium are inextricably intertwined. The digital age is changing our conception of church, not just the practices of churches. In this session you will learn how to be effective at using media and design websites that connect.

**Notes:** Encouraged reading, Shane Hipps *Flickering Pixels*

#### **SU 190.JS1**

##### **Restoring "Faith" in Activism**

1 credit

Friday, October 6, 1:00pm-6:00pm; Saturday, October 7, 9:00am-5:00pm

Jonathan Soto

Course Description: New York City is witnessing a surge of grassroots multi-faith activism that is pushing local government to adopt more just policies on issues of workers' rights, LGBTQ rights, racial justice, immigrant inclusion and restorative justice. As trust in the federal government wanes, multi-faith activists can broaden the moral imagination of social justice movements through an inclusive and co-creative organizing process. This course will (1) explore the contributions of successful multi-faith coalitions in recent NYC history, (2) analyze the relationships between multi-faith coalitions and local government, and (3) re-imagine the impact grassroots organizing can have on national policy.

**SU 190.DS1****Bricks and Mortals: The Nitty Gritty Matters in Parish Ministry, Part 1**

1 credit

Friday, October 20, 1:00pm-6:00pm; Saturday, October 21, 9:00am-5:00pm

Donna Schaper

Part 1: "Mortals." This course will explore how the minister navigates the interesting waters between the material and the spiritual. It will be offered in two parts. The first part of the course will be about Mortals: how to be spiritually ready for marriages, funerals, house blessings, divorces and cancers of the soul and body. Students will learn how to "do" these things when they walk into their sacred spaces; explore how and why to insert spirit into rituals and life's great moments. Students will also learn to negotiate fees or no fees for services. The second part of the course will attend to the Bricks that surround the mortals, particularly to real estate as sacred site and sacred site as real estate. This course will not cover facilities management, but will explore how to lead a building to its maximal and optimal use.

**SU 190.NW1****A Journey In Love: The Subversive and Creative Way of the Hebrew Prophets**

1 credit

Friday, October 13, 1:00pm-8:00pm; Saturday, October 14, 9:00am-1:00pm

Nahum Ward-Lev

Living in Berlin in the mid-1930's Abraham Heschel saw that some of the basic "presuppositions and premises" of contemporary thought had led to the disaster of his day. He turned to the Hebrew prophets to learn a radically "different way of thinking" that would lead to a more inclusive and socially responsible future. In this workshop, we will follow Heschel's lead and explore the ways of thought at the root of the prophetic social critique and vision. Then we will apply these prophetic premises to our contemporary societal crisis. The workshop will center around text study and experiential exercises. **Note:** Friday evening session will include Shabbat ritual and meal.

**SU 190.RL1****Sacred Conversations: Talking About Living by Talking About Dying**

1 credit

Friday, November 3, 1:00pm-6:00pm; Saturday, November 4, 9:00am-5:00pm

Rosemary Lloyd and Kate DeBartolo

Clergy have a vital role in guiding and caring for people as the sacred cycle of life draws to a close. Yet all too often, these conversations are left until moments of medical crisis, leaving some of our deepest values unexplored—and in the process passing up invaluable opportunities for spiritual growth and development. In this course, you will learn how to weave conversations about life, death, and what matters most into the fabric of your ministry. Using tools developed by The Conversation Project, a national thought-leader in improving end-of-life experience, you will learn how to facilitate group and individual explorations of mortality, preach effectively on end-of-life issues, and offer congregants an entry to a mature spiritual practice.

**SU 190.DS2****Bricks and Mortals: The Nitty Gritty Matters in Parish Ministry, Part 2**

1 credit

Friday, November 10, 1:00pm-6:00pm; Saturday, November 11, 9:00am-5:00pm

Donna Schaper

Part 2: "Bricks." This course will explore how the minister navigates the interesting waters between the material and the spiritual. It will be offered in two parts. The second part of the course will attend to the Bricks that surround the mortals, particularly to real estate as sacred site and sacred site as real estate. This course will not cover facilities management, but will explore how to lead a building to its maximal and optimal use. Issues such as: sharing space with more than one worshipping congregations; removing or not removing the pews; sharing the refrigerator with guests or day care centers, etc., will be discussed.

**Note:** Students may take either Bricks or Mortals and learn some of the nitty gritty of the art of parish ministry. Or students can take both and develop a sense of coherence about the job and the call of ministry in the parish. Useful for bi-vocational ministers as well as those with a full-time position.

## January 2018

### **SU 190.YW1**

#### **Is There Room for Me? Congregational Life, Disabilities & Creating Safe Spaces**

1 credit

Wednesday, January 10, 9:00am-1:00pm; Thursday, January 11, 9:00am-1:00pm; Friday, January 12, 9:00am-1:00pm

Yvette Wilson-Barnes

The U.S. Census reports that 1 in 5 people have a disability. This estimates to about 56.7 million people--19 percent of the population, with a percentage attending at least one of the 350,000 religious congregations in the United States. This course will provide tools and resources needed to create a congregational life experience for individuals with disabilities that is accessibly and attitudinally safe, from stigmatization, marginalization, isolation, hurt and harm.

## Spring 2018

### **SU 190.KA1**

#### **Beyond GDP: Lessons from Indigenous Cultures and Faith Traditions**

1 credit

Friday, February 2, 1:00pm-6:00pm; Saturday, February 3, 9:00am-5:00pm

Karena Gore

Beyond GDP: Lessons from Indigenous Cultures and Faith Traditions for Improving Our Economic Measurements and Protecting Our Planet (Full course title). Taught by staff of the Center for Earth Ethics, this class will focus on the flaws of current economic measurements such as Gross Domestic Product and the ways in which Indigenous cultures—along with voices from faith communities—are contributing to alternative ways of measuring the success and well-being of a society. Topics to be covered include the UN Sustainable Development Agenda, the impact of colonization on the bio-cultural heritage of Indigenous peoples, the conflict at Standing Rock, the Pope's encyclical *Laudato Si: On Care for Our Common Home*, and the role of religion in development policy.

### **SU 190.RH2**

#### **Media-Savvy Leadership, Part 2: 90-Second Sermon: Bringing the Pulpit to the People**

1 credit

Friday, March 2, 1:00pm-6:00pm; Saturday, March 3, 9:00am-5:00pm

Rich Hong and Beverly Dempsey

We can no longer expect people to come to the pulpit, we have to bring the pulpit to the people. The 90-Second Sermon is an example of creating media pieces specifically for the online world. For something to be successful online it needs to be visual, short, and shareable. Modern technology has made video production relatively simple and affordable. In this session you will learn to write and create your own short video pieces for online distribution. You will (if you wish) record your very own 90-Second Sermon to use in your setting.

**Note:** Students are encouraged to enroll in Media-Savvy Leadership, Part 1. This three-part series is designed to equip every church and non-profit leader with ways to digitally connect and give them tools to succeed. Students are encouraged to take all three classes. However, each can be taken as a stand-alone course.

### **SU 190.ES1**

#### **Deep Policy—Wrong and How to Right It**

1 credit

Friday, April 13, 1:00pm-6:00pm; Saturday, April 14, 9:00am-5:00pm

Eric Shnurer

Both ministry and policy deal with the problems of an imperfect world; rarely do we take the opportunity to explore the roots of these imperfections and what might be done to prevent them. Instead of discussing policies that best address the challenges we face such as, crime control, inequality, discrimination, repression, and environmental destruction for example, this course asks, "What drives these challenges to

begin with and what, if anything, can we do to prevent them?" To explore this question, we will draw upon a wide range of disciplines, from theology and philosophy to chaos and game theory; ethics to evolutionary biology; psychology to economics; and, public policy. We will tackle the issues of: problem of evil; extortion and exploitation; lying, deception and (un)truth; selfishness and cowardice; unfairness and injustice; stupidity; unreason and insanity.

### **SU 190.MM1**

#### **Building Maintenance and Facilities Management**

1 credit

Friday, March 23, 1:00pm-6:00pm; Saturday, March 24, 9:00am-5:00pm

Michael Maloney

Burdened by your church building? Boiler, plumbing issues? Steeple trouble? Landmark status? This workshop will address the following pressing building issues: plumbing, heating, air conditioning and lighting, NYC codes and compliances, fire safety, physical building issues and dealing with vendors. It will also look at prioritizing needs and desires and budgeting. Come and get tips and secrets from an award-winning New York City building manager.

### **SU 190.RH3**

#### **Media-Savvy Leadership, Part 3: Cultivating Your Voice and Brand**

1 credit

Friday, April 6, 1:00pm-6:00pm; Saturday, April 7, 9:00am-5:00pm

Rich Hong and Beverly Dempsey

Media-Savvy Leadership: Cultivating Your Voice and Brand. What is the essential message that you and your organization are trying to convey to the world? Our current media environment demands that we convey a meaningful message about who we are in very few words. In this session you will learn to create a compelling narrative that will undergird all of your messaging. You will learn to improve your current materials, and use consistency and repetition to generate community awareness of your organization, using (mostly free) publicity.

**Note:** Three-part series designed to equip every church and non-profit leader with ways to digitally connect and give them tools to succeed. Students are encouraged to take all three classes. However, each can be taken as a stand-alone course.