



**UNION**

**Course Catalog 2018-2019**

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Students are responsible for acquainting themselves fully with the Seminary's rules and policies, published in this catalog and elsewhere, such as in the course booklets and registration materials. Curriculum is subject to change without notice at any time at the sole discretion of the Seminary's administration. Students are expected to participate fully and attend faithfully all classes for which they are enrolled, including tutorial sessions and other special course meetings. Except in cases of emergency, absences should be reported in advance to the professor since absence from class may be grounds for failing a course.

## Academic Calendar

### August 2018

20-30	Mon - Thurs	DMin orientation and Summer course
21	Tues	International student arrival
22-23	Wed - Thurs	International student orientation
23	Thurs, 9 am - 5 pm	Housing open for new student move-in
24	Fri	Residential orientation for new students living on campus
27-29	Mon - Wed	New student orientation - mandatory
29	Wed	Academic advisement and course registration for Fall - new students

### September

3	Mon	Labor Day - no classes & administrative offices closed
4	Tues	First day of Fall classes
5	Wed, 6 pm	182nd Convocation
11	Tues	Registration closes for Fall; courses dropped after today receive a grade of "W". Last day to change enrollment type for courses.
11	Tues	Last day full refunds are issued
17	Mon	Last day to change health insurance plan with Student Affairs
19	Wed, 2 - 4 pm (room 207)	Modern Language exams: French, German, Spanish
20	Thurs	Final grades due for DMin Summer course

### October

11-12	Thurs - Fri	Reading days - no classes
29	Mon	Last day to withdraw from courses and receive grade of "W"
31	Wed, 6 pm	EDS at Union Convocation
31- Nov 12	Wed - Mon	Academic advisement period for January and Spring courses

### November

8	Thurs	Last day to pay remaining balances. Student accounts with balances placed on financial holds preventing course registration until paid in full.
13	Tues	Course registration opens via add/drop form for January and via SSO for Spring
19-23	Mon - Fri	Reading days - no classes
22-23	Thurs - Fri	Thanksgiving - no classes & administrative offices closed
28	Wed, 2 - 4 pm (room 207)	Modern Language exams: French, German, Spanish
30	Fri	Thesis proposals for MDiv (including final project & electives) and MA students due to registrar
30	Fri	Extended paper applications for STM students due to registrar
30	Fri	Deadline for field education mid-year evaluations

## December

11	Tues	Designated Thursday – because of October reading days, scheduled Thurs classes meet
12	Wed	Designated Friday – because of October reading days, scheduled Fri classes meet
12	Wed	Last day of Fall classes
12	Wed	Last day to submit request for coursework extensions. Deadline for all course requirements other than final exams.
13	Thurs	Reading day
14, 17, 18	Fri, Mon, Tues	Final exam period
18	Tues	End of Fall semester
19	Wed	Deadline for first-year MDiv field education placement conference
19	Wed	Deadline for first-year MA track and concentration declarations
24-Jan 1	Mon - Tues	Semester break – no classes & administrative offices closed

## January 2019

2	Wed	Final grades due for Fall
2-18	Wed - Fri	January intersession
2	Wed	Course registration closes for January
4	Fri	Coursework for Fall extensions due to faculty
9	Wed	Final grades due for Fall extensions
9	Wed	Outlines and bibliographies for MDiv and MA theses due
16	Wed	New student orientation, academic advisement, and course registration for Spring
21	Mon	Martin Luther King, Jr. Day - no classes & administrative offices closed
24	Thurs	First day of Spring classes
31	Thurs	Final grades due for January intersession
31	Thurs	Registration closes for Spring; courses dropped after today receive a grade of "W".
		Last day to change enrollment type for courses.
31	Thurs	Last day full refunds are issued

## February

13	Wed, 2 - 4 pm (room 207)	Modern Language exams: French, German, Spanish
15	Fri	MDiv mid-program review conferences
22	Fri	MDiv mid-program review conferences
28	Fri	Deadline for first-year MA track II field education placement conference

## March

1	Fri	MDiv mid-program review conferences
11-15	Mon - Fri	Spring recess – no classes
27	Wed	Last day to withdraw from courses and receive grade of "W"

## April

2-11	Tues - Thurs	Academic advisement for Summer and Fall
5	Fri	Theses for MDiv and MA students, and STM extended papers, due to readers and academics@utsnyc.edu
11	Thur	Last day to pay remaining balances. Student accounts with balances placed on financial holds preventing course registration until paid in full.
15	Mon	Deadline for MDiv and MA field education learning agreements and contracts
15	Mon	Deadline for second-year MDiv concentration declarations
16	Tues	Course registration opens via add/drop form for Summer and via SSO for Fall
17	Wed 2 - 4 pm (room 207)	Modern Language exams: French, German, Spanish
18-22	Thurs - Mon	Easter - no classes & administrative offices closed
26	Fri	Last day for PhD dissertation defense
26	Fri	Deadline for field education final evaluations

## May

6	Mon	Last day of Spring classes
6	Mon	Final grades due for theses
7-8	Tues - Wed	Reading days
9, 10, 13	Thurs, Fri, Mon	Final exam period
10	Fri	PhD dissertations due (see Associate Academic Dean)
10	Fri	Last day to submit request for coursework extensions - not allowed for graduating students. Deadline for all course requirements other than final exams.
13	Mon	End of Spring semester
13	Mon	Final grades for Spring due for graduating students
17	Fri	181st Commencement
27	Mon	Memorial Day - no classes & administrative offices closed
31	Fri	Final grades due for Spring

## June 2019

3	Monday	Summer semester begins
12	Wednesday	Coursework for Spring extensions due to faculty
17	Monday	Final grades due for Spring extensions
17	Monday	Assessment reports for MDiv and MA graduates due from faculty

## July

4	Thursday	Independence Day - no classes & administrative offices closed
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## August

9	Friday	End of Summer semester (except for DMin)
16	Friday	Final grades for Summer due (except for DMin)

Also available on this [webpage](#). Students taking courses at other institutions should be aware of the host institution's calendar.



## Tuition and Fees

Also available on this [webpage](#).

### Estimated Cost of Attendance

Applicable to on-campus MDiv, MA, or STM students for nine-month academic year.

Tuition	\$23,670
Medical insurance	\$4,000
Health Program & Student Activity Fees	\$1,400
Average Rent	\$10,190
Food & Meals	\$4,050
Books	\$1,600
Personal Expenses	\$2,000
Local Transportation	\$1,200
<b>TOTAL</b>	<b>\$48,110</b>

The expenses of individual students may vary considerably. The above provides a reasonable picture of a student's costs, and is used as the standard for financial aid purposes at Union.

### Candidates for the MDiv, MA, & STM

Annual Full-Time Tuition	\$23,670
<b>Payable each semester in tuition units:</b>	
Full Unit (7 to 15 credits)	\$11,835
Half Unit (5 to 6 credits)	\$5,920
Per Curriculum Credit (up to 4 credits)	\$1,320

### Candidates for the PhD

Annual tuition for full-time program	\$35,136
<b>Payable each semester during residency:</b>	
Full Unit (for 7 to 15 credits)	\$17,568
Students must register full-time during residency	
<b>Extended Residence Fee</b>	<b>\$2,000</b>

### Candidates for the DMin

Per Credit Tuition	\$705
For 18 credits in the first year with modest increases possible for years two and three. Not charged additional fees for identity verification in distance education programs.	

<b>Extended Residence Fee</b>	<b>\$2,000</b>
For PhD candidates who have completed the residency for their program, without having completed the academic requirements. Students must register for UT 400 <b>each semester</b> following the term in which the residency or tuition obligation is satisfied, until degree requirements are fulfilled.	

### Per Credit Fee

Applicable to non-degree students	\$1,320
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### Auditing Fee

General Auditors	\$600
Alumni/ae – first course	\$0
Alumni/ae – each course thereafter	\$150
Encore Program Graduates	\$150
Not applicable to degree candidates.	
See procedures <a href="#">here</a> and submission form <a href="#">here</a> .	

### SEVIS Fee

	\$200
For international students seeking F-1 visa status, paid directly to U.S. Immigration & Customs. Questions can be directed to intlstudentsa@uts.columbia.edu.	

### Housing (on-campus)

Nine months of occupancy during academic year (Fall/Spring)	
Dormitory Rooms	\$7,506 - 9,000
Apartments	\$12,170 - 19,184

### Health Program Fee

Required each semester	\$561
For full-time & residential students, regardless of insurance coverage. Waived only for Columbia University degree candidates who pay Columbia directly.	

### Medical Insurance

90 Plan Coverage	\$3,947
100 Plan Coverage	\$5,120
Required annually for all students. Waived only for students with comparable health insurance coverage. Visit this <a href="#">webpage</a> for more information. Questions can be directed to studentaffairs@uts.columbia.edu.	

### Student Activities Fee

Required each semester	\$100
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### Other Fees

Change of Degree	\$50
Official Transcript	\$7
Degree/Graduation	\$100
Dissertation Deposit (PhD candidates)	\$200
Field Education Internship (FE 303-FE 304)	\$500
Visiting Scholar (semesterly)	\$600
Late Payment	\$50
Returned Check	\$20

## **Adding and Dropping Courses**

Students who wish to make changes to their course registration must complete this web [form](#) with the approval of a faculty adviser. The deadline for adding or dropping courses in each semester is given in the [academic calendar](#). Tuition fees will not be adjusted for courses dropped after the end of the late registration period except in cases of complete withdrawal from the Seminary. Although the deadline for dropping courses without academic penalty or for changing a registration to “audit” is November 1 in the first semester and April 1 in the second semester, all courses dropped after the second week of classes will be graded “W” for “withdrawn without academic penalty” on the official transcript. To stop attending class or excuse oneself to the instructor does not constitute dropping a course. After these deadlines, students are responsible for the requirements of all courses in which they are enrolled according to the records held by the registrar. Any fees incurred for dropping a course taken at another institution must be borne by the student.

## **Courses at Other Institutions**

Union students are permitted to participate in cross-registration at partner institutions. View this registrar webpage:

<https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/> for complete information including policy, procedures and deadlines.

## **Demographic Information**

Students are expected to notify the registrar’s office in writing about any changes in address, legal name, denomination, and other biographical “directory” information.

## **Access to Educational Records and Privacy Rights**

Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), students registered at Union, or individuals who have been registered at Union, have the right to review their education records. A student or former student who wishes to examine any part of her or his file should make a request in person or in writing to the registrar, indicating which records are to be examined. Such records generally include course grades, evaluations, information concerning fulfillment of degree requirements; certain financial aid and admissions documents; and the application for admission. Certain records, defined in FERPA, are not accessible, and will not be made available. Generally, these include restricted reference letters, third party financial records, employment and medical records and law enforcement records. The Seminary also does not keep letters of recommendation from the admissions file once a student matriculates.

Students have the right to seek correction or amendment of records they believe are inaccurate, misleading or violation of their privacy rights. Students requesting such correction or amendment should follow procedures established by the Dean of Academic Affairs or the Dean’s designee’s.

The Seminary does not release or allow access by third parties to education records without the written consent of the student except as permitted by FERPA. The Seminary will, as provided by the Act, release data to certain persons, including officials of the Seminary, who have legitimate educational interest in obtaining access to the records. These records may also be released pursuant to any lawfully issued subpoena, in which case the Seminary would make a reasonable attempt to notify the student prior to such release.

In certain additional instances, educational records may be released without student consent. Generally, such non-consensual release is available to specified federal officers or state officials as prescribed by law, to accrediting agencies carrying out accreditation functions, to law enforcement officials in connection with criminal investigations, in emergency situations when release of the information is needed to protect the health or safety of the student or others, and in other limited circumstances as specified in FERPA.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

With respect to the privacy of students, the Seminary makes only directory information generally available. The Seminary designates as “directory information” the following: Student’s full name; dates of attendance and degrees conferred; postal and e-mail addresses; telephone numbers; religious and/or denominational affiliation; colleges and universities previously attended and degrees earned.

The primary use of the directory information will be to publish a Union Seminary Community Directory for the benefit of its members. This may be done in print or on a password protected website. Any student who wishes to withhold permission to publish or otherwise release his/her directory information should complete [this form](#) maintained by the registrar’s office. If no withholding form has been filed with the registrar, the Seminary will assume the student’s consent to disclose directory information. The Seminary reserves the right to release information on prizes, fellowships and honors awarded.

Nothing in this policy requires Union to maintain student records indefinitely. However, if access to a specific record has been requested, the Seminary will take reasonable steps to safeguard that record so as to permit appropriate reviews. View the registrar’s webpage containing [FERPA information](#). Additional information on FERPA may be accessed through the Department of Education’s website.

Complaints regarding alleged violations of a student’s rights under the Act should be sent to the Dean of Academic Affairs. They may also be submitted in writing to the:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-8520



## **Accreditation**

Union Theological Seminary in the City of New York was founded in 1836 and incorporated in 1839 under a charter granted by the Legislature of the State of New York. Its programs are registered by the New York State Education Department.

Union Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada and by the Middle States Commission on Higher Education. The following degree programs are approved: MDiv, MA, STM, PhD, DMin.

The Commission on Accrediting of the Association  
of Theological Schools in the United States and Canada  
10 Summit Park Drive  
Pittsburgh, PA 15275 USA  
Telephone: 412-788-6505  
Fax: 412-788-6510  
Website: [www.ats.edu](http://www.ats.edu)

Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104  
267-284-5000  
[info@msche.org](mailto:info@msche.org)  
[www.msche.org](http://www.msche.org)

## **Policy of Non-Discrimination**

Union Theological Seminary in the City of New York admits students regardless of age, color, national or ethnic origin, familial composition, sex, sexual orientation, marital status, race, racial, ethnic, cultural and gender identity and expression, religious affiliation, faith tradition, socio-economic status or disability, to all the rights, privileges, and programs generally accorded or made available to students at the Seminary. It does not discriminate on the basis of any of these in the administration of its educational policies, admissions policies, scholarships and loan programs, or other programs administered by the Seminary.

## **Financial Support for the Seminary**

Tuition and fees paid by Union's students cover only about one-fifth of the costs of their education here. Most of the remaining costs are met in three ways: first, by gifts from alumni/ae and friends of the Seminary; second, by contributions from churches, corporations, and foundations; and third, by income from the Seminary's endowment, comprising gifts and bequests from persons sharing Union's purposes and aspirations. For information on making a gift to Union or on providing for the Seminary in your will, please contact the Office of Institutional Advancement, at 212-280-1590 or online at <https://myunion.utsnyc.edu/donate>.

## **Announcement of Courses**

This catalog of courses at Union Theological Seminary is the annual supplement to the information available on the website regarding degree programs, policies, and graduation requirements. The Seminary reserves the right to cancel or modify policies and courses of instruction, and to change academic calendar dates, course instructors, and other details of the curriculum and academic programs. Changes in the class schedule will be published at the beginning of each semester. Additional information about classes and other academic matters will be posted on the website and bulletin board throughout the term.

Students are responsible for acquainting themselves fully with the Seminary's rules and policies that are available on the website and elsewhere, such as registration materials and the student handbook. January Intersession courses are identified by the suffix "J." The suffix "Q" means that course credits are earned during the summer. Exegesis courses in the biblical field have the letter "E" at the end of the course number. Course numbers are important for the registrar's record keeping, so they must be used precisely by students at registration.

Students may not register for more than 15 credits in a semester or 30 credits in an academic year (exclusive of the January intersession) except by permission of the academic dean.

Students are expected to participate fully and attend faithfully all classes for which they are enrolled, including tutorial sessions and other special course meetings. Absences, except in cases of emergency, should be reported in advance to the professor, since absence from class may be grounds for failing a course.

A student who wishes to drop a course or otherwise make changes in registration must complete this web [form](#) in accordance with the deadlines stated in the academic calendar. Stopping one's class attendance or excusing oneself to the instructor does not constitute dropping a course.

Tuition fees will not be adjusted for courses dropped after the end of the Add/Drop period, except in the case of complete withdrawal from the Seminary. View deadlines for withdrawing from a course with a "W" [here](#). After these deadlines, students are responsible for the requirements of all courses in which they are enrolled according to the records held by the registrar.

The information in this catalog is posted on the registrar's website [here](#). Please note that in the case of discrepancies between the online and printed information, the online version always takes precedence.

## THE BIBLICAL FIELD

### Cross-Testament

Fall 2018

#### BX 101 – *Introduction to the Bible*

**4 credits**

**Brigitte Kahl**

**Amy Meverden**

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

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

#### BX 201 – *Exegetical Practicum*

**3 credits**

**David Carr**

**Esther Hamori**

**Brigitte Kahl**

This course teaches essential skills of exegeting biblical texts in a practice-oriented way. Both testaments and different genres are covered. While current theories of interpretation and the broad range of exegetical methods are briefly outlined, the focus is on the practical work of reading, analyzing, and understanding texts both on the literary level as well as in their socio-historic contexts. Each section contains a unique topic reflected in the title, such as: *Sermon on the Mount; Miriam, Ruth, & Other Nasty Women; Abraham & Hagar Texts in Genesis*.

**Prerequisites:** BX 101; or OT 101 and NT 101.

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

#### BX 401 – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**BX 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

**Note:** Cannot be taken for reading credit. See guided research [form](#) for more details.

January 2019

**BX 105J** – *Introduction to Biblical Languages*

**1 credit**

**Amy Meverden**

This course provides a basic introduction to biblical Hebrew and Greek to help future pastors and church leaders explore biblical texts in their original languages. This course is not a replacement for biblical language study, but it familiarizes students with a range of ancient language resources to aid in biblical study and interpretation of biblical texts. Students learn both the Hebrew and Greek alphabets and gain experience with lexical tools, including interlinear bibles, dictionaries, concordances, and computer resources.

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

Spring 2019

**BX 241** – *Trauma and the Bible*

**3 credits**

**David Carr**

This online course explores how interpretation of the Bible is enriched through understanding how it speaks from and to trauma, particularly communal trauma (disaster, war, forced migration). The focus is several case studies, such as texts formed in Babylonian exile or in the wake of the crucifixion of Jesus. In what ways have the traumatic experiences of imperial attack and forced migration left their mark on these parts of the Bible, and are there ways in which these texts evoke and even help cultivate a collective identity oriented toward trauma in the communities who cherish the Bible as Scripture? How might insights inform interpretation of biblical texts?

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

**Notes:** Required completion of orientation by January 24, and participation in monthly synchronous meetings. Enrollment limited to twenty-one students.

**BX 321** – *The Bible and West African Religions*

**3 credits**

**Aliou Niang**

This course addresses biblical texts such as Genesis 12:1-3; 15:1-6; Joshua 1:1-3:17; 1 Samuel 28:1-25; Romans 1:18-11:36; Acts 8:1-40; 10:1-11:18; 17:16-34; John 1:1-3:18; 14:1-6; Ephesians 6:10-17 in conversation with African traditional religious thought, especially on revelation, tradition, myth-image/scripture, ritual, cosmology.

**Notes:** Counts towards the Bible/Sacred Texts requirement of the MDiv concentration in Islam and Interreligious Engagement. Identical to IE 321.

**BX 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**BX 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

**Note:** Cannot be taken for reading credit. See guided research [form](#) for more details.

*Old Testament*

**Fall 2018**

**OT 101** – *Introduction to the Old Testament*

**4 credits**

**David Carr**

This course aims 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 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.

**Corequisite:** OT 101A required for MDiv students. OT 101A recommended for MA students.

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

**OT 101A – *Contents of the Old Testament***

**1 credit**

**David Carr**

This hybrid course introduces the contents of the Hebrew Bible (or Old Testament). Students become familiar with biblical books, passages, characters, and storylines that are important as a foundation for academic study of the Bible. Conducted within the teaching framework of OT 101.

**Corequisite:** OT 101.

**Notes:** Pass/fail. Required for MDiv students completing option A of the Bible requirement.

**OT 111 – *Elementary Biblical Hebrew I***

**3 credits**

**Jeremy Hultin**

An introduction to the basic grammar and vocabulary of biblical Hebrew. The course also focuses on skills in reading and writing Hebrew. OT 111 and OT 204 should be taken sequentially in one academic year.

**Note:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

**OT 313A – *Intermediate Hebrew I: Prose***

**2 credits**

**Esther Hamori**

This intermediate biblical Hebrew course meets online every other week. Students read prose texts as part one of this two-part course. Work includes issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools. OT 313A and OT 313B must be taken sequentially in one academic year. Class meetings are determined between faculty and students in the fall semester, for both courses.

**Prerequisites:** OT 111 and OT 204, or permission of the instructor.

**Notes:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

**OT 401 – *Guided Reading***

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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



**OT 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**OT 204 – Elementary Biblical Hebrew II**

**3 credits**

**Jeremy Hultin**

A continuation of the basic grammar and vocabulary of biblical Hebrew. The course focuses on the translation of selected portions of biblical texts. OT 111 and OT 204 should be taken sequentially in one academic year.

**Prerequisite:** OT 111.

**Note:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

**OT 313B – Intermediate Hebrew II: Poetry**

**1 credit**

**Esther Hamori**

This intermediate biblical Hebrew course meets online every other week. Students read poetry as part two of this two-part course. Work includes issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools. OT 313A and OT 313B must be taken sequentially in one academic year. Class meetings are determined between faculty and students in the fall semester, for both courses.

**Prerequisite:** OT 313A.

**Note:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

### OT 354 – *Modes of Revelation*

**3 credits**

**Esther Hamori**

Belief in the possibility and reality of divine revelation to humans is at the core of biblical thought, and forms the foundation of both Judaism and Christianity. This hybrid course focuses on various modes of divine-human contact and communication in the Hebrew Bible, including prophecy, dreams, theophany, angels, and more. Students study each mode of revelation individually and examine what attitudes and beliefs run throughout the various modes. Significant emphasis is placed on careful reading of primary texts.

**Prerequisites:** BX 101 or OT 101.

**Note:** Meets in person two hours each week with the third credit hour completed through online work.

### OT 401 – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

### OT 502 – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

## *New Testament*

**Summer 2018**

### NT 111Q – *Elementary Biblical Greek I*

**3 credits**

**Amy Meverden**

An introduction to the basic grammar and vocabulary of biblical Greek. The course also focuses on skills in reading and writing Greek. NT 111 and NT 204 should be taken sequentially in one academic year.

**Notes:** Language courses may not be taken for audit or reading credit except by permission of the instructor. Students are expected to bring this required textbook to the first class: *A Primer of Biblical Greek*, N. Clayton Croy, 2011.

**NT 204Q – Elementary Biblical Greek II**

**3 credits**

**Amy Meverden**

A continuation of the introduction to the basic grammar and vocabulary of biblical Greek. This course focuses on the translation of selected portions of biblical texts. NT 111Q and NT 204Q should be taken sequentially in one academic year.

**Notes:** Language courses may not be taken for audit or reading credit except by permission of the instructor. Students are expected to bring this required textbook to the first class: *A Primer of Biblical Greek*, N. Clayton Croy, 2011.

**Fall 2018**

**NT 111 – Elementary Biblical Greek I**

**3 credits**

**Jeremy Hultin**

An introduction to the basic grammar and vocabulary of biblical Greek. The course also focuses on skills in reading and writing Greek. NT 111 or NT 204 should be taken sequentially in one academic year.

**Note:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

**NT 254E – The Revelation to John: Empire, Power and the Tree of Life**

**3 credits**

**Amy Meverden**

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

**Prerequisite:** BX 101 or NT 101.

**NT 315A – Intermediate Greek I**

**1.5 credits**

**Jeremy Hultin**

Part one of a two-part course for students who have completed at least two semesters of biblical Greek. Students review grammar as well as further their linguistic and translation skills by reading a selection of different Greek texts. NT 315A and NT 315B must be taken sequentially in one academic year.

**Note:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

**NT 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**NT 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**NT 101 – Introduction to the New Testament**

**4 credits**

**Brigitte Kahl**

**Amy Meverden**

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

**Note:** Required weekly tutorial.

**NT 101A – Content of the New Testament**

**1 credit**

**Brigitte Kahl**

This hybrid course focuses on basic biblical literacy regarding key texts of the New Testament. This includes thematic foci such as poverty, domination and resistance, gender and racial justice, non-violence, idolatry, slavery, communal solidarity and resilience, and earth ethics.

**Corequisite:** NT 101.

**Note:** Pass/fail.

**NT 204 – *Elementary Biblical Greek II***

**3 credits**

**Jeremy Hultin**

A continuation of the basic grammar and vocabulary of biblical Greek. The course focuses on the translation of selected portions of biblical texts. NT 111 or NT 204 should be taken sequentially in one academic year.

**Prerequisite:** NT 111.

**Note:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

**NT 242E – *Mark and Healing***

**3 credits**

**Aliou Niang**

This course explores the nature of Jesus' healing stories in the Gospel of Mark under Imperial Rome~ the sociopolitical, religious and economic context of Jesus' ministry. Topics for discussion include cultural constructions of illness and disease and the effects of colonization on the occupied people in Roman Palestine and French West Africa, including the role of Mark's Jesus and Graeco-Roman and African healers.

**Prerequisite:** BX 101 and OT 101 are recommended.

**NT 245 – *Beyond the Boundaries of the Biblical Canon***

**3 credits**

**Jeremy Hultin**

This course explores some of the ancient Jewish and Christian texts that came to be regarded as "non-canonical" or "deutero-canonical," that is, not fully a part of the biblical canon. Our primary focus is the study of this literature itself, for these are rich and rewarding texts, and several of them were very influential, despite their non-canonical status. Special attention is given to three works that are included in the revised common lectionary (Sirach, Wisdom, and Baruch). Our secondary focus is to explore the process of canonization. How and why did Jewish and Christian communities decide to include some books and to reject others? Works studied include: Sirach; the Wisdom of Solomon; Baruch; 1 Enoch; the Gospel of Peter; the Apocalypse of Peter; the Gospel of Mary; the Acts of Paul and Thecla.

**Prerequisite:** BX 101 or NT 101 or OT 101.

**NT 315B – *Intermediate Greek II***

**1.5 credits**

**Jeremy Hultin**

Part two of a two-part course for students who have completed at least two semesters of biblical Greek. Students review grammar as well as further their linguistic and translation skills by reading a selection of different Greek texts. NT 315A and NT 315B must be taken sequentially in one academic year.

**Note:** Language courses may not be taken for audit or reading credit except by permission of the instructor.

**NT 360E – *The Gospel of Paul***

**3 credits**

**Brigitte Kahl**

Paul is arguably the most controversial figure in New Testament scholarship right now. Was he a political conservative or a radical? A traitor or most faithful follower of Jesus? The canonical root-source of Christian antisemitism, patriarchy and homophobia, or the protagonist of a liberating messianic trans-identity for a community built on love? This course introduces current Paul-debates among theologians and philosophers with a strong emphasis on close reading of Pauline key texts in 1/2 Corinthians, Philippians, Romans and Galatians in their Roman imperial, Jewish colonial and Greek cultural contexts.

**Prerequisites:** BX 101, or OT 101 and NT 101.

**NT 401 – *Guided Reading***

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**NT 502 – *Guided Research***

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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



## THE HISTORICAL FIELD

### Church History

Summer 2018

#### CH 254Q – *The U.S. Borderlands: Theology and Context*

3 credits

**Daisy Machado**

The United States/Mexico border is approximately 2,000 miles long and 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 examines 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. Some issues that are examined include the history of the Texas/U.S. 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.

**Prerequisites:** CH 249. Permission of the instructor.

**Note:** Students are expected to attend meetings, prior to the trip.

Fall 2018

#### CH 107 – *Introduction to Christian History: The First Millennium*

2 credits

**Marcus Elder**

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 multiethnic 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.

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

#### CH 109 – *The History of Christianity Since Reformation*

2 credits

**Daisy Machado**

The main outlines of the history of Christianity from seventeenth-century Puritanism to the ecumenical movement, with emphasis on the experiences of United States churches in their immense diversity.

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

**CH 209** – *Hildegard of Bingen: Life and Work*

**3 credits**

**Jane Huber**

This course explores the life and work of Hildegard of Bingen, the 12th century Abbess and prolific author. Students read Hildegard's "Scivias" to study how she developed her comprehensive Christian spirituality. Also studied is the illuminations of the "Scivias," and students prepare a performance of Hildegard's liturgical drama "Ordo Virtutum." Readings include additional selections from Hildegard's theological, scientific, musical, and poetic works and related Medieval source materials.

**Note:** Identical to PT 209.

**CH 236** – *American Theological Liberalism, 1805-1930*

**3 credits**

**Gary Dorrien**

Study of the development of American liberal theology in the nineteenth and early twentieth centuries, focusing on the Unitarian controversy, Transcendentalism, Horace Bushnell, early feminism, liberalism and racial justice, the social gospel, evangelical liberalism, personalism, and the Chicago school.

Acquainting students with the modern historical, ethical, and theological tradition that is Union's tradition, it is the first of two courses on American theological liberalism.

**Notes:** Highly recommended for UU students. Identical to CE 236.

**CH 244** – *Modern Anglican Theology*

**3 credits**

**Gary Dorrien**

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

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

**CH 333** – *Religious Movements from the Margins: The Prosperity Gospel in the United States and the Global South*

**3 credits**

**Daisy Machado**

The United States religious landscape has been shaped by the powerful influence of what has become known as "prosperity gospel" or "prosperity theology". However, prosperity theology surged in popularity in the 1980s with the rise of television evangelists who helped to shape and market United States Christianities to a nationwide audience of consumers. What is the history and place of the prosperity gospel in the United States religious landscape? How has it evolved and who has been its main proponents? What does this gospel look like in racial and ethnic communities and who are its main voices? This course examines the development of the prosperity gospel movement with special attention to the role played by gender and race in its development.

**Prerequisite:** CH 109 is recommended.

**CH 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CH 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**CH 101** – *Christianity in Historical Perspective*

**3 credits**

**Marcus Elder**

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.

**Note:** Required for MA students, and MDiv students completing option B of the History requirement.

**CH 108** – *The History of Christianity: Western European Church History (c.1000-c.2000)*

**2 credits**

**Euan Cameron**

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 eleventh and the twentieth century. 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 is included. The history of the churches in North America, addressed in CH 109, is deliberately not discussed.

**CH 239** – *American Theological Liberalism, 1930-Present*

**3 credits**

**Gary Dorrien**

Study of the continuing development of American liberal theology in the twentieth century, focusing on neoliberalism, evangelical liberalism, personalism, empirical theology, process theology, religious naturalism, liberal perspectives on feminism, black theology, and postmodernism. Acquainting students with the modern historical, ethical, and theological tradition that is Union's tradition, it is the second of two courses on American theological liberalism.

**Note:** Identical to CE 239.

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

**3 credits**

**Euan Cameron**

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

**Notes:** Required for MDiv students with a concentration in Anglican Studies. Identical to CI 314.

**CH 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CH 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

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

**2 credits**

**Heather Fosburgh**

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

**Notes:** Offered by the Center for Progressive Renewal from May 23-August 15. Register with an [Add/Drop form](#). Students are required to also register with the [Center](#).

**CI 213** – *The Practice of Presbyterian Ministry: Worship & Its Reformed Theological Foundations*

**2 credits**

**Gregory Horn**

This course examines essential elements of the practice of Presbyterian worship in the Reformed theological tradition and in light of the constitutional and the confessional foundations of the Presbyterian Church (U.S.A.). Emphasis is given to the practice of designing and leading worship in the parish setting. A goal of this course is to help prepare Presbyterian students for both the Worship & Sacraments and the Theological Competence examinations required for ordination in the Presbyterian Church (U.S.A.).

**Notes:** Recommended for students with experience leading worship interested in developing their liturgical vision and voice. Open to all students.

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

**2 credits**

**Heather Fosburgh**

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

**Notes:** Offered by the Center for Progressive Renewal from September 12-December 12. Register with an [Add/Drop form](#). Students are required to also register with the [Center](#).

**CHST 574** – *Mission in the United Methodist Tradition*

**3 credits**

This course will: 1) provide a general introduction to the biblical, historical, and theological foundations for mission; 2) introduce current issues and themes in mission theory and practice; 3) help the participant discern his or her own approach to mission, including theological, contextual, and practical aspects; and 4) meet the ordination requirement for elders and deacons in the United Methodist Church.

**Notes:** United Methodist course offered by Drew Theological School. View **Complete Theological Listing** section offerings and days/times [here](#).

**WESM 610** – *United Methodist History*

**3 credits**

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.

**Notes:** United Methodist course offered by Drew Theological School. View **Complete Theological Listing** section offerings and days/times [here](#).

**WESM 615** – *Evangelism in the United Methodist Tradition*

**3 credits**

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.

**Notes:** United Methodist course offered by Drew Theological School. View **Complete Theological Listing** section offerings and days/times [here](#).

January 2019

**CI 222J** – *Forming Our Faith: Articulating Unitarian Universalist Identities*

**1 credit**

**Kelly Murphy Mason**

This compressed course offers Unitarian Universalist seminarians the opportunity to understand their formation as religious professionals using a new rubric of the seventeen ministerial competencies outlined by the Ministerial Fellowship Committee (MFC) of the Unitarian Universalist Association (UUA).



CI 203 – *The Practice of Presbyterian Ministry: Polity and its Pastoral Foundations*

2 credits

**Gregory Horn**

This course examines the essential elements of Presbyterian polity as they inform, and are informed, by: the practices of pastoral ministry; representative leadership; and group discernment in the Reformed tradition. The course focuses on the foundations of Presbyterian Polity, the Form of Government, and the Rules of Discipline sections in Part II of the Constitution of the Presbyterian Church (U.S.A.), also known as The Book of Order, as well as the basic parliamentary and pastoral skills used to provide effective moderatorial leadership to sessions and congregations, and participating in church councils.

**Notes:** Recommended for students with professional church leadership experience interested in pastoral ministry. Open to all students.

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

3 credits

**Euan Cameron**

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

**Notes:** Identical to CH 314.

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

2 credits

**Heather Fosburgh**

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

**Notes:** Offered by the Center for Progressive Renewal. Register with an [Add/Drop form](#). Students are required to also register with the [Center](#).

## THE INTERRELIGIOUS ENGAGEMENT FIELD

### *Interreligious Engagement*

Summer 2018

JTS-MDS 5114 – *Sarah and Hagar's Children: Judaism, Christianity, and Islam in Conversation*

**Burton Visotzky**

**Ursula Rudnick**

**Jerusha Tanner Rhodes**

We provide basic information about all three religions, and then confront each religion in dialogue with a sister religion. At the session's end we approach three-way conversations and ask how we can go beyond dialogue. The course includes guided visits to a church, mosque, and synagogue, as well as an interfaith Ramadan break-fast Iftar dinner. More information on this webpage.

**Notes:** Offered at Jewish Theological Seminary. Register with a Cross-Registration Form. Fulfills the *additional* IE requirement.

Fall 2018

IE 102 – *Religions in the City: Introduction to Interreligious Engagement*

**3 credits**

**Jerusha Tanner Rhodes**

This course introduces the field of interreligious engagement through readings, site visits, spiritual practices, and self-reflection. It aims to cultivate understanding of the phenomenon of religious diversity, central questions and concerns that arise in relation to religious diversity, and prominent approaches to interreligious engagement.

**Note:** Required for MDiv students. Priority is granted to first-year MDiv students.

IE 203 – *Zen Meditation and Dialogue with Zen Masters*

**3 credits**

**Tara Hyun Kyung Chung**

Students attend daily Zen meditation, read four major Zen texts by Zen masters from various Zen traditions, and write, in response to each Zen master's teaching, a reflection paper about their own meditation experiences.

**IE 221** – *Introduction to Buddhist Meditation Practices*

**3 credits**

**Gregory Snyder**

Through the examination of traditional Buddhist sutras and contemporary teachings, along with experiential engagement of meditative practices, this course explores how these practices support spiritual presence and community engagement. Students 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.

**Note:** Required for MDiv students with a concentration in Buddhism and Interreligious Engagement.

**IE 231** – *The Practice of Self-Inquiry*

**3 credits**

**Gregory Snyder**

This course introduces students to self-inquiry practices from various religious traditions as well as non-religious phenomenological thinkers. With a focus on methodology, students explore meditation, contemplation and discernment practices, highlighting differences and complements. The shared intention to clarify and expand our capacity to skillfully inquire into ourselves, allows students to unpack assumptions in our framing of subjective experience, how we locate the observer, the ground of awareness and, among other conventions, the relationships of self/other, mind/world, ground/phenomena and mundane/sacred in these practices.

**Note:** Identical to PT 231.

**IE 232** – *Hindu Religious Thought and Practice*

**3 credits**

**John Thatamanil**

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

**Note:** Includes two field trips, specifically one to Flushing, New York.

**IE 242 – *The Qur'ān: Engaging a Sacred Text***

**3 credits**

**Jerusha Tanner Rhodes**

This course aims to introduce students to the Qur'ān—the central touchstone in Islamic thought and practice—through intensive engagement with the text (in translation) and through exploration of the historical, practical and interpretative traditions surrounding the text. The course surveys historical origins and development, highlights the Qur'ān's pervasive role in the daily lives, rituals and artistic expressions of Muslims, and examines Qur'ānic form, content, and interpretation.

**Notes:** Total enrollment limited to twenty-five students. Required for MDiv students with a concentration in Islam and Interreligious Engagement. Identical to STX 242.

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

**3 credits**

**Tara Hyun Kyung Chung**

This course explores the relationship between inner awakening and revolutionary social change. We study eleven mystics from different religious traditions whose life and work exemplify the integration of interior and exterior transformation: Hildegard of Bingen, Rumi, Thomas Merton, Abraham Heschel, Dorothy Day, Helder Camara, Thich Naht Hanh, Alice Walker, Dorothee Soelle, Suen-Kim Chi Ha and Thomas Berry.

**IE 335 – *African Religions in the Americas***

**3 credits**

**Samuel Cruz**

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

**Note:** Identical to CS 335.

**IE 401 – *Guided Reading***

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**IE 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**STX 242** – *The Qur'ān: Engaging a Sacred Text*

**3 credits**

**Jerusha Tanner Rhodes**

This course aims to introduce students to the Qur'ān—the central touchstone in Islamic thought and practice—through intensive engagement with the text (in translation) and through exploration of the historical, practical and interpretative traditions surrounding the text. The course surveys historical origins and development, highlights the Qur'ān's pervasive role in the daily lives, rituals and artistic expressions of Muslims, and examines Qur'ānic form, content, and interpretation.

**Notes:** Total enrollment limited to twenty-five students. Required for MDiv students with a concentration in Islam and Interreligious Engagement. Identical to IE 242.

**Spring 2019**

**IE 234** – *Buddhist Religious Thought*

**3 credits**

**Gregory Snyder**

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

**IE 236** – *Women Transforming Religion and Society*

**3 credits**

**Mary C. Boys**

**Shuly Rubin Schwartz**

Analysis of the ways in which American Jewish and Christian women have drawn upon their tradition in engaging in actions for social, educational and environmental reform, human and gender rights, renewal of ritual and worship, and interreligious leadership.

**Note:** Open to students of all religious traditions or students religiously unaffiliated. Identical to RE 236.

**IE 240** – *Socially Engaged Buddhism*

**3 credits**

**Gregory Snyder**

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

**Prerequisite:** Familiarity with Buddhist thought is recommended.

**IE 264** – *Love Meets Wisdom: Buddhist-Christian Dialogue*

**3 credits**

**Tara Hyun Kyung Chung**

The first part of the course examines the commonalities and differences between the core teachings of these two religious traditions. In the second part, responses of Buddhism and Christianity to contemporary issues, are studied and analyzed.

**IE 321** – *The Bible and West African Religions*

**3 credits**

**Aliou Niang**

This course addresses biblical texts such as Genesis 12:1-3; 15:1-6; Joshua 1:1-3:17; 1 Samuel 28:1-25; Romans 1:18-11:36; Acts 8:1-40; 10:1-11:18; 17:16-34; John 1:1-3:18; 14:1-6; Ephesians 6:10-17 in conversation with African traditional religious thought, especially on revelation, tradition, myth-image/scripture, ritual, cosmology.

**Notes:** Identical to BX 321.

**IE 327** – *Double Belonging*

**3 credits**

**John Thatamanil**

Increasingly persons are taking up practices from more than one religious tradition. Some go so far as to claim "double belonging." This course explores multiple religious participation/double belonging and its implications for theology. After exploring a wide range of such phenomena, we ask the following questions: Can one belong to two (or more) different religious traditions and practices at the same time? Is religious "double-dipping" possible? Is it worthwhile? Is it necessary?

**Note:** Identical to ST 327.

**IE 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**IE 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

## THE PRACTICAL THEOLOGY FIELD

### *Church and Society*

Fall 2018

#### CS 321 – *Contextual Perspectives on Culture and Justice*

**3 credits**

**Samuel Cruz**

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

**Notes:** Open to students in all academic programs. Required Thursday synchronous meetings from 6:00-7:30 pm. Identical to DM 408.

#### CS 335 – *African Religions in the Americas*

**3 credits**

**Samuel Cruz**

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

**Note:** Identical to IE 335.

#### CS 401 – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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



CS 502 – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

Spring 2019

CS 262 – *Methods in the Study of Urban Life and Religion*

**3 credits**

**Samuel Cruz**

Urban religious life and the theory and practice of field research is the focus of this course. The course covers research methods such as oral history, participant observation, and key methodological issues, such as fieldwork ethics and the politics of representation.

**Notes:** A prerequisite for the immersion travel course, CS 263Q offered in Summer 2019.

CS 325 – *Liberation Theologies and Pentecostalism*

**3 credits**

**Samuel Cruz**

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

CS 401 – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CS 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CS 440** – *Marxism, Critical Theories, Postmodernism*

**3 credits**

**Jan Rehmann**

This course is designed for students in need of a solid background in Marxism, critical theories, and postmodernist approaches. We reflect on the intersections and differences between a Marxist and a theological critique of capitalism. Students compare the “Frankfurt School” (Horkheimer/Adorno) with Antonio Gramsci’s theory of hegemony. We study major theories of ideology, subjection, and habitus (Althusser, Stuart Hall, Pierre Bourdieu) and use these theories to discuss symptoms of a current hegemonic crisis of neoliberalism. We get acquainted with some key concepts of postmodernism (Foucault’s “microphysics of power,” Derrida’s “deconstruction,” feminist debates on gender and sex) and of postcolonialism. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation, social analysis, and political strategy? How can we grasp the intersections of different ways of oppression (e.g. race, class, gender, sexual orientation) and overcome the fragmentations of social movements?

**Note:** Identical to PR 440.

*Communication Arts*

**Fall 2018**

**CA 105** – *Communicating Live*

**2 credits**

**Cecilia deWolf**

When we engage with others – teaching, preaching, counseling, community organizing – we can make something happen (or not) depending on how we show up. This course is designed as an interactive process: students learn by doing communication, receiving feedback, and supporting one another on a shared journey of discovery. Along the way, they become more aware of themselves as live communicators. Only with this awareness can they make critical choices, change habits, and practice new behaviors.

**Note:** Enrollment limited to six students per each of the two sections.

**CA 102** – *Communication Arts: Effective Live Communication in Varied Settings & Formats*

**3 credits**

**Cecilia deWolf**

**Charles Read**

Our ability to impact communities is wholly dependent on our facility as live communicators. In this semester-long process, students gain appreciation for the part that live communication plays in helping communities grow and thrive. Students practice in varied contexts, receive feedback, and gain awareness as live communicators. Upon completion, students are better able to engage with others consciously, meaningfully, and deliberately – regardless of circumstances or setting.

**Note:** Enrollment limited to eighteen students. CA 101 or CA 102 required for MDiv students completing option B of the Practical Theology requirement.

**CA 105** – *Communicating Live*

**2 credits**

**Cecilia deWolf**

When we engage with others – teaching, preaching, counseling, community organizing – we can make something happen (or not) depending on how we show up. This course is designed as an interactive process: students learn by doing communication, receiving feedback, and supporting one another on a shared journey of discovery. Along the way, they become more aware of themselves as live communicators. Only with this awareness can they make critical choices, change habits, and practice new behaviors.

**Note:** Enrollment limited to six students.

*Integrative and Field-Based Education*

**FE 206Q** – *Summer Ministries*

**2 credits**

**Su Yon Pak**

Independent study in connection with a supervised field placement of at least eight weeks in length. Required meetings with field education staff are arranged. Proposals must be submitted to the senior director of integrative and field-based education prior to registration.

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

**FE 366Q – Clinical Pastoral Education**

**6 credits**

**Su Yon Pak**

Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE to fulfill the field education requirement. The senior director of integrative and field-based education will *consider* an application to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the field education requirement.

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

**Note:** Identical to PS 366Q.

**Fall 2018**

**FE 103 – Field Education Seminar I: Part-Time Concurrent Internship**

**3 credits**

**Su Yon Pak**

This course is the first half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of 12-15 hours per week. FE 103 and FE 104 must be taken sequentially in one academic year.

**Prerequisite:** Restricted to MDiv students. Permission of the senior director of integrative and field-based education.

**Notes:** Required for MDiv students. Enrollment limited to twenty-five students per section. Students have the opportunity to apply to the hybrid field education-clinical pastoral education program. Access <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/> for more information and application process. Students accepted to this hybrid program must register for section 01.

**FE 105** – *Field Education Seminar I: Part-Time Concurrent Internship*

**3 credits**

**Colleen Wessel-McCoy**

This course is the first half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements.

Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of 12-15 hours per week. FE 105 and FE 106 must be taken sequentially in one academic year.

**Prerequisites:** Restricted to MA students. Permission of the instructor and director of the MA program.

**Note:** Required for MA track II students. Closed to new students.

**FE 203** – *Advanced Field Education Seminar I: Part-Time Concurrent Internship*

**3 credits**

**A. Meigs Ross**

Independent study in connection with a supervised field placement. Required meetings with field education staff are arranged. Proposals must be submitted to the senior director of integrative and field-based education prior to registration.

**Prerequisites:** FE 103 and FE 104. Restricted to MDiv students. Permission of the instructor and senior director of integrative and field-based education.

**FE 303** – *Full-Time Internship I*

**3 credits**

**Su Yon Pak**

A minimum of eight consecutive months of full-time supervised field experience in an out-of-seminary setting. Proposals must be submitted for approval to the senior director of integrative and field-based education in mid-March during the semester prior to enrollment. FE 303 and FE 304 must be taken sequentially in one academic year. *Formerly FE 300.*

**Prerequisites:** Restricted to MDiv students. Permission of the senior director of integrative and field-based education.

**Notes:** Enrollment in other courses is normally precluded, and is limited to five students. Students are required to subscribe to student medical insurance if they do not have comparable coverage.

**FE 363 – Clinical Pastoral Education I**

**3 credits**

**Su Yon Pak**

Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE to fulfill the field education requirement. The senior director of integrative and field-based education will *consider* an application to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the field education requirement. FE 363 and FE 364 must be taken sequentially in one academic year.

**Prerequisites:** PS 110 is required. PS 101 is recommended. Permission of the senior director of integrative and field-based education.

**Note:** Identical to PS 363.

**FE 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**FE 104 – Field Education Seminar II: Part-Time Concurrent Internship**

**3 credits**

**Su Yon Pak**

This course is the second half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of 12-15 hours per week. FE 103 and FE 104 must be taken sequentially in one academic year.

**Prerequisites:** FE 103. Restricted to MDiv students. Permission of the senior director of integrative and field-based education prior to FE 103 enrollment.

**Notes:** Required for MDiv students. Enrollment limited to twenty students per section. Students have the opportunity to apply to the hybrid field education-clinical pastoral education program. Access <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/> for more information and application process. Students accepted to this hybrid program must register for section 01.

**FE 106** – *Field Education Seminar II: Part-Time Concurrent Internship*

**3 credits**

**Colleen Wessel-McCoy**

This course is the second half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of 12-15 hours per week. FE 105 and FE 106 must be taken sequentially in one academic year.

**Prerequisites:** FE 105. Restricted to MA students. Permission of the instructor and director of the MA program prior to FE 105 enrollment.

**Notes:** Required for MA track II students. Closed to new students.

**FE 204** – *Advanced Field Education Seminar II: Part-Time Concurrent Internship*

**3 credits**

**A. Meigs Ross**

Independent study in connection with a supervised field placement. Required meetings with Field Education staff are arranged. Proposals must be submitted to the senior director of integrative and field-based education prior to registration.

**Prerequisites:** FE 203. Restricted to MDiv students. Permission of the instructor and senior director of integrative and field-based education.

**FE 304** – *Full-Time Internship II*

**3 credits**

**Su Yon Pak**

A minimum of eight consecutive months of full-time supervised field experience in an out-of-seminary setting. Proposals must be submitted for approval to the senior director of integrative and field-based education prior to FE 303 enrollment. FE 303 and FE 304 must be taken sequentially in one academic year. *Formerly FE 300.*

**Prerequisites:** FE 303. Restricted to MDiv students. Permission of the senior director of integrative and field-based education.

**Notes:** Enrollment in other courses is normally precluded, and is limited to five students. Students are required to subscribe to student medical insurance if they do not have comparable coverage.

**FE 364** – *Clinical Pastoral Education II*

**3 credits**

**Su Yon Pak**

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. Students may request to receive academic credits for up to one unit of CPE to fulfill the field education requirement. The senior director of integrative and field-based education will *consider* an application to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the field education requirement. FE 363 and FE 364 must be taken sequentially in one academic year.

**Prerequisites:** FE 363. Permission of the senior director of integrative and field-based education.

**Note:** Identical to PS 364.

**FE 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

*Practical Theology*

**Summer 2018**

**PT 401Q** – *Guided Reading: Mobilizing for Justice: Advocacy Ministry with Children and Youth*

**2 credits**

**Sarah Azaransky**

This intensive immersion course engages and cultivates necessary prophetic voices with communities on the margins of theological education—in particular, those communities contending against systemic injustices perpetuating the intersectionalities of racist and economic struggles that directly impact children and youth.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. Enrollment limited to ten students. Held during the 2018 Samuel DeWitt Proctor Institute for Child Advocacy Ministry at the Children’s Defense Fund Alex Haley Farm in Clinton, Tennessee. Identical to CE 401Q.



**PT 102 – *Discernment of Call*****3 credits****Kelly Brown Douglas****Susan Hill**

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

**Note:** Open to MA and MDiv students. Required for MDiv students with a concentration in Anglican Studies.

**PT 203 – *A Critical Approach to Practical Theology*****3 credits****John Falcone**

A survey of practical theology with in-depth soundings of key texts and themes. How did practical theology develop within the academy, across regions, across traditions and identity groups? How do practical theologians understand "practice," "interpretation," and "culture"? How should academic theology relate to empirical, qualitative, and transformative research methods? Students map the field, articulate their own theories of practice, and explain how their theological work in other fields can or ought to be "practical."

**PT 209 – *Hildegard of Bingen: Life and Work*****3 credits****Jane Huber**

This course explores the life and work of Hildegard of Bingen, the 12th century Abbess and prolific author. Students read Hildegard's "Scivias" to study how she developed her comprehensive Christian Spirituality. Also studied is the illuminations of the "Scivias," and students prepare a performance of Hildegard's liturgical drama "Ordo Virtutum." Readings include additional selections from Hildegard's theological, scientific, musical, and poetic works and related Medieval source materials.

**Note:** Identical to CH 209.

**PT 231 – *The Practice of Self-Inquiry***

**3 credits**

**Gregory Snyder**

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

**Note:** Identical to IE 231.

**PT 401 – *Guided Reading***

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**PT 225 – *Ministry with Young People: Healing, Discernment and Transformative Action***

**3 credits**

**John Falcone**

Amid the crises of late capitalist America, what could pastorally and politically empowering ministry with youth and young adults look like? Beginning with social analyses of culture, society, and the church, this course turns to traditions of Christianity and of interfaith, pluralist struggle to identify ministry practices for discernment and renewal. We will explore: the complex ecology of youth / young adult living; the social construction of adolescence; the pitfalls and possibilities of identity formation; the developmental needs and capacities of young people; and the limitations and affordances that consumer, digital, “religious,” and “spiritual” experience offer to youth. Using capacity-building models of community-based ministry, Christian scripture, and interfaith literacy, students will develop their own vision for healing, prophetic, and socially transformative work with young people.

**PT 330** – *Systems, Organizations, Leadership and Administration*

**3 credits**

**Michael Cooper-White**

**A. Meigs Ross**

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

**Notes:** Open to students in all academic programs. Required Thursday synchronous meetings from 6:00-7:30 pm. Identical to DM 409.

**PT 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

*Preaching, Arts and Worship*

**Fall 2018**

**CW 104** – *Fundamentals of Preaching*

**3 credits**

**Lisa Thompson**

This course provides a basic introduction to the theology, ethics, and practice of Christian preaching. Participants explore the nature and purpose of preaching in relation to the interpretation of texts, culture, and community contexts. The course offers opportunities for students to hone the skills involved in effective sermon design and delivery. *Formerly part of CW 101.*

**Prerequisite:** BX 201.

**CW 212** – *Dance in Practice/Dance as Practice Exploration*

**2 credits**

**Jane Alexandre**

What is the place for dance in worship? As worship? As ministry? How can we create, enrich, develop communities and faith through movement practice? How can we develop and foster deep investigation/interchange with oneself, with others, with our communities and societies, and with whatever the individual understands of the Spirit? The urge arises to “be ready”. The goal is to prepare in dance to live and work in a state/spirit of readiness. Incorporating and building on established practices of dance in worship – but also on contemporary forms that challenge, instigate, and commentate – this course explores possibilities for scholars who think in dance and through movement, to work at the intersection of faith, scholarship, social justice and the arts.

**Corequisite:** SU 112.

**CW 229** – *Preaching the Headlines*

**3 credits**

**Lisa Thompson**

This course examines the use of current events at local, national, and global levels within the creative process and practice of preaching. Subject exploration includes, but is not limited to matters of gender and sexuality, race, violence, poverty, and religion. The goal of the course is to help individuals become astute in the pastoral and prophetic practices of preaching, as it relates to engaging the world in which we live.

**Note:** Enrollment limited to fifteen students.

**CW 232** – *Object Lessons: Liturgy and Life*

**3 credits**

**Heather M. Elkins**

This course engages in an interdisciplinary approach to the study of Christian worship through narrative, material culture, and sacramental theology. The relationship of select objects to ordinary use and liturgical life is traced as these object lessons reveal the human and the holy. The course includes presentations, lectures, chapel participation, small group research assignments, and the development of a teaching project.

**CW 280** – *Colloquium in Theology and the Arts*

**1 credit**

**Troy Messenger**

An exploration of the connection between theology and the arts through a critical engagement with museum exhibits and performances. Students make three or four excursions to artistic events at times to be arranged based on individual schedules. The class meets once in September for orientation, and once in December to discuss the experience of the semester. Students with a background in the arts are encouraged to enroll.

**Prerequisite:** Permission of the instructor.

**Note:** Enrollment limited to twenty students.

**CW 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CW 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**CW 103 – Introduction to Worship**

**3 credits**

**Troy Messenger**

**Janet Walton**

How do we imagine public worship and ritual practices in the face of urgent human needs, national and global changes? This course is an introduction to the structural patterns, theological themes, aesthetics, ethical issues, historical-social-cultural aspects and practices that constitute public Christian worship and its rites of passage. A hands-on immersion in the practice of making and doing worship is taught by a group of faculty and guests. *Formerly part of CW 101.*

**CW 208 – Drawing Out Justice: Visual Art, Community and Justice**

**3 credits**

**John Shorb**

The past two decades have seen a great expansion in the contemporary art world of artwork that engages justice issues within an existing or created community. This course examines how art, justice, and community intersect, with a focus on artists and their practice. Topics include gender, sexuality, race, class, environment, globalization, poverty, and religion. When possible, gallery, museum or studios visits occur. Through in-depth studies of artists' works, students learn about the strategies artists use to engage communities and consider the ethical and theological implications of such efforts.

**CW 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CW 420 – Worship Beyond Boundaries**

**3 credits**

**Troy Messenger**

**Janet Walton**

This course explores what is happening among communities where people gather to express their yearnings, beliefs, and values beyond predictable boundaries – religious, cultural, social, ecclesiastical, theological, political, personal, and socioeconomic. From these examples, students develop processes and practices for emerging communities, as well as those connected to existing traditions.

**Note:** Includes field trips.

**CW 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**PS 366Q – Clinical Pastoral Education**

**6 credits**

**Su Yon Pak**

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. Students may request to receive academic credits for up to one unit of CPE to fulfill the field education requirement. The senior director of integrative and field-based education will *consider* an application to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the field education requirement.

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

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

Fall 2018

**PS 101 – Introduction to Pastoral and Spiritual Care**

**2 credits**

**Pamela Cooper-White**

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

**Corequisite:** PS 110.

**PS 110 – Pastoral Listening Practicum**

**1 credit**

**Pamela Cooper-White**

Students learn and practice pastoral listening skills through directed practicum work in small groups. The emphasis is on nondirective listening, but also includes spiritual companioning and crisis intervention and suicide prevention. This course is a prerequisite to receive academic credits for Clinical Pastoral Education (CPE) courses: FE/PS 363, FE/PS 364, FE/PS 366Q.

**Note:** Enrollment limited to forty-eight students. Cannot be taken as audit.

**PS 230** – *Introduction to the Empirical Psychology of Religion*

**3 credits**

**James Jones**

An overview of scientific psychological views of religious experience, from William James to contemporary neuroscience and cognitive psychology. This course focuses on the theories and methods employed in empirical psychology of religion, the strengths and weaknesses, and the theological implications of the findings.

**PS 363** – *Clinical Pastoral Education I*

**3 credits**

**Su Yon Pak**

Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE to fulfill the field education requirement. The senior director of integrative and field-based education will *consider* an application to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the field education requirement. PS 363 and PS 364 must be taken sequentially in one academic year.

**Prerequisites:** PS 110 is required. PS 101 is recommended. Permission of the instructor and senior director of integrative and field-based education.

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

**PS 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**PS 415** – *Readings in Psychoanalysis: From Object Relations to Relationality*

**3 credits**

**Pamela Cooper-White**

This seminar explores the development of relational thought beginning with Freud and object relations, and into a 20th century flowering of relational approaches broadly defined – including self-psychology and the intersubjectivity “school”, Sullivan, the interpersonalists and feminist relational-cultural theory, relational psychoanalysis, and contemporary gender and race critique within psychoanalysis. Weekly case study work integrates theological reflection and pastoral clinical praxis.

**Note:** Enrollment limited to eleven students.



**PS 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**PS 204 – *The Journey of Development: Psychological and Religious***

**3 credits**

**Pilar Jennings**

This course examines how the human psyche and soul develop over the course of the life cycle. Making use of a range of materials from the fields of developmental psychology and faith development, students explore how the journey of psyche and soul from birth to death is shaped by the inner life, family, gender, and race, as well as the influences of both sacred and secular communities.

**PS 364 – *Clinical Pastoral Education II***

**3 credits**

**Su Yon Pak**

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. Students may request to receive academic credits for up to one unit of CPE to fulfill the field education requirement. The senior director of integrative and field-based education will *consider* an application to substitute a unit of CPE taken on an extended basis through the academic year in order to fulfill the field education requirement. FE 363 and FE 364 must be taken sequentially in one academic year.

**Prerequisites:** PS 363. Permission of the senior director of integrative and field-based education.

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

**PS 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**PS 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

*Religion and Education*

**Summer 2018**

**RE 216Q – Teaching Theology Kinesthetically: Embodied/Performative Learning in Ministry and the Classroom**

**2 credits**

**John Falcone**

An intensive workshop on embodied and performative educational praxis. Combines hands-on training in "Theatre of the Oppressed" and other techniques of kinesthetic reflection / social analysis, with theological reflection on the meaning of "education" and "liberation." Students articulate their own theology of education; they also generate a portfolio of annotated pedagogical techniques keyed to their present or future ministry/teaching environments.

**Fall 2018**

**RE 319 – Teaching Theology and Religion**

**3 credits**

**Mary C. Boys**

**John Falcone**

An exploration of the dynamics of teaching in communities of faith. Four components comprise the backbone of the course: conceptualizing teaching, exploring the literature on teaching, practicing teaching strategies in peer groups, and analyzing one's own experience of teaching and of being taught.

**Notes:** Required for teaching fellows. Open to second and third year MA and MDiv students.

**RE 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**RE 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

Spring 2019

**RE 216** – *Theology and Theatre of the Oppressed*

**3 credits**

**John Falcone**

Combines hands-on training in “theatre of the oppressed” and other techniques of kinesthetic reflection/social analysis, with theological and theoretical reflection on the meaning of “performance,” “education,” “oppression/sin” and “liberation/salvation.” Students articulate their own theology of education and their own theological anthropology. They also generate a portfolio of annotated pedagogical techniques keyed to their present or future ministry/teaching environments.

**RE 236** – *Women Transforming Religion and Society*

**3 credits**

**Mary C. Boys**

**Shuly Rubin Schwartz**

Analysis of the ways in which American Jewish and Christian women have drawn upon their tradition in engaging in actions for social, educational and environmental reform, human and gender rights, renewal of ritual and worship, and interreligious leadership.

**Note:** Open to students of all religious traditions or students religiously unaffiliated. Identical to IE 236.

**RE 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**RE 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

## THE THEOLOGICAL FIELD

### *Social Ethics*

**Summer 2018**

**CE 401Q** – *Guided Reading: Mobilizing for Justice: Advocacy Ministry with Children and Youth*

**2 credits**

**Sarah Azaransky**

This intensive immersion course engages and cultivates necessary prophetic voices with communities on the margins of theological education—in particular, those communities contending against systemic injustices perpetuating the intersectionalities of racist and economic struggles that directly impact children and youth.

**Prerequisite:** Permission of the instructor.

**Notes:** Cannot be taken for reading credit. Enrollment limited to ten students. Held during the 2018 Samuel DeWitt Proctor Institute for Child Advocacy Ministry at the Children's Defense Fund Alex Haley Farm in Clinton, Tennessee. Identical to PT 401Q.

**Fall 2018**

**CE 207** – *Freedom Church Theologies: The 1968 and 2018 Poor People's Campaigns*

**3 credits**

**Colleen Wessel-McCoy**

The year 2018 marks the 50th anniversary of the assassination of Rev. Dr. Martin Luther King Jr. and the Poor People's Campaign he was planning when he was killed. This was a movement of the poor across racial lines that Dr. King called an unsettling "freedom church of the poor". This course explores King's theology in relationship to the Poor People's Campaign, including the themes of freedom, human dignity and salvation. The context for this exploration is the 2018 Poor People's Campaign: A National Call for Moral Revival taking place across the nation in the spring and summer of 2018 and continuing into the fall. Students experience the unfolding of this movement, including an emphasis on its emerging theological and political themes and significance for future congregational and community organizing.

**CE 208 – *Moral Traditions and Social Ethics***

**3 credits**

**Sarah Azaransky**

This course introduces students to the field of ethics, particularly Christian social ethics, through a range of classic and contemporary texts. Students learn methods of ethical analysis (virtue, teleological, deontological, and liberative) and investigate contemporary social issues, including sexuality, racism and poverty. The course aims to build our capacities to analyze social conditions and identify constructive and creative moral actions that may lead to more justice.

**Prerequisite:** Permission of the instructor.

**Notes:** Takes place inside Bedford Hills Correctional Facility, the only maximum-security prison for women in New York. Students must leave by 4:00 pm due to travel time and security clearance.

**CE 236 – *American Theological Liberalism, 1805-1930***

**3 credits**

**Gary Dorrien**

Study of the development of American liberal theology in the nineteenth and early twentieth centuries, focusing on the Unitarian controversy, Transcendentalism, Horace Bushnell, early feminism, liberalism and racial justice, the social gospel, evangelical liberalism, personalism, and the Chicago school. Acquainting students with the modern historical, ethical, and theological tradition that is Union's tradition, it is the first of two courses on American theological liberalism.

**Note:** Identical to CH 236.

**CE 401 – *Guided Reading***

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CE 502 – *Guided Research***

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CE 223 – *Queering Ethics***

**3 credits**

**Sarah Azaransky**

The course examines how North American and European Christian ethicists have initiated and responded to questions of heterosexism, traces the history of queer and LGBTQI studies, and considers how Christianity has contributed to the construction of categories of sex, gender, and sexuality and whether the tradition constrains and/or encourages sexual freedom and equality. Includes an international focus on how Ghanaian theologians, historians, and activists engage similar questions.

**Note:** Enrollment limited to twenty students.

**CE 239 – *American Theological Liberalism, 1930-Present***

**3 credits**

**Gary Dorrien**

Study of the continuing development of American liberal theology in the twentieth century, focusing on neoliberalism, evangelical liberalism, personalism, empirical theology, process theology, religious naturalism, liberal perspectives on feminism, black theology, and postmodernism. Acquainting students with the modern historical, ethical, and theological tradition that is Union's tradition, it is the second of two courses on American theological liberalism.

**Note:** Identical to CH 239.

**CE 322 – *Social Ethics in the Making***

**3 credits**

**Gary Dorrien**

Study of the origins and development of social ethics as a discipline, focusing on methodological, contextual, and "framing" issues. Chief historical paradigms include social gospel ethics, Christian realism, liberationist and feminist ethics, and Roman Catholic, black church, and evangelical social ethics.

**CE 340 – *Women in the Black Freedom Movement***

**3 credits**

**Sarah Azaransky**

The course traces women's participation and leadership in the black freedom movement from the nation's founding until today, including women's resistance to enslavement, petitioning for reparations, organizing against lynching, and developing legal frameworks for equal rights.

**Note:** Enrollment limited to twenty-five students.

**CE 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**CE 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

*Philosophy of Religion*

Fall 2018

**PR 378 – Phenomenology of Violence**

**3 credits**

**Andrea White**

This course considers a phenomenological analysis of violence from the perspective of lived experience and probes the experience of violence as it is mediated by the body. A phenomenological analysis views violence as culturally constituted and never independent of its agents, recipients and observers. Violence must therefore be phenomenologically analyzed as it is suffered, inflicted and witnessed. It considers the brute fact of physical violence, and also symbolic and material forms of violence that defy articulation, and the invisible effects of violence. The course addresses violence as it pertains to black subjectivity, sexuality, biopolitics, disability, and surveillance. Readings include works in black studies, cultural studies, queer theory and critical theory, with special attention to recent literature in Afro-pessimism.

**Note:** Identical to ST 378.

**PR 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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



**PR 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

**Spring 2019**

**PR 236 – Introduction to Queer Theory**

**3 credits**

**Edgar Rivera Colón**

This course introduces students to the multidisciplinary area of research and practice known as queer theory. The material is framed within the context of US-based LGBTQ social movements which emerged after the Stonewall Rebellion.

**PR 401 – Guided Reading**

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**PR 440 – Marxism, Critical Theories, Postmodernism**

**3 credits**

**Jan Rehmann**

This course is designed for students in need of a solid background in Marxism, critical theories, and postmodernist approaches. We reflect on the intersections and differences between a Marxist and a theological critique of capitalism. Students compare the “Frankfurt School” (Horkheimer/Adorno) with Antonio Gramsci’s theory of hegemony. We study major theories of ideology, subjection, and habitus (Althusser, Stuart Hall, Pierre Bourdieu) and use these theories to discuss symptoms of a current hegemonic crisis of neoliberalism. We get acquainted with some key concepts of postmodernism (Foucault’s “microphysics of power,” Derrida’s “deconstruction,” feminist debates on gender and sex) and of postcolonialism. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation, social analysis, and political strategy? How can we grasp the intersections of different ways of oppression (e.g. race, class, gender, sexual orientation) and overcome the fragmentations of social movements?

**Note:** Identical to CS 440.

**PR 502 – Guided Research**

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

*Systematic Theology*

**Fall 2018**

**ST 103 – Foundations in Christian Theology I**

**3 credits**

**Andrea White**

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, and the United States. Readings primarily cover twentieth and twenty-first-century sources.

**Note:** ST 103 or ST 104 required for MA and MDiv students.

**ST 244 – Modern Anglican Theology**

**3 credits**

**Gary Dorrien**

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

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

**ST 309** – *Creation and Christology in Constructive Theologies*

**3 credits**

**Jason Wyman**

The doctrines of creation and Christology have immediate, urgent relevance for the crises the world faces today, and are central to the Christian tradition. This course dives deeply into recent engagements with the doctrines of creation and christology, in a format that emphasizes historical perspective, critique/deconstruction, and subsequent construction. Rather than offer set doctrinal positions, this course emphasizes the dialogic construction of doctrinal content in contemporary theological conversations around creation and christology. We compare and contrast the propositions of specific theologians, as well as put the two doctrines in conversation. Theologians are all part of the discourse and community of constructive theology, and themes include feminism, womanism, race critical approaches, anti-colonial, and environmentalism/environmental justice, and the ways these overlap. The course culminates in a creative or constructive prose final project.

**Prerequisite:** ST 103 or ST 104 or permission of the instructor.

**ST 318** – *Process Theology*

**3 credits**

**John Thatamanil**

This course provides an introduction to process philosophy and theology. The primary goal of this course is to enable students to consider critically the ongoing significance of process thought for contemporary constructive theology.

**Note:** Enrollment limited to twenty students.

**ST 378** – *Phenomenology of Violence*

**3 credits**

**Andrea White**

This course considers a phenomenological analysis of violence from the perspective of lived experience and probes the experience of violence as it is mediated by the body. A phenomenological analysis views violence as culturally constituted and never independent of its agents, recipients and observers. Violence must therefore be phenomenologically analyzed as it is suffered, inflicted and witnessed. It considers the brute fact of physical violence, and also symbolic and material forms of violence that defy articulation, and the invisible effects of violence. The course addresses violence as it pertains to black subjectivity, sexuality, biopolitics, disability, and surveillance. Readings include works in black studies, cultural studies, queer theory and critical theory, with special attention to recent literature in Afro-pessimism.

**Note:** Identical to PR 378.

**ST 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**ST 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

Spring 2019

**ST 104** – *Foundations in Christian Theology II*

**3 credits**

**Andrea White**

This course interprets theological positions in contemporary Christian theology. The course aims to develop both familiarity and facility with theological discourse in postmodern, contextual, liberationist, and constructivist theologians. The texts studied address theological language and method, and the doctrines of scripture, God, Trinity, Christ, Holy Spirit, creation, providence, the human person, sin, salvation, the church, and the last things. The course examines the ramifications of contrasting theologies while giving consideration to how socio-political context informs theological thinking.

**ST 210** – *The Bible in Constructive Theologies*

**3 credits**

**Jason Wyman**

This course examines interdisciplinary and creative ways the Bible has been employed by constructive theologians since the 1970s, searches for unifying methodological/hermeneutical trends, and encourages students to reflect upon and develop their own framework for creatively constructing theological proposals in conversation with the Bible. From its beginnings, constructive theology has upheld the importance of approaching and engaging the Bible. Yet, what the Bible is and how it should responsibly be used, has remained an open question for constructive theologians. The course considers biblically engaged theological proposals that address race, gender/sexuality, environment, colonialism, and others, and includes material from across theological disciplines, interactions between theology and biblical studies, while emphasizing ongoing creative theological construction that employs the Bible.

**Prerequisite:** BX 101 or OT 101 or NT 101 or BX 201 or equivalent is highly recommended.

**ST 302** – *Theology and the Natural World: An Insight Project*

**3 credits**

**John Thatamanil**

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

**ST 307** – *Christianity and Evolution in Dialogue*

**3 credits**

**Roger Haight**

The goal of this course is to enter the conversation between theology and evolutionary science, introduce some of the language and issues it deals with, and allow these probes to modify an appreciation of the ways of knowing in terms of method and content. This is done concretely in a constructive effort to pinpoint specific places where this dialogue influences how one understands core Christian beliefs.

**Prerequisite:** Some knowledge of systematic theology is recommended.

**ST 308** – *Jesus and Salvation*

**3 credits**

**Kathryn Reinhard**

This course explores the theological as well as the pastoral/practical dimensions of Soteriology, the Christian doctrine of salvation. Christians have long used a variety of metaphors, images, and explanations to describe how it is that God “saves” humanity (and possibly the whole natural order) through Jesus. This course surveys key soteriological texts from historical theology (including Patristic and Medieval texts) as well as contemporary texts from multiple cultures, genres, and viewpoints (including Black Liberation Theology, Queer Theology, Feminist Theology, Ecotheology, and Religious Pluralism).

**Prerequisite:** ST 103 or ST 104 or permission of the instructor.

**ST 327** – *Double Belonging*

**3 credits**

**John Thatamanil**

Increasingly persons are taking up practices from more than one religious tradition. Some go so far as to claim “double belonging.” This course explores multiple religious participation/double belonging and its implications for theology. After exploring a wide range of such phenomena, we ask the following questions: Can one belong to two (or more) different religious traditions and practices at the same time? Is religious “double-dipping” possible? Is it worthwhile? Is it necessary?

**Note:** Identical to IE 327.

**ST 367** – *Womanist Theology and Critical Race Theory*

**3 credits**

**Andrea White**

At the convergence of womanist theology, black feminist thought, and critical race theory, this course interrogates the concept of race as theological problem, as ideology, and as historical materialism. The critical analysis of race lays bare the paradox of the illusion and reality of race at work in the politics of radical black subjectivity, the aesthetics of blackness, and womanist theological method. Readings study womanist perspectives on theological anthropology, soteriology and divine justice as the course aims for constructive nexuses with black sexual politics, queer theory, notions of the erotic, and black feminist discourse.

**ST 401** – *Guided Reading*

**1-3 credits**

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

**Prerequisite:** Permission of the instructor.

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

**ST 502** – *Guided Research*

**1-6 credits**

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

**Prerequisite:** Permission of the instructor.

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

## DOCTOR OF MINISTRY

Summer 2018

### DM 405Q – *Research Literacy*

**2 credits**

**George Fitchett**

Around the world, a new evidence-based paradigm is informing the work of healthcare chaplains and spiritual care providers. Fulfilling the potential of the evidence-based paradigm for healthcare chaplaincy requires that all chaplains, and those who educate them, become research literate. Being research literate means 1) having the ability to critically read and understand basic research, and, if indicated, apply the findings of research studies to one's chaplaincy practice, and 2) being generally familiar with the existing body of chaplaincy research including topics that have been studied and important areas for future research. The aim of this course is to provide students with a beginning level of research literacy in both senses of the term. This is primarily accomplished by reading chaplaincy-related research and presenting critical summaries of selected studies to the class.

**Prerequisite:** Restricted to DMin students.

**Note:** Meets from August 20-30. Additional fees are not charged for identity verification in distance education programs.

### DM 406Q – *Group Development and Theory*

**1 credit**

**A. Meigs Ross**

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

**Prerequisite:** Restricted to DMin students.

**Note:** Meets from August 20-30. Additional fees are not charged for identity verification in distance education programs.

**DM 407 – *Research Methods and Process*****3 credits****Kelsey White**

The ability to understand, evaluate, and integrate clinical research strengthens one's practice of evidence-based spiritual care supervision and professional spiritual care. This course provides students with foundational skills for critically reviewing literature within religion, spirituality, and health research. Students learn the basics of conducting qualitative and quantitative research in order to pursue a research question from their own spiritual caregiving and supervision settings. This online course also guides students through translating research results into clinical practice. For some, this course serves as a springboard for the development of a research project including the formulation of their thesis, a protocol for study implementation, and explanation of their research question's clinical importance.

**Prerequisite:** Restricted to DMin students.

**Note:** Required Thursday synchronous meetings from 8:00-9:30 pm. Additional fees are not charged for identity verification in distance education programs.

**DM 408 – *Contextual Perspectives on Culture and Justice*****3 credits****Samuel Cruz**

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

**Prerequisite:** Restricted to DMin students.

**Note:** Required Thursday synchronous meetings from 6:00-7:30 pm. Additional fees are not charged for identity verification in distance education programs. Identical to CS 321.



**DM 409 – Systems, Organizations, Leadership and Administration****3 credits****Michael Cooper-White****A. Meigs Ross**

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

**Prerequisite:** Restricted to DMin students.

**Note:** Required Thursday synchronous meetings from 6:00-7:30 pm. Additional fees are not charged for identity verification in distance education programs. Identical to PT 330.

**DM 410 – Clinical Supervision****3 credits****Jeffery M. Silberman**

Supervision is a discipline that draws upon an understanding of personality, education and group theory in working with students, employees or other individuals. Effective supervision entails having a clear model and theory underlying practice. This course allows students to explore some of the issues regarding supervision in a variety of settings with a focus on Clinical Pastoral Education (CPE). The instructor facilitates this course of guided readings in supervision with the primary responsibility for selecting the specific readings with each student. The student should be able to develop a stronger role identity and strategy in functioning as a supervisor in their own setting. In addition, readings referencing the historical place/strategies of supervision in CPE are included.

**Prerequisite:** Restricted to DMin students. Permission of the instructor

**Note:** Required bi-weekly Thursday synchronous meetings from 8:00-9:30 pm. Additional fees are not charged for identity verification in distance education programs.

## GENERAL COURSES

Fall 2018

### **CX 801** – *Doctoral Comprehensive Examination I*

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

### **CX 802** – *Doctoral Comprehensive Examination II*

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

### **CX 803** – *Doctoral Comprehensive Examination III*

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

### **CX 804** – *Doctoral Comprehensive Examination IV*

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

### **UT 150** – *Thesis Seminar I*

**1 credit**

**Amy Meverden**

The goals of this year-long course are to improve the quality of theses, and to strengthen the research and writing skills of students. The specific objectives for this half of the course include: (1) helping students formulate manageable research questions and (2) identifying resources for addressing those questions. Students craft a satisfactory thesis proposal and a working resource list. Assignments for the course align with the established deadlines for Union theses and are based on milestones in the process of completing a master's thesis. UT 150 and UT 151 must be taken sequentially in one academic year.

**Note:** Highly recommended for MDiv students writing a thesis, and MA students.

### **UT 400** – *Extended Residence*

**0 credits**

Degree candidates who have completed their residency or tuition-unit requirements, without having completed the academic requirements, must register for this course in the semester immediately following the term in which the residency or tuition-unit obligation is satisfied.

### **UT 410** – *Matriculation and Facilities*

**0 credits**

Degree candidates who, after one semester of extended residence, have still not completed all degree requirements must register on a continuing basis for this course.

**Prerequisite:** UT 400.

**UT 420** – *Thesis for MDiv*

**4 or 6 credits**

In the final year, MDiv students select one of the following options (a) six credits for a thesis or a senior project, or (b) six credits from elective courses. Students declare the option chosen for fulfilling this final six-credit requirement by submitting the thesis proposal form to the registrar by the deadline as specified in the academic calendar. Students writing theses are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

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

**UT 421** – *Final Project for MDiv*

**6 credits**

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

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

**UT 422** – *Thesis for MA*

**4 or 6 credits**

A thesis in the candidate's field of special study. Students submit the thesis proposal form to the registrar by the deadline as specified in the academic calendar. Students are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

**Note:** Required for MA students.

**UT 433** – *STM Extended Paper*

**0 credits**

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

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

**UT 550 – *Doctoral Seminar I***

**1 credit**

**Jan Rehmann**

This seminar meets for two hours every two weeks. Committed to enhance the interdisciplinary nature of the Union PhD program, it invites faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

**Note:** Required for first and second year PhD students. Open to all PhD students.

**UT 560 – *Modern Language Examination in German***

**0 credits**

Given two times each semester - fall and spring. See dates listed in the academic calendar.

**UT 570 – *Modern Language Examination in French***

**0 credits**

Given two times each semester - fall and spring. See dates listed in the academic calendar.

**UT 580 – *Modern Language Examination in Spanish***

**0 credits**

Given two times each semester - fall and spring. See dates listed in the academic calendar.

**UT 600 – *Dissertation Proposal Approval***

**0 credits**

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

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

**UT 700 – *Doctoral Dissertation Defense***

**0 credits**

PhD candidates register for this course in the semester in which the primary advisor indicates the dissertation is to be defended.

**Prerequisite:** UT 600.

**UT 900 – *Doctoral Dissertation Deposit***

**0 credits**

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

**Prerequisite:** UT 700.

**CX 801 – Doctoral Comprehensive Examination I**

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

**CX 802 – Doctoral Comprehensive Examination II**

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

**CX 803 – Doctoral Comprehensive Examination III**

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

**CX 804 – Doctoral Comprehensive Examination IV**

**0 credits**

PhD students are required to pass four comprehensive exams as part of the degree requirements.

**UT 151 – Thesis Seminar II**

**1 credit**

**Amy Meverden**

The goals of this year-long course are to improve the quality of theses, and to strengthen the research and writing skills of students. The specific objectives for this half of the course include: (1) writing a thesis and (2) participating in larger scholarly discussions about the work. Students craft an outline, first draft and final draft. Assignments for the course align with the established deadlines for Union theses and are based on milestones in the process of completing a master's thesis. UT 150 and UT 151 must be taken sequentially in one academic year.

**Corequisite:** UT 420 (04) or UT 422 (04).

**Note:** Highly recommended for MDiv students writing a thesis, and MA students.

**UT 400 – Extended Residence**

**0 credits**

Degree candidates who have completed their residency or tuition-unit requirements, without having completed the academic requirements, must register for this course in the semester immediately following the term in which the residency or tuition-unit obligation is satisfied.

**UT 410 – Matriculation and Facilities**

**0 credits**

Degree candidates who, after one semester of extended residence, have still not completed all degree requirements must register on a continuing basis for this course.

**Prerequisite:** UT 400.

**UT 420** – *Thesis for MDiv*

**4 or 6 credits**

In the final year, MDiv students select one of the following options (a) six credits for a thesis or a senior project, or (b) six credits from elective courses. Students declare the option chosen for fulfilling this final six-credit requirement by submitting the thesis proposal form to the registrar by the deadline as specified in the academic calendar. Students writing theses are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

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

**UT 421** – *Final Project for MDiv*

**6 credits**

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

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

**UT 422** – *Thesis for MA*

**4 or 6 credits**

A thesis in the candidate's field of special study. Students submit the thesis proposal form to the registrar by the deadline as specified in the academic calendar. Students are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

**Note:** Required for MA students.

**UT 433** – *STM Extended Paper*

**0 credits**

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

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

**UT 551 – *Doctoral Seminar II***

**1 credit**

**Jan Rehmann**

This seminar meets for two hours every two weeks. Committed to enhance the interdisciplinary nature of the Union PhD program, it invites faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

**Note:** Required for first and second year PhD students. Open to all PhD students.

**UT 560 – *Modern Language Examination in German***

**0 credits**

Given two times each semester - fall and spring. See dates listed in the academic calendar.

**UT 570 – *Modern Language Examination in French***

**0 credits**

Given two times each semester - fall and spring. See dates listed in the academic calendar.

**UT 580 – *Modern Language Examination in Spanish***

**0 credits**

Given two times each semester - fall and spring. See dates listed in the academic calendar.

**UT 600 – *Dissertation Proposal Approval***

**0 credits**

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

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

**UT 700 – *Doctoral Dissertation Defense***

**0 credits**

PhD candidates register for this course in the semester in which the primary advisor indicates the dissertation is to be defended.

**Prerequisite:** UT 600.

**UT 900 – *Doctoral Dissertation Deposit***

**0 credits**

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

**Prerequisite:** UT 700.

## SUPPLEMENTAL CO-CURRICULAR COURSES

Fall 2018

### SU 101 – *Graduate Writing Seminar*

**1 credit**

**Barbara King Lord**

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.

**Note:** May be repeated, but taken only once for credit.

### SU 102 – *Seminary Choir*

**1 credit**

**Malcolm Merriweather**

Singing diverse works from across the sacred choral spectrum, with participation in periodic Monday noon chapel services.

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

### SU 104 – *Gospel Choir*

**1 credit**

**Gary Mitchell, Jr.**

Exploring the styles and rhythms of gospel traditions, with participation in Wednesday noon chapel services.

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

### SU 112 – *Dance in Practice/Dance as Practice Practicum*

**1 credit**

**Jane Alexandre**

A contemporary dance technique class framed within the investigation of dance in the context of worship. The class consists of warm up, technique development, and movement/exploration.

**Notes:** All levels of experience welcome, with the goal of advancing individual student development. May be repeated, but taken only once for credit.



**SU 125 AK1 – Introduction to Spiritual Formation: Humanist Spirituality**

**1 credit**

**Anne Klaeyen**

“Humanism is a progressive philosophy of life that, without supernaturalism, affirms our ability and responsibility to lead ethical lives of personal fulfillment that aspire to the greater good of humanity. We aim for our fullest possible development and animate our lives with a deep sense of purpose, finding wonder and awe in the joys and beauties of human existence, its challenges and tragedies, and even in the inevitability and finality of death” (Humanist Manifesto III 2003). Contemporary humanism is practiced in both religious and secular communities. While usually associated with rationality, humanists also embrace spirituality in terms of its Latin derivative spiritus meaning “breath” or the breath of life. We also note its use in the words “inspire” and “aspire.” Spirituality has expanded from traditional theology to include mindfulness, awareness, and intention. This course explores the forms that spirituality takes in humanistic philosophy, religion, and communities.

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

**SU 125 DR1 – Introduction to Spiritual Formation: African Spirituality at the Roman Empire: Antony the Great**

**1 credit**

**DeForest Raphael**

Of the many ways Africa shaped the Christian mind—including the idea of the university, the exegesis of scripture, early Christian dogma and ecumenical decision making, emergent Neoplatonism, and rhetorical and dialectical skills—the continent gave birth to Christian monasticism. Students enrolled in this course will be introduced to monastic spirituality, through a slow and deliberate reading of “The Life of Antony,” by St. Athanasius of Alexandria and be encouraged to develop spiritual practices of their own. Employing Antony the Great, who blazed the way for a monastic spirituality, as a lush milieu within which to fashion exercises suitable for individual and group spiritual formation, participants will engage in class wide and one-to-one discussions coupled with the submission of written reflections intended to sculpt techniques for prayer and introspection.

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

**SU 125 JH1 – Introduction to Spiritual Formation: Faith Seeking Understanding**

**1 credit**

**Jane Huber**

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

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

**SU 125 MM1** – *Introduction to Spiritual Formation: Transformational Approaches to Spiritual Care*

**1 credit**

**Melvin Miller**

Students receive practical and theoretical grounding in the fundamentals of personal transformation (“who are you?”) and explore its intersectionality with psychoanalysis and theology. The course examines the spaces in which transformational practices and psychoanalysis & theology hurt and harm people and communities, and spaces where it helps and heals. Combining intellectual rigor with the lived reality, and collaboration with creative expression, students engage in exercises to integrate the readings with experiential learning, and acquire instantly applicable practices that empower, encourage, distinguish and support individual growth, maturity, healing, and empowerment. Lastly, we seek to explore the relationship between personal transformation and social transformation.

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

**SU 125 MR1** – *Introduction to Spiritual Formation: Trans Sounds of Black Freedom and Black Spirituality Part I*

**1 credit**

**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 fifty years with its roots stemming from the Harlem Renaissance. This course explores the history of the House Ballroom community as a black trans-womanist theological discourse, a freedom movement, and spiritual formation responses to race, class, sexuality, and gender oppression. It further examines its history in mobilizing as a resistance to these oppressions and places it in conversation with other historical struggles.

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

**SU 125 SR1** – *Introduction to Spiritual Formation: Theologies of Medieval Women Mystics*

**1 credit**

**Susan Rakoczy**

This course examines key theological themes in the writings of four medieval women mystics: Hildegard of Bingen (1098-1179, Germany), Hadewijch of Antwerp (mid 13th century, Low Countries), Catherine of Siena (1347-1380, Italy) and Julian of Norwich (1342-mid 1400s, England). Their theological contributions are compared to those of significant male theologians who also addressed those themes. In what ways do these women speak to the concerns of the 21st century?

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

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

**0 credits**

**Jan Rehmann**

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

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

**0 credits**

**Jan Rehmann**

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

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

**0 credits**

**Carla Roland Guzmán**

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

**SU 190 CW1** – *Topics in Ministry: Organizational Leadership and Administration as Spiritual Calling (Really!)*

**1 credit**

**Michael Cooper-White**

If you have ever said, “They never taught me that in seminary or anywhere else,” this three-part series on multiple aspects of administrative/organizational leadership may be for you! In addition to addressing practical matters that are key for leaders in any organization, the initial seminar also lays theoretical and theological foundations for stewarding what is often regarded as mundane tedious “skut-work.” Topics treated in-depth include: strategic planning and visioning; personnel selection, supervision (and when necessary, separation); office administrative oversight; understanding financial reports (for those who eyes glaze over when they’re handed out!); and fund-raising basics.

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

**SU 190 CW2** – *Topics in Ministry: Shepherds in the Shark Tank: Legal Issues in Ministry*

**1 credit**

**Michael Cooper-White**

As perhaps never before, those who lead local churches, social service organizations and justice advocacy groups must steward complex matters “of the law” that often seem befuddling. This seminar covers such topics as: clergy/penitent privileged communication and confidentiality; ensuring “safe space”; abuse-prevention and resources for necessary interventions, reporting to authorities, etc.; copyright law; insurance and risk management; church-state relations (esp. boundaries for “political” action); fiscal oversight and fiduciary responsibility; and the latest on clergy housing allowance rulings.

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

**SU 190 DZ1** – *Topics in Ministry: Jewish Practices around Death and Mourning*

**1 credit**

**David Zinner**

This course is a two-day intensive designed for non-Jews involved in end-of-life work including seminarians, chaplains, clergy, hospice workers, medical professionals, social workers, funeral directors, and interested lay people. This intensive course covers history, text study, resource identification, and education techniques as well as hands-on practice to provide a broad base of knowledge about traditional Jewish values and practices along the continuum of visiting the sick, supporting those who seriously ill, caring for those who have died and comforting the mourners.

**Notes:** Begins off-site at a Jewish funeral home. For more information on the organization and for resources, visit <http://www.jewish-funerals.org/>. Pass/fail. Cannot be taken for reading credit.

**SU 190 JB1** – *Topics in Ministry: The Monk and the Yogin I: Dialogue on Religious Theory and Action: Minister as a Representative of Faith*

**1 credit**

**Justin von Bujdoss**

What does it mean to minister as a representative of your faith? This course explores the relationship between the dogma of organized religious formation and engaged pastoral ministry. We explore the metaphor of the monk, representing, in theory, the canonical tradition, and the yogin representing in similarly theoretical terms, direct action from the heart inspired by the tradition yet sometimes appearing in opposition. How do we find ourselves occasionally occupying one or the other, or a hybrid position in relation to the dogma and the spirit of our respective traditions? We look at such points of intersection between spirit and dogma and how they can be sources of strength as we develop our ministry. Using brief vignettes from the lives of spiritual leaders from a variety of faith traditions who found themselves caught within this place of tension, we explore the places from where we act, our relationship to religious dogma, models of internal resolution within our respective traditions and how they may appear in contemporary circumstances. One in a series of courses offered as part of Thich Nhat Hanh program for engaged Buddhism.

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

**SU 190 KG1** – *Topics in Ministry: Religion and Climate Change: The World's Faith and Wisdom Traditions in Ecological Crisis*

**1 credit**

**Karenn Gore**

Climate change is about more than science and economics. It raises questions about our moral obligations to one another across space and time and the nature of our interconnectedness. The same is true of other aspects of our ecological crisis: deforestation, extinction of a vast number of species, and the depletion and contamination of soil, water and air. A deep inquiry into human belief systems yields insights into both the root causes of this problem and the sources of hope. Our studies include *Laudato Si* by Pope Francis, the legacy of the Standing Rock prayer camp, *The Time to Act is Now: A Buddhist Declaration on Climate Change*, *The African Methodist Episcopal Church Statement on Climate Change* and other words and actions from world religions, spiritualities and indigenous traditions. We also examine the ways in which theological language has been used to bolster support for the continued extraction and burning of fossil fuels.

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

**SU 190 WL1** – *Topics in Ministry: We Make the Road by Walking*

**1 credit**

**Nahum Ward-Lev**

Paulo Freire lifted up this verse from a poem by the great Spanish poet Antonio Machado to portray the nature of the liberation journey. In this course, we explore the way of liberation walking as found in the narratives about Abraham, Yochebed, Miriam and Moses. We investigate how this theme is developed in the 20th Century liberation writers Paulo Freire and Grace Lee and James Boggs. Finally, we apply our learning to the challenges facing activists who seek to do the work of liberation in our own day. This class emerges from the material developed in Rabbi Ward-Lev's forthcoming book, *A Journey in Love: The Subversive and Creative Wisdom of the Hebrew Prophets*. This course is designed for new students as well as those who participated in Ward-Lev's course on the Hebrew prophets in 2017. Work includes deep text study, conversation and experiential exercises.

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

**SU 190J CS1** – *Topics in Ministry: Engaging Christian Education as Political Education: Teaching the Movement(s) Using the Bible and Organizers' Demands*

**1 credit**

**Candace Simpson**

“It’s what we do every day that shapes us and says more about us than those grand moments of righteous indignation...” Dean Emilie Townes. What do the daughters of Zelophehad say about livable wages? Was Jesus using the people's mic to share the Beatitudes? What would the volunteers of the black panther party’s free breakfast program say to the folks gathered at the feeding of over five thousand people? And how do we make all that come alive in Bible study? This course weaves black liberation goals, black feminist methods of classroom design, and womanist Biblical interpretation. Participants engage in an example of a justice-oriented Bible study and offer feedback. As a class artifact, participants design a class element (a flyer, invitation, syllabus, or lesson plan) and receive feedback from peers. This class is designed for those who want a more rigorous treatment of Biblical text and modern movements for social justice.

**Notes:** Students are encouraged to bring an idea about a class or workshop they want to host. Religious educators, lay people, organizers and pastors are encouraged to enroll. Pass/fail. Cannot be taken for reading credit.

**SU 190J NB1** – *Topics in Ministry: Moral Injury and Soul Repair in Veterans, Trauma Survivors and Caregivers*

**1 credit**

**Rita Nakashima Brock**

Moral injury is a new concept that focuses attention on the mental health consequences of witnessing, failing to prevent, or engaging in acts that violate deeply held moral beliefs. It occurs in relation to experiences of extremity, moral ambiguity, and trauma. It manifests in feelings of shame, guilt, remorse, self-condemnation, self-loathing, and despair. Most research has focused on veterans, especially those who have experienced war, but it is not limited to a military experience. We explore precipitating experiences that can lead to moral injury, pathways to recovery, the role of communities, and theological, ritual, and spiritual implications of understanding it. We also briefly examine neuroscience research as it illuminates differences between post-traumatic stress and moral injury. Students explore the power of the arts and ritual in soul repair, and civilian moral responsibility for the aftermath of war. The goal of the seminar is to study these aspects of moral injury as they assist in helping professionals and communities in the work of soul repair after war, violence, and other conditions of extremity.

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

**SU 102** – *Seminary Choir*

**1 credit**

**Malcolm Merriweather**

Singing diverse works from across the sacred choral spectrum, with participation in periodic Monday noon chapel services.

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

**SU 104** – *Gospel Choir*

**1 credit**

Exploring the styles and rhythms of gospel traditions, with participation in Wednesday noon chapel services.

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

**SU 112** – *Dance in Practice/Dance as Practice Practicum*

**1 credit**

**Jane Alexandre**

A contemporary dance technique class framed within the investigation of dance in the context of worship. The class consists of warm up, technique development, and movement/exploration.

**Notes:** All levels of experience welcome, with the goal of advancing individual student development. May be repeated, but taken only once for credit.

**SU 120** – *Samuel DeWitt Proctor Conference and Course*

**2 credits**

**Yvette Wilson-Barnes**

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

**Prerequisite:** Permission of the instructor.

**Notes:** Enrollment limited to fifteen students. Audits may be considered. Held during the 2019 Samuel DeWitt Proctor Conference, from February 18-21 in Birmingham, Alabama. Union covers the conference registration fee only; students are responsible for hotel and travel expenses. Students are required to obtain class syllabi in advance, and make their own arrangements with instructors regarding missed class assignments during the week of the conference.

**SU 125 DB1 – Introduction to Spiritual Formation: Religious and Spiritual Perspectives on Sexuality, Sexual Abuse & Healing in the Age of #MeToo**

**1 credit**

**DeShannon Barnes-Bowens**

Tarana Burke, founder of the MeToo Movement said, "society needs a shift to disrupt sexual violence". Spiritual and religious communities need to change in order to be part of the solution in preventing abuse and creating spaces where individuals' sexuality can be affirmed as positive, whole and sacred. This is critical for historically marginalized people who have had religion used as a tool against them to justify oppression. This course uses an interfaith approach offering theological views of the body, sexuality and healing through the lens of Christian, African Indigenous and Native American spiritual traditions. Sacred texts, film and oral stories are utilized. Students learn: ways people are socialized to react to sexual trauma and sexuality; spiritual practices that can help communities heal; appropriate ways to support survivors and loved ones; and important self-care tools to help minimize the effects of vicarious trauma when one engages in this work.

**SU 125 JH1 – Introduction to Spiritual Formation: Faith Seeking Understanding**

**1 credit**

**Jane Huber**

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

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

**SU 125 MR1 – Introduction to Spiritual Formation: Trans Sounds of Black Freedom and Black Spirituality Part II**

**1 credit**

**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 fifty years with its roots stemming from the Harlem Renaissance. This course explores the history of the House Ballroom community as a black trans-womanist theological discourse, a freedom movement, and spiritual formation responses to race, class, sexuality, and gender oppression. It further examines its history in mobilizing as a resistance to these oppressions and places it in conversation with other historical struggles.

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



**SU 125 RH1** – *Introduction to Spiritual Formation: The Spiritual Exercises of Ignatius Loyola*

**1 credit**

**Roger Haight**

**Fran Thiessen**

The first half of the course examines the author and the logic of the Exercises. The second half of the course puts the Exercises into practice with daily short meditations 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.

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

**SU 185** – *Spanish for Latinx Ministry*

**3 credits**

**Altagracia Perez-Bullard**

Latinas/os constitute the fastest growing segment of many mainline denominations and are rapidly becoming an important part of most congregational ministries, including in the Episcopal Church. This course assists students in gaining a working knowledge of liturgical Spanish and discusses particular challenges ministerial leaders face including 1) the importance of understanding cultural context in congregational development 2) structuring effective bilingual worship services 3) leadership models for multilingual congregations and 4) cultural differences in stewardship and fundraising, as well as other areas. Students explore denominational networks and resources to help support them in their long-term development of Spanish language skills and abilities in Latinx Ministry.

**SU 190 AK1** – *Topics in Ministry: Humanist Life Passage Ceremonies*

**1 credit**

**Anne Klaeyen**

With the rise in what Pew Forum refers to as the “nones,” or religiously unaffiliated, and those who are “spiritual but not religious” (SBNR), more people are looking for non-traditional ceremonies. Humanism, both religious and secular, meets that need with a creative process that emphasizes relationship over ritual. Join this clergy leader of the New York Society for Ethical Culture, as alternatives to baby naming, coming-of-age, wedding, and memorial services are presented. Participants read humanist ceremonies and related articles, bring and/or create their own ceremonies, and role play interviews with couples and families. This is a co-learning experience.

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

**SU 190 AR1** – *Topics in Ministry: Managing Conflict and Creating Change Through Integrating Differences*

**1 credit**

**A. Meigs Ross**

Conflict plays an inevitable part in all ministry contexts and is created when there are divergent points of view that have not yet been integrated. People have their own relationship and history with conflict, some positive, some negative. This course assumes that conflicting points of view and emotions, contain excellent information and, when worked with in a healthy way, can be essential to the development of a healthy ministry. The course will focus on understanding conflict from a systems point of view. Students will explore how to find the strengths in working with divergent points of view. They will also learn how to work with conflict so that there can be growth and development in individuals, in groups and in congregations and organizations. The course will teach students how to use functional subgrouping, a core method of Systems-Centered Theory (SCT®), to improve communication, work constructively with conflict and create sustainable change. There will be ample time given to experientially work with functional subgrouping and practice leadership of this method. After completing the course students will be able to use functional subgrouping as a method for integrating differences on a personal level, as a group leader and in ministry context.

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

**SU 190 CH1** – *Topics in Ministry: Introduction to Icon Writing*

**1 credit**

**Christine Hales**

This course provides step-by-step instruction on how to paint a Holy icon in the ancient Byzantine manner. The iconographer/instructor demonstrates the many facets of this beautiful process. Individual instruction in a prayerful atmosphere. You do not have to be an artist to write an icon! Both beginners and advanced students can learn the world of egg tempera painting. All materials are provided and a finished icon is taken home at the end of the class.

**Notes:** Enrollment limited to twelve students. Pass/fail. Cannot be taken for reading credit.

**SU 190 CJ1** – *Topics in Ministry: Fighting for Power*

**1 credit**

**Cari Jackson**

Power struggles are present in every ministerial context, often in a dynamic interchange with how power is exercised in the broader society. How power is addressed greatly enhances or impedes ministry effectiveness. The course begins with an historical examination of the prevailing patterns of power dynamics as a backdrop for analyses of power in specific contemporary contexts. It then moves to a close examination of exercises of power, factors that contribute to power struggles, and the resulting ethical and practical implications of power struggles. This course is designed to help students: 1) recognize the interconnections between power dynamics within ministry context and the broader society; 2) strengthen their capacity for ministerial effectiveness serving in church, community service, chaplaincy, and other contexts; 3) recognize the major factors that have contributed to the most common power struggles within their own ministry contexts; 4) formulate strategies for heightening self-awareness and minimizing the likelihood of power struggles and conflicts within their contexts and for addressing them when they arise.

**Notes:** Students are encouraged to bring specific examples of power struggles for analysis and strategy development. Pass/fail. Cannot be taken for reading credit.

**SU 190 CR1** – *Topics in Ministry: Communication is Critical, Especially in Crisis*

**1 credit**

**Michael Cooper-White**

**Robin Reese**

Five hundred years ago, the great Reformer, Martin Luther, once quipped, “The church is a mouth house!” His point was that communication is essential in any organization that has a will to flourish and carry out its mission. In Luther’s day, the only media were oral delivery and a fledgling publishing industry. Leaders today must learn to deliver their message via dozens of media, competing with all the other “voices” out there in space and cyberspace. Businesses, governmental agencies, churches and other non-profit public service organizations often falter when a crisis suddenly overwhelms them. Having a plan and team for crisis communication can “save the day” and aid in post-crisis recovery and sustaining positive constituent relationships and donor confidence. This seminar explores proven strategies and tools for effective communication in all circumstances, with particular focus on developing a crisis communication plan.

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

**SU 190 JB1** – *Topics in Ministry: The Monk and the Yogin II: Dialogue on Religious Theory and Action: Justice/Criminal Justice*

**1 credit**

**Justin von Bujdoss**

This course explores the relationship between the dogma of organized religious formation and engaged pastoral ministry. We explore the metaphor of the monk, representing, in theory, the canonical tradition, and the yogin representing in similarly theoretical terms, direct action from the heart inspired by the tradition yet sometimes appearing in opposition. How do we find ourselves occasionally occupying one or the other, or a hybrid position in relation to the dogma and the spirit of our respective traditions? We look at such points of intersection between spirit and dogma and how they can be sources of strength as we develop our ministry. In particular we explore our relationship to religious ideas of justice, forgiveness, reform, repentance, compassion and what it means to be involved in a ministry based upon supporting the needs of fairness and love within a society with complex needs including criminal justice. Students continue to look at these topics from the point of creative tension between the canon and the heart, and work to define where we stand in relationship to these and other related ideas. One in a series of courses offered as part of Thich Nhat Hanh program for engaged Buddhism.

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

**SU 190 JS1** – *Topics in Ministry: Rethinking Christian Tradition II: Forming Your Own Understanding*

**1 credit**

**Mary Julia Jett**

**Isaac Sharp**

In conjunction with an exciting new “digital humanities” project aimed at developing an online and opensource resource for introducing Christian tradition, this class is devoted to exploring traditional and alternative sources from Christian history as a way of answering the question, “what is Christian tradition?” In this seminar, students investigate both conventional and overlooked or neglected voices from Christian history based on their own current academic passions and interests. Throughout the semester, students work to identify the sources, events, and figures that are most crucial to either their own personal understanding of Christian tradition or merely to their current academic work. By the end of the semester, exceptional work may be eligible for online publication through the project’s website.

**Note:** Open to students needing a better grasp of their own relationship to a particular tradition (e.g. seeking ordination), those needing to do further historical research on a particular topic (e.g. a theses), and students from other faith traditions who wish to explore this topic from their particular perspective.

**SU 190 KM1** – *Topics in Ministry: Intimate Peace, Intimate Justice: Preparing Future Faith Leaders to Address Domestic Violence/Intimate Partner Violence in Communities of Faith*

**1 credit**

**Keisha Kogan**

**Sally MacNichol**

Communities of faith and their leaders have the potential to play a significant role in helping to prevent and eliminate intimate violence. This course is designed to help seminarians (lay leaders and religious leaders) to: 1) gain a basic understanding of the complex dynamics of intimate violence and effects on individuals, families and communities; 2) examine our own experiences of violence and abuse, our theological and ethical assumptions and how they interact with and shape one another; 3) learn about intervention strategies such as practices and resources needed to help keep victims/survivors safe, and abusers accountable; 4) explore approaches to the challenging pastoral, theological and spiritual issues raised by intimate violence for survivors, perpetrators, and witnesses as well as pastors and congregations; 5) develop strategies for how pastors and communities of faith can play a critical role in breaking the silence and preventing domestic violence/ intimate partner violence.

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

## Faculty

*Complete biographies and bibliographies are available online at [www.utsnyc.edu/academics/faculty](http://www.utsnyc.edu/academics/faculty).*

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Professor for Religion and Democracy*

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2 Jerusha T. Rhodes, M.A., Ph.D.  
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2 Rev. Daisy L. Machado, M.S.W., M.Div. '81, Ph.D.  
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2 Rev. Lisa Thompson, M.Div., M.A., Ph.D.  
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Rev. Andrea C. White, M.Div., Ph.D.  
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1 Absent on sabbatical leave, Fall 2018  
2 Absent on sabbatical leave, Spring 2019

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*Communication Arts*

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George Fitchett, D.Min., Ph.D.  
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Gary Mitchell, Jr.

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*Director of Research Cluster of Science and Subjectivity*  
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# Academic Calendar

## August 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 DMin orientation & Summer course	21 DMin orientation & Summer course  International student arrival	22 DMin orientation & Summer course  International student orientation	23 DMin orientation & Summer course  International student orientation  Housing open - new student move-in (9-5)	24 DMin orientation & Summer course  International student orientation  Residential orientation - new students living on-campus	25
26	27 DMin orientation & Summer course  New student orientation - mandatory	28 DMin orientation & Summer course  New student orientation - mandatory	29 DMin orientation & Summer course  New student orientation - mandatory  Academic advisement & course registration for Fall - new students	30 DMin orientation & Summer course	31	

## September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Labor Day - no classes & administrative offices closed	4 First day of Fall classes	5 182nd Convocation (6 pm)	6	7	8
9	10	11 Registration closes for Fall; courses dropped after today receive "W" grade. Last day to change enrollment type for courses.  Last day full refunds are issued.	12	13	14	15
16	17 Last day to change health insurance plan with Student Affairs	18	19 Modern Language exams: French, German, Spanish (2-4 pm)	20 Final grades due for DMin Summer course	21	22
23	24	25	26	27	28	29
30						

## October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11 Reading day - no classes	12 Reading day - no classes	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 Last day to withdraw from courses & receive grade of "W"	30	31 EDS at Union Convocation (6 pm)  Academic advisement for January & Spring			

## November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Academic advisement for January & Spring	2 Academic advisement for January & Spring	3
4 Academic advisement for January & Spring	5 Academic advisement for January & Spring	6 Academic advisement for January & Spring	7 Academic advisement for January & Spring	8 Academic advisement for January & Spring.  Last day to pay remaining balances. Student accounts with balances placed on financial holds preventing course registration until paid in full.	9 Academic advisement for January & Spring	10
11 Academic advisement for January & Spring	12 Academic advisement for January & Spring	13 Course registration opens via add/drop form for January and via SSO for Spring	14	15	16	17
18 Reading day - no classes	19 Reading day - no classes	20 Reading day - no classes	21 Reading day - no classes	22 Reading day - no classes  Thanksgiving - administrative offices closed	23 Reading day - no classes  Thanksgiving - administrative offices closed	24
25	26	27	28 Modern Language exams: French, German, Spanish (2-4 pm)	29	30 Thesis proposals for MDiv (including final project & electives) & MA students due  STM extended paper applications due  Deadline for field education mid-year evaluations	

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 Designated Thursday - because of Oct reading days, scheduled Thurs classes meet	12 Designated Friday - because of Oct reading days, scheduled Fri classes meet  Last day of Fall classes  Last day to submit request for coursework extensions. Deadline for all course requirements other than final exams.	13 Reading day	14 Final exam period	15
16	17 Final exam period	18 Final exam period  End of Fall semester	19 Deadline for first-year MDiv field education placement conference  Deadline for first-year MA track & concentration declarations	20	21	22
23	24 Semester break - no classes & administrative offices closed	25 Semester break - no classes & administrative offices closed	26 Semester break - no classes & administrative offices closed	27 Semester break - no classes & administrative offices closed	28 Semester break - no classes & administrative offices closed	29
30	31 Semester break - no classes & administrative offices closed					

## January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Semester break - no classes & administrative offices closed	2 Final grades due for Fall  January Intersession  Course registration closes for January	3 January intersession	4 January intersession  Coursework for Fall extensions due to faculty	5
6	7 January intersession	8 January intersession	9 January intersession  Final grades due for Fall extensions  Outlines and bibliographies for MDiv and MA theses due	10 January intersession	11 January intersession	12
13	14 January intersession	15 January intersession	16 January intersession  New student orientation, academic advisement, & course registration for Spring	17 January intersession	18 January intersession	19
20	21 Martin Luther King, Jr. Day - no classes & administrative offices closed	22	23	24 First day of Spring classes	25	26
27	28	29	30	31 Final grades due for January intersession  Registration closes for Spring; courses dropped after today receive "W" grade. Last day to change enrollment type for courses.  Last day full refunds are issued.		

## February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13 Modern Language exams: French, German, Spanish (2-4 pm)	14	15 MDiv mid- program review conferences	16
17	18	19	20	21	22 MDiv mid- program review conferences	23
24	25	26	27	28 Deadline for first-year MA track II field education placement conference		

## March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 MDiv mid- program review conferences	2
3	4	5	6	7	8	9
10	11 Spring recess - no classes	12 Spring recess - no classes	13 Spring recess - no classes	14 Spring recess - no classes	15 Spring recess - no classes	16
17	18	19	20	21	22	23
24	25	26	27 Last day to withdraw from courses & receive grade of "W"	28	29	30
31						

## April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Academic advisement for Summer & Fall	3 Academic advisement for Summer & Fall	4 Academic advisement for Summer & Fall	5 Academic advisement for Summer & Fall  Theses for MDiv and MA students, and STM extended papers, due to readers & academics@utsnyc.edu	6
7	8 Academic advisement for Summer & Fall	9 Academic advisement for Summer & Fall	10 Academic advisement for Summer & Fall	11 Academic advisement for Summer & Fall  Last day to pay Remaining balances. Student accounts with balances placed on finance holds preventing course registration until paid in full.	12	13
14	15 Deadline for MDiv & MA field education learning agreements and contracts  Deadline for second-year MDiv concentration declarations	16 Course registration opens via add/drop form for Summer and via SSO for Fall	17 Modern Language exams: French, German, Spanish (2-4 pm)	18 Easter - no classes & administrative offices closed	19 Easter - no classes & administrative offices closed	20
21	22 Easter - no classes & administrative offices closed	23	24	25	26 Last day for PhD dissertation defense  Deadline for field education final evaluations	27
28	29	30				



## May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 Last day of Spring classes Final grades due for theses	7 Reading day - no classes	8 Reading day - no classes	9 Final exam period	10 Final exam period PhD dissertations due (see Associate Academic Dean) Last day to submit request for coursework extensions - not allowed for graduating students. Deadline for all course requirements other than final exams.	11
12	13 Final exam period End of Spring semester Final grades for Spring due for graduating students	14	15	16	17 181st Commencement	18
19	20	21	22	23	24	25
26	27 Memorial Day - no classes & administrative offices closed	28	29	30	31 Final grades due for Spring	

## June 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Summer semester begins	4	5	6	7	8
9	10	11	12 Coursework for Spring extensions due to faculty	13	14	15
16	17 Final grades due for Spring extensions Assessment reports for MDiv and MA graduates due from faculty	18	19	20	21	22
23	24	25	26	27	28	29
30						

**July**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Independence Day - no classes & administrative offices closed	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**August**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9 End of Summer semester (except for DMin)	10
11	12	13	14	15	16 Final grades for Summer due (except for DMin)	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31