

The background of the cover is a photograph of a large, leafy tree with a thick trunk, set against a clear blue sky. In the foreground, there are vibrant red azalea flowers. The word "UNION" is printed in a bold, red, sans-serif font in the upper right corner, with a red horizontal line underneath it.

UNION

Academic Catalog 2019 - 2020

TABLE OF CONTENTS

<u>Mission</u>
<u>Accreditation</u>
<u>Non-Discrimination</u>
<u>Inclusive Language</u>
<u>Financial Support for the Seminary</u>
<u>Academic Calendar</u>
<u>Tuition and Fees</u>
<u>Course Registration</u>
<u>Audit Policy</u>
<u>Transfer Credit Policy</u>
<u>Courses at Other Institutions</u>
<u>Hispanic Summer Program</u>
<u>Dual Degree Programs</u>
<u>Grading</u>
<u>Reading Credit</u>
<u>Credit Hour Policy</u>
<u>Demographic Information</u>
<u>Transcripts of Record</u>
<u>Access to Educational Records and Privacy Rights</u>
<u>Announcement of Courses</u>
<u>Course Offerings</u>
<u>Faculty</u>
<u>Administration</u>
<u>Academic Calendar</u> (monthly calendar format)

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.

Mission

Progressive theology has long taken shape at Union, where faith and scholarship walk together to be a moral force in the world. Grounded in the Christian tradition and responsive to the needs of God's creation, a Union education prepares its students for committed lives of service to the church, academy, and society. A Union education develops practices of mind and body that foster intellectual and academic excellence, social justice, and compassionate wisdom. Union forms courageous faith leaders who make a difference wherever they serve.

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 (ATS) in the United States and Canada and by the Middle States Commission on Higher Education (MSCHE). 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

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
267-284-5000
info@msche.org
www.msche.org

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.

Inclusive Language

Union Theological Seminary is committed to equality for all persons of every racial, ethnic and religious background. Recognizing that language has often been used to imply racial and sexual inferiority, the Seminary urges student, faculty and staff members to avoid racist, sexist, ablist or discriminatory language and avoid assumptions about family composition, marital status, sexual orientation and racial, ethnic, cultural and gender identities and expressions in public discourse, in classroom discussions, and in their writings. Failure to abide by appropriate behavioral norms in this regard can constitute grounds for discipline under the Seminary's anti-discrimination and anti-harassment policies

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>.

Academic Calendar

August 2019

19-30	Mon - Fri	DMin orientation and Summer courses
20	Tues	International student move-in
21-22	Wed - Thurs	International student orientation
23	Fri, 9 am - 5 pm	Housing open for new student move-in
24	Sat	Residential orientation for new students living on campus
26-28	Mon - Wed	New student orientation and academic advisement - mandatory
28	Wed	Course registration for Fall - new students

September

2	Mon	Labor Day - no classes & administrative offices closed
3	Tues	Fall semester begins
4	Wed, 6 pm	183rd Convocation
9	Mon	Course registration closes for Fall; courses dropped after today receive a grade of "W". Last day to change enrollment type for courses.
9	Mon	Last day full refunds are issued
12	Thurs, 9 am - 2 pm	Field education supervisor orientation
16	Mon	Last day to change health insurance plan with Student Affairs
18	Wed, 2 - 4 pm	Modern language exams: French, German, Spanish
19	Thurs	Final grades due for DMin Summer courses

October

1	Tues	FAFSA form available for next academic year
10-11	Thurs - Fri	Reading days - no classes
28	Mon	Last day to withdraw from courses with "W" grade
30- Nov 11	Wed - Mon	Academic advisement period for January and Spring courses

November

1	Fri	Last day to adjust Fall financial aid
7	Thurs	Last day to pay remaining balances. Student accounts with balances are placed on financial hold preventing Spring course registration until paid in full.
8	Fri	Course registration opens via add/drop form for January
13	Wed	Return to title IV (R2T4) aid cutoff
20	Wed	Course registration opens via SSO/NetClassroom for Spring
25-27	Mon - Wed	Reading days - no classes
28-29	Thurs - Fri	Thanksgiving - no classes & administrative offices closed
29	Fri	Thesis proposals for MA, project/thesis proposals for MDiv (including electives), and STM extended paper proposals - due to registrar
29	Fri	Field education mid-year evaluations due

December

3	Tues	Last day of Tuesday classes
4	Wed	Last day of Wednesday classes
4	Wed, 2 - 4 pm	Modern language exams: French, German, Spanish
9	Mon	Last day of Monday classes
10	Tues	Last day of Thursday classes. Designated Thursday due to October reading days.
11	Wed	Last day of Friday classes. Designated Friday due to October reading days.
11	Wed	Last day to request extensions for Fall coursework. Deadline for course requirements other than final exams.
12	Thurs	Reading day
13, 16, 17	Fri, Mon, Tues	Final exam period
17	Tues	Fall semester ends
17	Tues	Deadline for first-year MDiv field education placement conferences
24-Jan 1	Tues - Wed	Semester break - no classes & administrative offices closed

January 2020

2	Thurs	Final grades due for Fall
2	Thurs	Course registration closes for January
2-17	Thurs - Fri	January intersession
3	Fri	Coursework for Fall extensions due to faculty
8	Wed	Final grades due for Fall extensions
15	Wed	Outlines & bibliographies for MDiv and MA theses due to academics@utsnyc.edu
15	Wed	New student orientation - academic advisement and course registration for Spring
20	Mon	Martin Luther King, Jr. Day - no classes & administrative offices closed
23	Thurs	Spring semester begins
29	Wed	Course registration closes for Spring; courses dropped after today receive a grade of "W". Last day to change enrollment type for courses.
29	Wed	Last day full refunds are issued
30	Thurs	Final grades due for January

February

6	Thurs, 9 am - 2 pm	Field education supervisor training
14	Fri	MDiv mid-program review (MPR) conferences
15	Sat	FAFSA & financial aid application deadline for new students
17	Mon	Course registration opens for Summer
19	Wed, 2 - 4 pm	Modern language exams: French, German, Spanish
21	Fri	MDiv mid-program review (MPR) conferences
28	Fri	MDiv mid-program review (MPR) conferences

March

13	Fri	Course registration closes for Summer
16-20	Mon - Fri	Spring recess - no classes
21	Sat	Return to title IV (R2T4) aid cutoff
25	Wed	Last day to withdraw from courses with "W" grade

April

1-10	Wed - Fri	Academic advisement for Fall
1	Wed	FAFSA form deadline for returning students
1	Wed	Last day to adjust Spring financial aid
3	Fri	Theses (MA), projects/theses (MDiv), extended papers (STM) - due to readers and academics@utsnyc.edu
3	Fri	Deadline for first-year MA concentration declarations
9	Thur	Last day to pay remaining balances. Student accounts with balances are placed on financial hold preventing Fall course registration until paid in full.
9-13	Thurs - Mon	Easter - no classes & administrative offices closed
15	Wed	Field education learning agreements and contracts due
15	Wed	Deadline for second-year MDiv concentration declarations
15	Wed, 2 - 4 pm	Modern language exams: French, German, Spanish
24	Fri	Last day for PhD dissertation defense
24	Fri	Field education final evaluations due
28	Tues	Last day of Tuesday classes
29	Wed	Last day of Wednesday classes
29	Tues	Course registration opens via SSO/NetClassroom for Fall
30	Thurs	Last day of Thursday classes

May

1	Fri	Last day of Friday classes
1	Fri	PhD dissertations due (see Associate Academic Dean)
4	Mon	Final grades due for theses/projects/extended papers
5-6	Tues - Wed	Reading days
7, 8, 11	Thurs, Fri, Mon	Final exam period
8	Fri	Last day to request extensions for Spring coursework – not allowed for graduating students. Deadline for course requirements other than final exams.
11	Mon	Spring semester ends
11	Mon, 10 am	Final grades for graduating students due to registrar
15	Fri	182nd Commencement
18	Mon	Summer semester begins
25	Mon	Memorial Day - no classes & administrative offices closed
29	Fri	Final grades due for Spring

June

10	Wed	Coursework for Spring extensions due to faculty
15	Mon	Final grades due for Spring extensions
15	Mon	Assessment reports for MDiv and MA graduates due from faculty

July

3	Fri	Independence Day - no classes & administrative offices closed
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August

7	Fri	Summer semester ends (except for DMin)
21	Fri	Final grades for Summer due (except for DMin)

Calendar 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 MDiv, MA, or STM students for nine-month academic year:

Tuition	\$23,670
Medical Insurance	\$5,000
Health Services & Student Activity Fees	\$1,400
Average Rent	\$10,190
Food & Meals	\$4,050
Books	\$1,600
Personal Expenses	\$2,000
Local Transportation	\$1,200
TOTAL	\$49,110

The expenses of individual students may vary considerably.

The above provides a reasonable picture of a student's direct and indirect 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
Semesterly Tuition:	
Full Time (7 or more credits)	\$11,835
Half Time (5 to 6 credits)	\$5,920
Per Credit (less than 5 credits)	\$1,320

Standard length of program:

MDiv – 3 years; MA – 2 years; STM – 1 year

Candidates for the PhD

Annual Full-Time Tuition	\$35,136
Semesterly Residency Tuition	\$17,568
Students must be registered full-time at 7 or more credits	
Extended Residence	\$2,000
PhD candidates who have completed their residency without having completed the academic requirements.	
Students must register for UT 400 each semester following the term in which the residency or tuition obligation is satisfied, until degree requirements are fulfilled.	

Candidates for the DMin

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

Non-Degree

Per Credit Tuition	\$1,320
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Student Activities Fee

Required each semester	\$100
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Audit Fee

Policy and registration form below. Not applicable to degree candidates:

General Auditors	\$600
Alumni/ae – first course	\$0
Alumni/ae – each course thereafter	\$150
Encore Program Graduates	\$150

Health Services Fee

Required semesterly for full-time & residential students \$584 regardless of insurance coverage. Waived for Columbia University degree candidates who pay Columbia directly.

Medical Insurance

Required annually for all students, waived only with comparable health insurance coverage. Visit this [webpage](#).

Direct questions to studentaffairs@uts.columbia.edu.

The Columbia Plan	\$4,221
	\$1,603 - Fall ; \$2,618 - Spring

SEVIS Fee

For international students seeking F-1 visa status paid \$200 directly to U.S. Immigration & Customs. Direct questions to intlstudentsa@uts.columbia.edu.

Housing

View handbook [here](#).

Nine months of occupancy during academic year (Fall/Spring):	
Dormitory Rooms	\$6,750 - 9,000
Apartments	\$13,680 - 19,575

Meal Plan

Required each semester:

Union full-time students	\$150
Union part-time students	\$75
Manhattan School of Music residents	\$1,328
International House residents	\$770.50 - Fall
	\$868.25 - Spring

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
Replacement ID	\$25

Course Registration

Registration for the Fall semester opens in April for continuing students, and registration for Spring courses opens in November. Incoming students register for Fall courses at August orientation. Summer course registration opens in February and January course registration opens in November. Course registration dates and deadlines are available in the [academic calendar](#).

Students who wish to make changes to their course registration must complete this web [form](#) if self-registration is closed. 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. To stop attending class or excuse oneself to the instructor does not constitute dropping a course; failure to drop a course results in a grade of “WF” on the student’s transcript. After deadlines as outlined in the academic calendar, 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.

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

Audit Policy

Union Theological Seminary has two types of auditors:

1. current students enrolled in a degree program OR
2. individuals from the local area, including alumni/ae

Local individuals (non-current degree-seeking students) are generally limited to audit one course per semester. Students auditing courses under the cross-registration consortium agreement follow the cross-registration policy.

Those wishing to audit a course should:

1. Obtain the instructor’s permission to audit the course. Some courses cannot be audited.
2. Register for the course with [this](#) *Auditor Application & Registration Form* for non-current degree-seeking students.
3. Register with [this](#) *Add/Drop Form* indicating enrollment type of audit for current degree-seeking students.

Auditors are expected to:

1. Attend all class meetings.
2. Come to a mutually agreed upon set of expectations for the course, including expectations regarding participation, and completion of assignments. Normally, auditors are not expected to complete all assignments.

The Bursar’s Office bills the student differently based on enrollment status. See tuition & fees portion of catalogue catalog. **Attendance in class is not permitted until bill is paid in full.**

Auditors who fulfill the mutually agreed upon expectations receive a grade of “AU.” Audits dropped during the withdrawal period receive a grade of “AW.” No academic credit is awarded for audited courses. As a result, audited courses cannot count toward a student’s degree program.

Approved by AAC April 5, 2017; Approved by Faculty April 26, 2017

Transfer Credit Policy

I. Transfer of Previously Earned Graduate Theological School Credits

- A. Students who have successfully undertaken graduate studies at a school accredited by the Association of Theological Schools (ATS) prior to their admission to Union Theological Seminary may request a transfer of credit(s) to be applied toward the credit requirements for the Union Master of Divinity or Master of Arts degrees. Transfer of previously earned credit is not accepted for the Master of Sacred Theology or Doctor of Philosophy degrees.
- B. Normally, requests for transfer of credit are determined after one semester of full time study at the Seminary. However, incoming students may apply for early credit transfer determination by submitting a written application to the Associate Dean of Academic Affairs no later than July 15th of the calendar year in which studies begin. It is within the sole discretion of the Dean or Associate Dean of Academic Affairs to grant or deny, in whole or in part, a request for an early credit-transfer determination or to defer a determination until after a full semester of study at the Seminary has been completed.
- C. The Dean or Associate Dean of Academic Affairs has sole discretion to authorize and allocate previously earned graduate theological school credits, in accordance with the following requirements and limitations:
 - 1) Transferred credits must be relevant to the student's degree program at Union.
 - 2) Transfer credit may not be applied to required courses unless a student can demonstrate, to the satisfaction of the Dean or Associate Dean of Academic Affairs, that the course at the previous school was similar in level, scope, and approach to Union's required courses.
 - 3) No more than half the required credits earned in a degree program in which the student had previously matriculated may be counted toward an MA or MDiv degree at Union.
 - 4) A maximum of 45% of credits required for the Union Master of Divinity (35 credits) or Master of Arts (23 credits) degrees may be considered for transfer.
 - 5) A grade of B or higher is requisite for credit to be transferred; credit for courses taken Pass/Fail is not transferable.
 - 6) Courses taken more than seven years prior to the student's admission to Union are ineligible for transfer of credit in the absence of exceptional circumstances.
- D. The application for a credit-transfer must demonstrate, with supporting documentation, that the courses for which credit-transfer is requested meet the requirements listed above. Such documentation should include, at a minimum, an official transcript, course syllabi, and representative samples of the student's work in courses for which credit-transfer is requested. Students requesting a credit transfer should include in their applications a catalog description of courses from which they wish to transfer credit, whenever same is available.
- E. It is within the sole discretion of the Dean or Associate Dean of Academic Affairs to determine credit equivalencies between Union courses and courses earned in another school of theology, and to determine how many, if any, credits earned in a particular course at another theological school may be transferred and applied to the Union degree.
- F. In order to qualify for a Union degree, transfer students must take at least one course in each of the required fields designated for the applicable Union degree program. (e.g., Bible, History, Theology, Practical Theology, Interreligious Engagement). Therefore, field distribution requirements may not be fulfilled by transfer credits alone. The final semester's work for the Master of Divinity or Master of Arts degree must be done at the Seminary, except by permission of the Dean of Academic Affairs.

Courses at Other Institutions

Students currently enrolled in a degree program at Union Theological Seminary may register to take graduate courses in other schools, subject to the conditions, limitations, and procedures described in the paragraphs below. These limitations do not apply to dual degrees or to students enrolled concurrently in another degree program. (See Section III). Visit this [webpage](#) for more information.

- A. The total number of credits for which Union students may register concurrently at another school is limited, according to their Union degree program, as follows:
 - Master of Arts (MA): 12 credits
 - Master of Divinity (MDiv): 15 credits
 - Master of Sacred Theology (STM): 6 credits
 - Doctor of Philosophy (PhD): 12 credits [Bible majors, as their particular research and ancient language needs warrant, with their advisor's written approval, may take more than 16 credits at partner (or non-partner) schools]
- B. Union students may only one take course per semester (up to 3 credits) at other schools. Courses at Columbia University are permitted during Fall and Spring semesters.
- C. In the absence of exceptional circumstances, courses that are available at Union must be taken at Union. Further, students may not substitute courses taken at other schools for courses requisite to fulfillment of the field distribution requirements of the student's Union degree.
- D. Union students who wish to apply toward their Union degree requirements credits for courses taken at another school must obtain transfer credit approval from the Associate Dean of Academic Affairs. An official transcript directly from the previous institution should be send to the Associate Dean of Academic Affairs for evaluation. The transfer credit evaluation is then submitted to the Registrar and applied to the student's record after completion of the first semester at Union.
- E. Students must register at Union for every course for which they intend to seek application of credits toward their Union degree (with the exception of Hispanic Summer Program courses). In the case of most partner schools (see section below), the Registrar will submit approved registration requests to the host school on the student's behalf. If the host school requires permission of the instructor to register, it is the student's responsibility to obtain permission prior to registration and present to the Union Registrar.
- F. Courses taken concurrently at other schools must be taken for full credit. Students may not audit courses or take courses in other schools for Pass/Fail or for "R" (reading only) credit, except by permission of the Dean of Academic Affairs.
- G. Students enrolled in courses at other schools are subject to the rules of Union Theological Seminary with respect to extensions and other deadlines.

Partner Schools: Cost; Recognition of Concurrently Earned Credit

- A. Students enrolled in a degree program at Union Theological Seminary may register concurrently for graduate courses at the following partner schools, in accordance with the terms of current cross-registration agreements
 - i. New York Theological Group Schools (a/k/a "Consortium"), including New York Theological Seminary, General Theological Seminary, Fordham University (Graduate School of Arts and Sciences), St. Vladimir's Orthodox Theological Seminary, and Hebrew Union College.
 - ii. Jewish Theological Seminary;
 - iii. Drew University School of Theology;
 - iv. Columbia University Graduate School of Arts and Sciences, School of the Arts, School of International and Public Affairs (SIPA – limited to 9 credits), and inter-faculty courses.

Courses available for cross-registration with Columbia begin with the letters G, R, or W at the 3000-level or higher, or begin with the letter U at the 4000-level or higher. Courses at Columbia are permitted only with a legitimate curricular need. The Dean of Academic Affairs reviews each request and the decision is communicated to the student by the Registrar. *Note: Teachers College is not a partner school.*

- B. Students who take courses at partner schools listed above with the prior authorization of Union do not pay any tuition or fees to the host school; the cost is included in Union tuition.
 - i. Union incurs the cost for semester course fees for the first course taken at Columbia University if the invoice is promptly submitted to the Academic Office.
- C. Academic credit for authorized courses at partner schools will be recognized by Union without a formal credit transfer request and will be applied toward Union degree requirements upon receipt of an official transcript from the partner school, provided the student earns a minimum grade of B (or equivalent).

Non-Partner Schools: Cost; Transfer of Concurrently Earned Credit

- A. Students enrolled in a degree program at Union Theological Seminary may request authorization to register concurrently for graduate courses at an accredited non-partner school, subject to the credit limitations and in accordance with the procedures set forth in section II.A.
- B. If the non-partner school is a graduate school of theology in the United States or Canada, it must be accredited by the Association of Theological Schools. If the non-partner graduate school of theology is located elsewhere, it must be accredited by the comparable accrediting body. All other non-partner schools must be accredited by a principal regional accrediting body.
- C. In the absence of exceptional circumstances, online and hybrid/blended courses at non-partner schools will not be authorized.
- D. The cost of authorized courses taken concurrently at non-partner schools is not included in Union tuition and shall be the sole responsibility of the student. However, students may apply to the Dean of Academic Affairs for a subsidy in whole or in part. It is within the sole discretion of the Dean to grant or deny such a request in whole or in part. Doctoral students who are required to take biblical language courses that are available only at non-partner institutions are not expected to bear the cost.
- E. Upon the completion of an authorized course taken concurrently in a non-partner school, Union students who have earned a minimum grade of “B” may apply for a transfer of credit(s) to be applied toward their Union degree. The transfer credit application must be submitted no later than 90 days after the student has received the grade, and must be accompanied by an official transcript, a course syllabus, and a sample of the student’s written work in the course.
- F. It is within the sole discretion of the Dean or Associate Dean of Academic Affairs to determine the credit equivalencies between Union courses and courses taken concurrently in non-partner schools, and to determine how many, if any, credits earned concurrently in a particular course at a non-partner school may be transferred and applied to the Union degree.

Hispanic Summer Program (HSP)

- A. The Hispanic Summer Program is an independent ecumenical academic program currently directed by Dr. Daisy Machado. The faculty from ATS seminaries and schools of theology, Protestant and Catholic, offer courses at various U.S. campuses in the summer. The program is intended to enhance Christian Reflection and Ministry in and among the Latinx community but non-Latinx students may also apply. Union is one of over thirty-five sponsoring seminaries and departments of theology and currently hosts the HSP offices. For more information visit <http://hispanicsummerprogram.org/>.
- B. Union students may take one three (3) credit HSP course per summer; those credits may be counted toward partial fulfillment of their Union elective requirements, provided the student earns a minimum grade of B (or equivalent).
- C. Students who wish to register for HSP courses do so directly through the HSP web site. Union faculty advisor approval is required. Students should consult the HSP web site for course offerings and are encouraged to register early, as courses fill up quickly.
- D. Students are directly and solely responsible for all costs associated with taking courses at HSP. Since Union is a sponsoring institution, Union students can attend HSP for a reduced fee (includes housing, meals, and travel + 3 graduate credits) for up to two summer sessions. Thereafter, the higher published rate will apply.
- E. Academic credit for HSP courses will be recognized by Union without a formal credit transfer request. Credit is applied toward Union degree requirements upon receipt of an official transcript submitted to the Associate Dean of Academic Affairs by the student as issued by the ATS school hosting the HSP that summer.

Dual Degree Programs

Union offers two dual degree programs in social work: the MDiv/MSSW with Columbia University School of Social Work and the MDiv/MSW with Silberman School of Social Work at Hunter College. The two programs are very different, and applicants should carefully consider which program best aligns with their academic and vocational goals. The program with Columbia focuses on research and public policy, whereas the program with Silberman integrates spirituality with clinical social work and social welfare.

Students must apply, pay application fees, and be accepted at both schools in order to be considered a dual-degree student. Upon receipt of their acceptance letters from Columbia or Silberman, students should forward copies to the Union Registrar. The academic calendars of each school differs; students are expected to understand and adhere to the deadlines of each school. Students should start their programs at Union full-time rather than at the social work school.

In years one and two, financial aid is managed by Union. In years three and four, financial aid is managed by the social work institution. Throughout the student's program, the two financial aid offices would work closely in order to support the student. Students will be charged for four semesters of full-time tuition at Union. After doing so, students will be given the status of "dual degree semester (other institution)," which denotes that a student is paying full-time tuition at another school. Students with the status of "dual degree semester (other institution)" will not be charged Union tuition, and may not take more than 6 credits per semester at Union in years three and four with this enrollment status. Students may apply for Union housing for the entirety of the program (up to four years).

Master of Divinity/Master of Science in Social Work at Union Theological Seminary and the Columbia University School of Social Work

- A. Students in this program take courses full-time at Union in years one and two, and at Columbia in years three and four. A required integrated seminar (CS 331) is offered at Union every other spring that students should take after they have started at Columbia. While taking courses at Columbia, students may also take or audit courses at Union as their schedules permit, at no additional cost. Tuition for years three and four at Columbia is paid directly by the student to Columbia University.
- B. Health insurance for years three and four: students can stay on Columbia plan, but pay for insurance via Columbia University, which is less expensive than Union's cost for the Columbia plan.
- C. Students concurrently enrolled at both Union Theological Seminary and at the Columbia School of Social Work may earn the MDiv degree from Union and the MSSW degree from Columbia University in four years of full-time study. Degrees are conferred separately but simultaneously by Union and Columbia.
- D. This dual degree program requires successful completion of a total of 105 credits consisting of 45 credits taken at Columbia and 60 credits taken at Union. In order to enable students to graduate with both degrees in four years, Union effectively recognizes Social Work credits in lieu of Seminary Field Education (6 credits) and concentration courses (12 of the 15 credits required) in order to satisfy the 78-credit minimum credit requirement for the MDiv degree.
- E. Academic credit for courses taken at Columbia University School of Social Work will be recognized by Union without a formal credit transfer request and will be applied toward Union degree requirements upon receipt of an official transcript from Columbia indicating a passing grade for social work courses.

Master of Divinity/Master of Social Work at Union Theological Seminary and the Silberman School of Social Work at Hunter College

- A. Students in the Silberman program take courses at both schools during their four years, with most Union courses taken in years one and two and most Silberman courses taken in years three and four. A total of six integrated seminar credits is also required that students should take after they have started at Silberman.
- B. Students in the MDiv/MSW (Silberman) can stay on Union's insurance plan or sign up for insurance via ACA.
- C. Students concurrently enrolled at both Union Theological Seminary and at the Silberman School of Social Work may earn the MDiv degree from Union and the MSW degree from Hunter College in four years of full-time study. Degrees are conferred separately but simultaneously by Union and Hunter.
- D. This dual degree program requires successful completion of a total of 105 credits consisting of 51 credits taken at Silberman, 48 credits taken at Union, plus 6 integrated seminar credits. In order to enable students to graduate with both degrees in four years, Union effectively recognizes Social Work credits in lieu of Seminary Field Education (6 credits) and concentration courses (12 of the 15 credits required) in order to satisfy the 78-credit minimum credit requirement for the MDiv degree.
- E. Academic credit for courses taken at Silberman School of Social Work at Hunter College will be recognized by Union without a formal credit transfer request and will be applied toward Union degree requirements upon receipt of an official transcript from Hunter indicating a passing grade for social work courses.

Grading

The grading system uses Credit with Distinction (CD), Credit (CR), Marginal Credit (MC), or No Credit (NC) instead of traditional letter grades. It has been the consensus of the Faculty that the mark of CR (credit) is intended for work that would fall in the B range (inclusive of A minus) on a traditional letter-grade scale. The grade of CD (credit with distinction) represents work that is truly outstanding and would merit a full A in a letter system. The grade of MC (marginal credit) indicates marginally satisfactory graduate-level work (less than B- level work) but is a passing grade. The grade of NC (no credit) is given for work that (a) is not acceptable as graduate-level academic work or (b) is simply not completed.

This grading system applies to all students except those enrolling here from other schools, to whom traditional letter grades are given. (Union students in courses in other schools may normally expect to receive letter grades in those courses.) Under UTS grading system, instructors prepare individual written evaluations at the end of the semester to detail the strengths and weaknesses of a student's work. Reasons for failing to earn credit, when that is the case, are stated in the evaluation. The evaluations are kept on file in the Registrar's Office and copies are given to the student, but they are not a part of the student's transcript. In the semester in which a candidate will graduate, he or she may request that a professor prepare a summary evaluation of his or her academic record and, upon request, a copy of this summary can be issued with the student's transcript.

Reading Credit

MDiv seniors, MA students in their second year, and doctoral candidates may be allowed to enroll in a course for R (reading) credit which usually entails reduced requirements in a course, but, in every case involves faithful and regular attendance. Students must receive instructor approval, agree to complete whatever requirements may be set by the instructor, and complete this web [form](#) to register for a course for R credit. When a course is listed for a variable number of points (e.g., 1, 2, or 3 points), only the least number of points is available for R credit. Courses taken in other institutions may not ordinarily be taken for R credit.

An MDiv senior may enroll for 4-6 points of R credit, in a maximum of two courses, toward the 78 point requirement for the MDiv. In the second year when the thesis is being written, an MA candidate may enroll for one course of up to 3 points of R credit to be counted toward the point requirement for the degree. These points may be taken only in elective courses. For the STM no R credit may be counted toward the point requirement for the degree. In the Union PhD program the student will consult the principal adviser with regard to which courses should be taken for regular credit and which for R credit.

Credit Hour Policy

Academic credit at Union Theological Seminary is determined and assigned on the basis of semester credit hours, commonly known as “credits” or “credit hours.” Union’s accrediting bodies, the Middle States Commission on Higher Education and the Association of Theological Schools, require schools to have a credit hour policy. At Union, this policy is used to measure the academic efforts students will invest in particular courses, and it is one way the Seminary monitors the relative efforts students expend in the pursuit of a specific degree.

The U.S. Department of Education defines “credit hour” as: “...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or,
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.” (34 CFR 600.2)

The majority of Union courses are awarded three credit hours. Over an entire semester (15 weeks) this represents approximately 45 hours of class time and 90 hours of student preparation time, including assignments. Union recognizes that the time students spend on reading and writing varies greatly. The Associate Dean of Student Affairs’ office can assist students who require additional support to meet their academic requirements.

Minimum credit hours required by degree:

- The MA degree requires at least 51 credits (two years of full-time study).
- The MDiv degree requires at least 78 credits (three years of full-time study).
- The STM requires at least 24 credits (one year of full-time study).
- The DMin degree requires at least 42 credits over three years.

Approved by AAC February 1, 2017; Approved by Faculty February 15, 2017

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.

Transcripts of Record

A student’s academic record or transcript is a private document that is the property of Union Theological Seminary, and it will be issued to a third party only upon written authorization given by the student. Students may request transcripts from the Registrar’s Office [here](#) and are advised, if meeting deadlines, to make their requests in sufficient time to allow for processing and mailing. There is a charge for all official transcripts. The Seminary reserves the right to withhold transcripts from any student with unpaid indebtedness to the Seminary.

The written evaluations submitted by course instructors are not a part of the student’s official transcript and will not be issued with it. If upon graduation, however, a student has arranged for a member of the faculty to prepare a summary evaluation of his or her academic career at the Seminary, a copy of this summary will be issued with the transcript whenever the student expressly requests it.

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

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 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.

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 2019

BX 101 – *Introduction to the Bible*

4 credits

Brigitte Kahl

This course offers a condensed introduction to the core texts, narrative trajectories, historical backgrounds and theological concerns of the Bible as the canonical book both of Christianity and Western civilization. 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

Esther Hamori

Brigitte Kahl/Amy Meverden

Aliou Niang

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: *Critical Text Analysis*; *Hagar between Genesis and Galatians*; *Prophet, Profit and Parable*.

Prerequisites: 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.

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

JANUARY 2020

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 2020

BX 205 – Battle for The Bible Across United States History

3 credits

Liz Theoharis

Colleen Wessel-McCoy

In today's heated political battles, biblical texts are wielded as authoritative evidence across the political spectrum. On what basis are contradictory interpretations judged? In a nation of religious freedom does faithful profession trump good exegesis? This course examines the use of biblical texts in the political battles of three moments of US history: the 1850s, the 1960s and today. In each period we examine specific biblical texts used to justify opposing political positions, asking how exegesis bears on contradictory interpretations and identifying patterns of use and misuse that help us intervene in the battles of today on the side of good news for the poor and in resistance to Christian nationalisms.

Prerequisite: BX 101; or OT 101 and NT 101; or permission of the instructor.

BX 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of the instructor.

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

BX 502 – Guided Research

1-6 credits

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

Prerequisite: Permission of the instructor.

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

Old Testament

SUMMER 2019

OT 111Q – Elementary Biblical Hebrew I

3 credits

Amy Meverden

An introduction to the basic grammar and vocabulary of biblical Hebrew. This course focuses on skills in reading and writing Hebrew. OT 111Q and OT 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 both the required textbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew*, 2009, and accompanying workbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew Workbook*, 2009 to the first session.

OT 204Q – Elementary Biblical Hebrew II

3 credits

Amy Meverden

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

Prerequisite: OT 111Q.

Notes: Language courses may not be taken for audit or reading credit except by permission of the instructor. Students are expected to bring both the required textbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew*, 2009, and accompanying workbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew Workbook*, 2009 to the first session.

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.

Note: Required weekly tutorial. 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.

JTS-BIB 5533 – *Social Justice and 8th-Century Prophets*

3 credits

Alan Cooper

Close reading of selected texts, both in Hebrew and in English translation, including the entire book of Amos, and portions of Hosea, Micah, and Isaiah 1-29. Emphasis on the issues of social justice, the relationship between ethics and religious observance, and (particularly in Hosea) gender. Texts are read both in historical context and with concern for continuing relevance.

Prerequisite: OT 101.

Notes: Meets at Jewish Theological Seminary (JTS) on Tuesday afternoon. Register with a [Cross-Registration form](#). Equivalent to OT 337.

OT 370E – Genesis

3 credits

David Carr

While attention is given to the broader book of Genesis, this hybrid course focuses particularly on the Primeval History: stories of creation, eating of the fruit of wisdom, brotherly murder, flood, drunkenness and more in Genesis 1-11. Additionally, some particular focus is on diverse readings of these chapters from ecocritical, post-humanist, feminist, LGBTQ and more perspectives. A mix of online and in-person teaching strategies are used.

Prerequisite: BX 101 or OT 101.

Note: An optional component for readers of Hebrew is included.

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 2020

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.

JTS-BIB 5294 – *Monster Heaven*

3 credits

Esther Hamori

The biblical universe is a world of monsters, from the ghouls of Sheol to the composite monsters that guard the divine throne. The creatures of the cosmos serve a range of functions in biblical literature, as they do throughout ancient Near Eastern writing. When monsters appear in the increasingly monotheistic traditions of the Bible, however, there are provocative implications. This course explores the theological and social functions of the creatures of the cosmos in light of work on the development of monotheism and the biblical divine assembly, ancient Near Eastern mythology and apotropaic ritual, and modern monster theory.

Prerequisite: OT 101 and OT 111 and OT 204.

Notes: Meets at Jewish Theological Seminary (JTS) on Tuesday afternoon. Register with a [Cross-Registration form](#). Equivalent to OT 236.

OT 261E – *Job*

3 credits

Esther Hamori

This hybrid course includes a brief introduction to biblical wisdom literature, historical critical study of the book of Job, and a significant focus on the issues of suffering and injustice reflected in the book. In addition, we consider the ecological implications of the book's emphasis on creation as God's answer to Job.

Prerequisite: OT 101.

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 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

FALL 2019

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 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.

Prerequisites: NT 111 and NT 204.

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

NT 330X – *The Book of Acts*

3 credits

Aliou Niang

This seminar studies the Act of the Apostles through a postcolonial biblical critical lens focusing on selected speeches. Themes and issues for exploration include contested divinities, images, spaces, faiths, missions, ethnicities, identities, politics, economies, and the role of empire in the making. The course cultivates understanding of the rhetoric of speeches and the stasis they engender as integral dimensions of identity and community construction.

Prerequisites: BX 201 or OT 101 or NT 101.

Note: Enrollment limited to twelve students.

NT 401 – *Guided Reading*

1-3 credits

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

Prerequisite: Permission of the instructor.

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

NT 502 – *Guided Research*

1-6 credits

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

Prerequisite: Permission of the instructor.

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

NT 550 – *Doctoral Seminar: New Testament and Christian Origins I*

2 credits

Brigitte Kahl

Amy Meverden

Aliou Niang

A seminar for PhD students with a concentration in New Testament discussing a variety of topics and themes. Work-in-progress is presented by students and professors.

Notes: Pass/fail. Required for first-and second-year PhD students. Open to other advanced students with permission of the instructors.

NT 101 – *Introduction to the New Testament*

4 credits

Aliou Niang

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

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

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 239E – *The Gospel According to Luke*

3 credits

Jeremy Hultin

The goal of this course is to acquire a greater knowledge of the Gospel of Luke and to become familiar with a variety of literary, historical-critical, and theological approaches to the book. We situate Luke within the emerging traditions about Jesus (both canonical and non-canonical). Students also compare Luke to ancient Greco-Roman and Jewish "biographies" of holy teachers and wonderworkers. Special attention is given to important Lukan themes, including: Luke's emphasis on the women in the Jesus movement; attitudes toward wealth; and the relationship of Jesus to Jewish institutions.

Prerequisite: NT 101 or equivalent.

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 315B – *Intermediate Greek I*

1.5 credits

Jeremy Hultin

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

Prerequisite: NT 315A.

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

NT 351E – *Galatians*

3 credits

Brigitte Kahl

Aliou Niang

Based on a close reading of the text in its Greco-Roman imperial and colonial contexts, this course aims at bringing (West) African and (Eastern) European perspectives into dialogue towards an anti-colonial, gender-critical and ecological re-imagination of Galatians. How does Paul’s fundamental declaration of freedom and equality, penned down under Rome’s watchful eyes and addressed to a province reminiscent of “uncivilized” Celtic tribalism, bear on the “barbarians” of our present-day world?

Prerequisite: 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.

NT 551 – *Doctoral Seminar: New Testament and Christian Origins I*

2 credits

Brigitte Kahl

Amy Meverden

Aliou Niang

A continuation of the seminar for PhD students with a concentration in New Testament, discussing a variety of topics and themes. Work-in-progress is presented by students and professors.

Prerequisite: NT 550.

Notes: Pass/fail. Required for first-and second-year PhD students. Open to other advanced students with permission of the instructors.

THE HISTORICAL FIELD

Church History

FALL 2019

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

2 credits

Julia Kelto Lillis

An introductory survey of early Christian life and thought, from the proliferation of diverse forms of Christianity in the second century to the parting of the Greek and Latin churches in the eleventh century. Some of the issues covered are: the multicultural and multiethnic character of ancient Christianity, within and beyond the Roman Empire; the rise of asceticism; major theological writers and controversies of early periods; ethics of war, wealth and sexuality; common faith practices of the laity.

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

CH 109 – *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 U.S. churches in their immense diversity.

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

CH 220 – *African American Religious History*

3 credits

Josef Sorett

Religion has been a complicated and contested, yet central, organizing force in the making of black life in America. At the same time, African American religious life has been the subject of much scrutiny throughout the history of the United States, serving arguments that advocated abolition, emancipation and full enfranchisement, but also functioning as evidence to justify enslavement and second-class citizenship. To better understand such phenomena, this course provides a chronological survey that introduces students to a range of ideas and practices, individuals and institutions, as well as important themes and topics in African American (thus American) religious history. Primary attention is given to Afro-Protestantism in the United States; however, throughout the course attention is directed to religious diversity and varying religious traditions/practices in different diasporic locales.

CH 235 – *Liturgical Practice: Music and Ritual*

3 credits

Jane Huber

The importance of musical practice to the rituals of believing communities is a formative expression of spirituality for faithful people. The course includes introduction to musical genres from different liturgical traditions and historical periods. Through review of historical documents, musical scores, liturgies, and historic recordings students are introduced to liturgical practice across faith traditions. Beyond historical practice, the sung liturgies that are associated with different believing communities vary from context to context. In addition to studying the liturgical repertoire, students travel to the Cloisters Museum, visit the Fort Tryon Jewish Eruv, and the Islamic Wing at the Metropolitan Museum to explore the different boundaries and peripheries of sacred space and to analyze the different spaces where each tradition engages the prayer practices and liturgies of their community. How do sacred spaces, sung or unsung practices, inform or shape faithful identity and concepts of the holy? Students review current research and develop liturgies for their own communities in contemporary contexts.

Note: Identical to PT 235.

CH 307 – *Eugenics, Race, Gender and Nation: A Brief History*

3 credits

Daisy Machado

The word "eugenics," first used in the 1880s means "well born" and was used to develop a great variety of pedigree studies aimed at improving "the breed of man." In the United States, eugenics represented a way to respond to the diversity, racial and ethnic that was becoming a great concern to those who held power in the nation. This course examines the development of the eugenics movement in the U.S. focusing on three key issues: impact on laws created to govern "racial purity", issues of citizenship and national identity, and how it became an international movement.

Prerequisite: CH 109 is highly recommended.

Note: Enrollment limited to fifteen students.

CH 310 – *Mary in the First Millenium*

3 credits

Julia Kelto Lillis

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

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

CH 330 – *Being Christian Otherwise: Heretical Communities in the Middle Ages*

3 credits

Euan Cameron

This course explores different ways in which groups of people lived as Christians, but not fully as part of the official “approved” church, between c. 1000 and c. 1500 in Western Europe. In theory, every Christian baptized at this period entered a lifelong binding obligation of loyalty to the Church led by the Roman Papacy. Yet many were also born into dissenting traditions of various kinds, who supported each other through semi-secret bonds of community. Such people – men, women and children, often of modest means and education – were criminals in the eyes of the institutional church. They left traces of their lives and beliefs because they were, from time to time, brought to trial, interrogated, and for the most part obliged to retract their beliefs, and sentenced to penances. Studying these marginalized, intermittently persecuted people entails interesting challenges of historical method; it also presents a fascinating case-study in the nuances of belief, before belief became a voluntary decision.

CH 359 – *Martin Luther in History and Theology*

3 credits

Euan Cameron

Two years ago, in a surge of publicity, the Western Churches, Protestant and Roman Catholic, marked 500 years since Martin Luther wrote ninety-five theses to dispute the power of “indulgences”: instruments by which the Church claimed to reduce or eliminate the penalties imposed after confession in this life, and even in the hereafter. Martin Luther, a relatively young theologian in an obscure university in North-Eastern Germany, challenged authority in the name of Scripture and “evident reason”. Yet his theological innovations held far broader and more sweeping implications. Luther reinterpreted key biblical passages to invalidate the whole medieval system of purification through ritual practices encouraged by the Church. An extraordinarily creative thinker, and at the same time an intensely problematic personality. Luther’s comments about theological rivals, political authorities, the peasantry, women, Jews and Muslims are all immensely troubling, not least for those who in other ways revere his legacy. This course seeks to get under the skin of this complex and challenging figure, to trace his impact and address the difficulties which he presented in his own time, and still does.

Note: Identical to ST 359.

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 2020

CH 101 – Christianity in Historical Perspective

3 credits

Julia Kelto Lillis

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.

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

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

2 credits

Euan Cameron

This course offers an introduction to the history of the Christian Church in the Western European tradition between the rise of the medieval Church in the West c. 1000 and the twentieth century. It includes some discussion of the high and late middle ages, the Reformation and Confessional era, the Enlightenment, the era of Romanticism, the movements of Higher Criticism and Liberalism, and the modern Church. Deliberately excluded is the history of the churches in North America, which is addressed in CH 109.

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

CH 215 – *The Importance of History: Learning the Past to Understand Our Present*

3 credits

Daisy Machado

George Santayana, writer and philosopher once said, "Those who cannot remember the past are condemned to repeat it." Surely memory is important and plays a crucial role for individuals and families; what makes us make the decisions we make, act as we act, and even love as we love. For nations it is its collective memory that shapes identity and determines what that society will take. This course examines the role of memory, particularly religious memory, in the development of the United States. By examining specific themes such as land, gender, wealth, race, sexuality we use our time together to examine the collective memories of the nation, especially how these were shaped by religious belief and ideals. Together we critically look at how the past has been used to promote a way of remembering as a nation that has shaped life as a collective and continues to impact U.S. society today.

Prerequisite: Permission of the instructor.

Notes: Enrollment limited to ten students. All students register for waitlist. 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. A security clearance procedure is required with the field education office including security paperwork preparation sessions and on-site orientation before the semester begins.

CH 216 – *The Churches and the Church: Historical and Systematic*

3 credits

Roger Haight

It is difficult to teach "church" in a pluralistic context; this course offers an ecumenical view of the church by first looking at the ecclesiologies of the church as they developed from the first century to the present. Essentially taught through reading R. Haight, *Christian Community in History, I-III*, an extensive essay in historical and comparative ecclesiology accompanied by various primary sources. The course then examines what an ecumenical church might look like: what are the essential elements? Despite this broad canvas, the goal of the course is to learn the self-understanding of the church in the various communions that developed during the course of its history. This broad examination of the church in these different historical manifestations reveals both the relativities in the church's structure as well as certain consistent elements in its constitution. The course ends with an essay at expressing a common understanding of the apostolic core of the church as it appears today across and within the churches.

Note: Recommended for students entering ministry. Identical to ST 216.

CH 234 – *The Black Social Gospel*

3 credits

Gary Dorrien

This course studies the black social gospel tradition of theology, ethics, and politics that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement. Featured figures include William Simmons, Reverdy Ransom, Ida B. Wells-Barnett, Alexander Walters, W. E. B. Du Bois, Adam Clayton Powell Sr., George W. Woodbey, Nannie Burroughs, Mordecai W. Johnson, Benjamin E. Mays, and Martin Luther King, Jr.

Note: Identical to CE 234.

CH 317 – *Pastoral, Spiritual and Devotional Prose and Poetry in the English Language 1560-1660*

3 credits

Euan Cameron

Sometimes, very troubled periods in the life of the churches produce amazing spiritual literature, which was certainly true in the century after the Church of England was re-established under Elizabeth I in 1559-1560. Barely had the church achieved its settled institutions and heritage texts, when it was challenged both politically and theologically from within and without. Yet in this context, spiritual leaders of all kinds wrote inspiring texts of prayer and preaching. Leaders deployed all the tools of Renaissance rhetoric to celebrate the beauties of their faith and their liturgy. Especially in the 17th century, poets like John Donne, George Herbert, Henry Vaughan and Thomas Traherne expressed eloquent, complex, and often astonishingly frank and candid poetry in the depth of their spiritual struggles. This course reviews these texts and offers opportunities to explore the relationship between the spiritual, the artistic and the poetic.

Note: Fulfills an elective for MDiv students with a concentration in Anglican Studies. Identical to CI 317.

CH 324 – *Theologies of the Cappadocian Fathers and Mothers*

3 credits

Julia Kelto Lillis

This course investigates the thought, practice, and preaching of four early Christian theologians from the region of Cappadocia (Basil of Caesarea, Gregory of Nazianzus, Gregory of Nyssa, and Macrina the Younger) and the families that shaped them. These figures played major roles in the fourth-century development of Trinitarian theology, were pioneers of Christian cenobitic monasticism, and promoted ethics that challenged conventional views about social roles and demanded attention to the poor and marginalized. The course explores their theology through a range of primary texts, considering their vision of the ascetic life and human transformation through faith, their philosophical and theological reasoning about the Trinity, and their understanding of how to live a Christian life in society. Special attention is given to the questions of how these diverse theological areas interrelate and of how the teachings may translate in useful ways into today's world.

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

Note: Enrollment limited to five students. Identical to ST 324.

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.

Denominational Studies

SUMMER 2019

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 22-August 20. Register with an [Add/Drop form](#). Students are required to also register with the [Center](#).

DTS-PSTH 564 – *United Methodist Worship: Form and Freedom*

3 credits

This course is designed to enable those in the Methodist tradition to evaluate, plan, and lead worship with theological integrity and creativity. The tradition of Methodist worship is one of form and freedom, involving texts and free prayer, ordained elders and lay preaching, liturgical arts. The goal is to prepare worship leaders of congregations to do their work with theological insight, ecumenical imagination, and an evangelist's "warm heart." This course meets the requirement for UMC Basic Graduate Theological Studies.

Notes: United Methodist course offered by Drew Theological School. View **Complete Theological Listing** section offerings and days/times [here](#). Register with a [Cross-Registration form](#).

CI 201 – *Baptist History, Principles and Polity*

2 credits

Violet Lee

Seeking separation and independence, at one point, Baptists had become the largest Protestant denomination by the 20th Century. This course explores the Christological, soteriological, as well as the theological beliefs upheld within this tradition. Students examine Baptist history, beliefs, polity, and mission. This course is designed to assist in the understanding of Baptist Ordinances and life. Social movements and the role of women are a particular focus of this course. As a result of this course, students find support and assistance in preparation for ministry in a variety of Baptist contexts.

CI 206 – *Our Living Tradition: Unitarian Universalist Ministerial Formation*

3 credits

Sarah Lenzi

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

Note: Following completion of CI 206 and CI 222J, students compile a draft submission for preliminary fellowship and UU ordination to the MFC.

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 4-December 11. Register with an [Add/Drop form](#). Students are required to also register with the [Center](#).

DTS-WESM 600 – *United Methodist History and Mission*

3 credits

A study of origins, mission, organization, outreach, religious life, and key ideas, issues, events, and figures in the development of United Methodism as an international denomination. Will enable students to understand and evaluate United Methodism in light of its antecedent organizations, the broader historical context of the history of Christianity, and especially its engagement in mission. Will enable students to engage in responsible and articulate participation in the life and leadership of the United Methodist Church, effectively represent the tradition, and perceptively participate in ecumenical and interreligious dialogue.

Notes: United Methodist course offered by Drew Theological School. View **Complete Theological Listing** section offerings and days/times [here](#). Register with a [Cross-Registration form](#).

DTS-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](#). Register with a [Cross-Registration form](#).

JANUARY 2020

DTS-WESM 630 – *United Methodist Book of Discipline*

1 credit

A detailed study of the current Book of Discipline, helping students understand its conceptual design, purpose, efficient use, and content.

Notes: United Methodist course offered by Drew Theological School. View **Complete Theological Listing** section offerings and days/times [here](#). Register with a [Cross-Registration form](#).

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 317 – *Pastoral, Spiritual and Devotional Prose and Poetry in the English Language 1560-1660*

3 credits

Euan Cameron

Sometimes, very troubled periods in the life of the churches produce amazing spiritual literature, which was certainly true in the century after the Church of England was re-established under Elizabeth I in 1559-1560. Barely had the church achieved its settled institutions and heritage texts, when it was challenged both politically and theologically from within and without. Yet in this context, spiritual leaders of all kinds wrote inspiring texts of prayer and preaching. Leaders deployed all the tools of Renaissance rhetoric to celebrate the beauties of their faith and their liturgy. Especially in the 17th century, poets like John Donne, George Herbert, Henry Vaughan and Thomas Traherne expressed eloquent, complex, and often astonishingly frank and candid poetry in the depth of their spiritual struggles. This course reviews these texts and offers opportunities to explore the relationship between the spiritual, the artistic and the poetic.

Note: Fulfills an elective for MDiv students with a concentration in Anglican Studies. Identical to CH 317.

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

2 credits

Heather Fosburgh

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

Notes: Offered by the Center for Progressive Renewal from January 29-May 5. Register with an [Add/Drop form](#). Students are required to also register with the [Center](#).

DTS-WESM 610 – *United Methodist Doctrine and Polity*

3 credits

A continuation of WESM 600 focusing on two concerns: 1) enabling the student to understand the nature, mission, and functioning of the United Methodist Church as the institutional expression of its historical development and theological assumptions, to affirm and explore the institutional structures as viable instruments for ministry, to understand the nature of authority and power as they relate to the United Methodist structure, and to contribute to the process of change in the church structure; 2) a study of the origins of the United Methodist doctrinal heritage in the theology of John Wesley, Philip Otterbein, and Jacob Albright; the development of that heritage in the Methodist, Evangelical, and United Brethren families of churches, and the distinctive marks of that heritage.

Notes: United Methodist course offered by Drew Theological School. View **Complete Theological Listing** section offerings and days/times [here](#). Register with a [Cross-Registration form](#).

DTS-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](#). Register with a [Cross-Registration form](#).

THE INTERRELIGIOUS ENGAGEMENT FIELD

Interreligious Engagement

SUMMER 2019

IE 111Q – *Introduction to Pāli*

3 credits

Stephen Sas

This introductory course explores the Pāli language in three aspects: study of the basics of pronunciation, vocabulary, and grammar, chanting of traditional Pāli texts with discussion of their relevance, and in-depth analysis of key doctrinal terms used in Pāli suttas. By the end of the course, students are equipped to recite Pāli texts freely, to begin reading texts in the Pāli language, and use them as inspiration for contemporary practice.

Prerequisite: Familiarity with basic English language grammatical terms and the general concept of Pāli Case is recommended.

Notes: Recommended for MDiv students with a concentration in Buddhism and Interreligious Engagement.

FALL 2019

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.

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

IE 210 – *Reading Early Buddhist Texts: Ethics, Meditation and Wisdom*

3 credits

Andrew Olendzki

This online course looks closely at the early Buddhist teachings on ethical behavior, meditation theory and practice, and the role of wisdom in an integrated path of spiritual development. Key passages from the Pāli Tipitaka have been extracted from a wide range of texts, organized around the broad themes of sīla (ethics), samādhi (meditation), and paññā (wisdom), and arranged side-by-side in both the original Pāli and a new English translation. Commentary is offered on both the English and the Pāli (describing translation issues around some of the more common and important terms), along with guidelines for investigating each of the teachings in one's own experience and integrating each in one's own practice.

Prerequisite: Restricted to degree-seeking students.

Notes: Fulfills Bible/Sacred Texts requirement for MDiv students with a concentration in Buddhism and Interreligious Engagement. Additional fees not charged for identity verification in distance education programs. Identical to STX 210.

IE 221 – *Introduction to Buddhist Meditation Practices*

3 credits

Gregory Snyder

Peace Twesigye

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

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

IE 229 – *Buddhist Global Histories*

3 credits

Simran Jeet Singh

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

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

IE 316 – *Women, Islam and Interpretation*

3 credits

Jerusha Tanner Rhodes

This course critically explores diverse interpretations of women and gender within Islamic traditions and Muslim communities. It examines depictions of women and gender in the primary sources; classical exegetical and legal interpretations; and contemporary interpretations. The course concludes with consideration of the potential extensions of contemporary interpretation to broader gender-related topics. This course endeavors primarily to introduce the complexity and diversity of Muslim women's attempts to assert agency and authority. Great emphasis is placed on developing a nuanced grasp of hermeneutical strategies, competing discourses, and identity and power negotiations.

Notes: Enrollment limited to twenty-five students. Relevant to students interested in Islam, sex and gender, and/or strategies for crafting powerful, inclusive interpretations of tradition.

IE 342 – *Zen Buddhist Texts*

3 credits

Gregory Snyder

This course explores the religious thought and practices of the Buddhist tradition that has come to be popularly known as Zen. Starting with its inception as Chinese Chan, students directly engage formative texts that situate Zen in its broader Mahayana context and go on to hermeneutically wrestle with the rich, unruly and at times opaque array of teachers, poems, koans and religious essays, which make up a tradition that understands itself to be “a special transmission outside the scriptures.” All readings are in English translation.

Prerequisite: IE 221 or IE 234 or permission of the instructor.

Note: Fulfills Bible/Sacred Texts requirement for MDiv students with a concentration in Buddhism and Interreligious Engagement. Identical to STX 342.

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 210 – Reading Early Buddhist Texts: Ethics, Meditation and Wisdom

3 credits

Andrew Olendzki

This online course looks closely at the early Buddhist teachings on ethical behavior, meditation theory and practice, and the role of wisdom in an integrated path of spiritual development. Key passages from the Pāli Tipitaka have been extracted from a wide range of texts, organized around the broad themes of sīla (ethics), samādhi (meditation), and paññā (wisdom), and arranged side-by-side in both the original Pāli and a new English translation. Commentary is offered on both the English and the Pāli (describing translation issues around some of the more common and important terms), along with guidelines for investigating each of the teachings in one's own experience and integrating each in one's own practice.

Prerequisite: Restricted to degree-seeking students.

Notes: Fulfills Bible/Sacred Texts requirement for MDiv students with a concentration in Buddhism and Interreligious Engagement. Additional fees not charged for identity verification in distance education programs. Identical to IE 210.

STX 342 – Zen Buddhist Texts

3 credits

Gregory Snyder

This course explores the religious thought and practices of the Buddhist tradition that has come to be popularly known as Zen. Starting with its inception as Chinese Chan, students directly engage formative texts that situate Zen in its broader Mahayana context and go on to hermeneutically wrestle with the rich, unruly and at times opaque array of teachers, poems, koans and religious essays, which make up a tradition that understands itself to be “a special transmission outside the scriptures.” All readings are in English translation.

Prerequisite: IE 221 or IE 234 or permission of the instructor.

Note: Fulfills Bible/Sacred Texts requirement for MDiv students with a concentration in Buddhism and Interreligious Engagement. Identical to IE 342.

IE 206J – *Buddhism & Psychoanalysis: A Healing Partnership*

2 credits

Pilar Jennings

This course examines how the contrasting traditions of Buddhism and psychoanalysis understand the roots of suffering, and how their divergent methods offer increased opportunities for healing when used in tandem. For clinicians, this course provides an exploration of how the analytic treatment of common psychological struggles including depression and anxiety, as well as more complex forms of trauma, may be supported by Buddhist insights and methods. For meditators, this course offers ways to address the psychological content that can arise in one's spiritual practice through a psychodynamic approach to inner life. With periods of meditation practice, readings, and classroom discussion, together we explore the foundational concepts addressed in both Buddhist and psychoanalytic teachings, including the nature of self, identity, loss, and efforts at healing.

Notes: No prior experience with meditation or psychoanalysis required. Identical to PS 206J.

IE 211J – *Healing Intergenerational Trauma, Difficult Emotions and Colonial Mentality*

2 credits

Bhante Buddharakkhita

This course introduces students to the theory, practices, and techniques of traditional Buddhist counselling psychology (BCP) and how they can be used to heal intergenerational trauma (IT), deal with difficult emotions, and disentangle colonial mentality. Some of the questions this course explores are: What are the objectives and the significance of Buddhist counselling psychology? What are the functions of the mind? What are the characteristics, functions, manifestations, and proximate causes of various mind states? What is the role of mindfulness meditation in healing intergenerational trauma? How do we deal with difficult emotions such as fear and anger? Are defense or coping mechanisms useful in dealing with difficult emotions? How can we free the mind from racism and colonial mentality? The course includes periods of mindfulness and insight meditation, readings from suttas related to Buddhist Counselling, and classroom discussion.

Note: Identical to PT 211J.

IE 110 – *Buddhist-Christian Dialogues: Rereading of Parables and Stories in Buddhism and Christianity*

3 credits

K.M.Y. Khawsiamia

This course introduces Buddhist-Christian Dialogue and its importance for peaceful coexistence among different cultural, religious and racial groups of humanity in our contemporary multi-religious world. It offers the concept of truth, suffering, salvation/liberation, etc. by rereading some parables and stories in Buddhism and Christianity. Interreligious dialogue helps if a bridge is constructed on the premise of a known concept or meaning. This course, therefore, helps students how to discover some similarities of theologies between these two different religions—Buddhism: non-theistic religion and Christianity: monotheistic religion.

IE 115 – *Asian Theologies*

3 credits

K.M.Y. Khawsiamma

This course explores several theologies in Asia. Since the early 20th century, Asian theologians have formulated theologies for their own particular context. Therefore, theological ideas in Asia are quite different from western theologies. Asian theologians have tried to discover the revelation of God in Asia and to translate the gospel into the particular forms of Asian cultures and realities. They also pay close attention to socio-economic-political situation facing Asian communities.

Note: Identical to ST 115.

IE 212 – *Indo-Tibetan Buddhism*

3 credits

Simran Jeet Singh

While many Americans may know of the Dalai Lama, they know markedly little about the Indo-Tibetan Buddhist tradition that he actually represents. This course traces the contours of this fascinating tradition, with a primary focus on its historical formation, philosophical underpinnings, primary texts, schools and lineages, and recent political issues. We delve into various forms of literature, from historical treatises and colonial scholarship to contemporary expositions on ethics and technology. We focus on features distinctive to this tradition, including Tantric practices, monastic structures, unique rituals, and artistic practices.

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

IE 220 – *Introduction to Judaism*

3 credits

Alan Cooper

This graduate-level introduction to Judaism begins with a survey of the key moments in Jewish history, the essential elements of Jewish belief and practice, and the principal artifacts of Jewish culture. For the remainder of the course, we focus on modern varieties of Judaism, especially as practiced by the diverse Jewish communities in New York City. Throughout the course students explore the complex problem of Jewish identity, including issues of nationality and ethnicity, denominational division, and interfaith relations.

IE 227 – *Islamophobia*

3 credits

Jerusha Tanner Rhodes

This course examines Islamophobia and anti-Muslim rhetoric in the context of the United States. The course introduces theological, cultural, legal, and institutional aspects of Islamophobia, and probes the ways in which Islamophobia intersects with racism, sexism, and religious exclusivism. The course also focuses on diverse strategies for combatting Islamophobia.

Note: Enrollment limited to twenty-five students.

IE 245 – *Community Engaged Buddhism: Organizing for an Alternate Housing Future*

3 credits

Rebecca O. Johnson

This course introduces students to the concept and practices of community engaged Buddhism with New York City housing as a lens for practice, analysis and reflection. Using participatory methodologies related to the work of Paulo Freire, emerging Buddhist social analysis and ethics, traditional scriptures from across the Buddhist spiritual landscape and the frame of the Community Land Trust model, students engage such questions as: What meaning do the precepts have in Buddhism(s) social justice/community engagement thinking and theorizing? Do(es) Buddhism(s) have inherent communal/societal responsibilities? Who is community to US practitioners of Buddhism(s)? As practitioners with an aspiration to serve in ministry, how do the social/economic/cultural conditions experienced by your future congregants inform your personal, communal and societal spiritual practices? How might one interpret early/original sources within contemporary social and political conditions?

Note: Identical to PT 245.

IE 320 – *Islam and Religious Diversity*

3 credits

Jerusha Tanner Rhodes

This course examines Islamic perspectives on religious diversity, other religious and non-religious traditions, and interreligious engagement. It involves exploration of primary Islamic sources (including the Qur'an and Hadith) and traditional and contemporary interpretations drawn from exegetical, legal, polemical, and theological discourses. Emphasis is placed on theological, exegetical, and contextual assumptions; interpretative methodologies; and on the relevance of the Islam-specific conversation to broader discussions of religious diversity and interreligious engagement.

Note: Relevant to students interested in Islam, theologies of religion, and/or interreligious engagement. Identical to ST 320.

IE 344 – *Studies in Jewish-Christian Relations*

3 credits

Mary C. Boys

Shuly Rubin Schwartz

This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Students study the origins and development of Christianity in Second Temple Judaism, survey key historical encounters, address significant questions in the relationship of the two traditions, and examine implications for the education and formation of Jews and Christians in our time. The course serves as a case study in interreligious conflict and reconciliation.

Notes: Meets at Jewish Theological Seminary (JTS) on Monday afternoon. Identical to RE 344.

IE 364 – *Imagine No Religion: Theology & Genealogy of Religion*

3 credits

John Thatamanil

This course explores new literature (from postcolonial theory and theory of religion), which attempts to deconstruct the category "religion" and ask about the meaning of this literature for theology. Do theologians need the category "religion" and if so, for what purposes?

Note: Identical to ST 364.

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

SUMMER 2019

CS 263Q – *Immersion Travel to Puerto Rico*

2 credits

Samuel Cruz

This course conducts an intensive fieldwork exercise and theological reflection of (1) the historical relationship between the United States and Puerto Rico with a view of the imperial/colonial context; (2) Puerto Rico's multiple expressions of sovereignty in the areas of spirituality, ecology and community, and (3) the re-emerging bonds after Hurricane Maria that inform diaspora solidarity in the post-colonial reality of disaster capitalism.

Prerequisite: CS 262 or CS 325.

Notes: Trip course to Loiza Aldea, Puerto Rico from May 22-30.

FALL 2019

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

3 credits

Samuel Cruz

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

Note: A prerequisite for the immersion travel course, CS 263Q offered in Summer 2020.

CS 301 – *Social Justice: Philosophical Foundations, Religious History, Current Struggles*

3 credits

Jan Rehmann

The course explores some major theoretical concepts of social justice and relates them to the current systems of exploitation, oppression and marginalization. In order to understand the two main paradigms of "Western Civilization", we compare Aristotle's concept of justice with critical impulses from the Hebrew Bible and the New Testament. In order to acquaint students with the predominant justice discourses in modern capitalism, we scrutinize the concepts of classic liberalism (Locke), welfare liberalism (Rawls), neo-liberalism (Hayek) and confront them with some major theoretical and religious criticisms. The structural injustices of global capitalism, ecological destruction, racism, sexism and homophobia are explored. How can we grasp the intersections of different ways of oppression and overcome the fragmentations of social movements? Could a Green New Deal help build a broad social alliance that is both diverse and coherent?

Note: Identical to PR 301.

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.

Note: A prerequisite for the immersion travel course, CS 263Q offered in Summer 2020.

CS 331 – Concurrent MDiv/Social Work Integrative Seminar

2 credits

Violet Lee

A process seminar designed to aid candidates for the dual-degree Master of Divinity/Social Work in drawing together field experience and academic study. The integration of ethics, principles, and theological belief systems present in society are explored and discussed. This seminar will assist students in identifying immediate vocational possibilities and long-term aspirations as practitioners in religious institutions and social work settings.

Prerequisite: Restricted to dual-degree MDiv/MSW students with either Columbia University School of Social Work or Silberman School of Social Work at Hunter College.

Note: Required for MDiv students with a concentration in Ministry and Social Work.

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.

Communication Arts

FALL 2019

CA 105 – *Communicating Live*

3 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 hybrid 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.

Prerequisite: CA 102 is recommended.

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

SPRING 2020

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

3 credits

Cecilia deWolf

Charles Read

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

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

CA 105 – *Communicating Live*

3 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 hybrid 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.

Prerequisite: CA 102 is recommended.

Note: Enrollment limited to six students. Additional individual sessions are required.

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.

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

3 credits

Su Yon Pak

This course is the first half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of twelve to fifteen hours per week. 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 thirty-five students per section. All students register for waitlist. Students can apply to the hybrid FE-CPE program. Access <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/> for more information and application process. Students accepted to this hybrid program must register for section 02.

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

3 credits

A. Meigs Ross

Independent study 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.

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 *considers* 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 2020

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 twelve to fifteen 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 thirty-five students per section. All students register for waitlist. Students can apply to the hybrid FE-CPE program. Access <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/> for more information and application process. Students accepted to this hybrid program must register for section 02.

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

3 credits

A. Meigs Ross

Independent study 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.

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.

AS 201 – Anglican Liturgy (Historical)

3 credits

R. William Franklin

This course surveys the history of the development of Anglican liturgies from the Reformation to the present, with specific attention to the influence of theological and social movements on Christian worship. The central theme of the course is the formation and revisions of The Book of Common Prayer in response to social, political, and theological debates, and the link between worship and movements for social justice and evangelism. The focus is on Anglicanism in Great Britain and the United States, but parallel developments of distinct, not just colonial, African, Asian, Oceanic, and Latino expressions of Anglican liturgy are addressed throughout in lectures and in reading assignments.

Note: Required for MDiv students with a concentration in Anglican Studies. Open to all students.

PT 202 – 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. *Formerly PT 102.*

Notes: Required for, but not restricted to, MDiv students with a concentration in Anglican Studies.

PT 235 – Liturgical Practice: Music and Ritual

3 credits

Jane Huber

The importance of musical practice to the rituals of believing communities is a formative expression of spirituality for faithful people. The course includes introduction to musical genres from different liturgical traditions and historical periods. Through review of historical documents, musical scores, liturgies, and historic recordings students are introduced to liturgical practice across faith traditions. Beyond historical practice, the sung liturgies that are associated with different believing communities vary from context to context. In addition to studying the liturgical repertoire, students travel to the Cloisters Museum, visit the Fort Tryon Jewish Eruv, and the Islamic Wing at the Metropolitan Museum to explore the different boundaries and peripheries of sacred space and to analyze the different spaces where each tradition engages the prayer practices and liturgies of their community. How do sacred spaces, sung or unsung practices, inform or shape faithful identity and concepts of the holy? Students review current research and develop liturgies for their own communities in contemporary contexts.

Note: Identical to CH 235.

PT 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of the instructor.

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

PT 502 – Guided Research

1-6 credits

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

Prerequisite: Permission of the instructor.

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

JANUARY 2020

PT 211J – Healing Intergenerational Trauma, Difficult Emotions and Colonial Mentality

2 credits

Bhante Buddharakkhita

This course introduces students to the theory, practices, and techniques of traditional Buddhist counselling psychology (BCP) and how they can be used to heal intergenerational trauma (IT), deal with difficult emotions, and disentangle colonial mentality. Some of the questions this course explores are: What are the objectives and the significance of Buddhist counselling psychology? What are the functions of the mind? What are the characteristics, functions, manifestations, and proximate causes of various mind states? What is the role of mindfulness meditation in healing intergenerational trauma? How do we deal with difficult emotions such as fear and anger? Are defense or coping mechanisms useful in dealing with difficult emotions? How can we free the mind from racism and colonial mentality? The course includes periods of mindfulness and insight meditation, readings from suttas related to Buddhist Counselling, and classroom discussion.

Note: Identical to IE 211J.

AS 202 – *Anglican Missions and Social Justice*

3 credits

Joshua Samuel

Justice lies at the heart of Church's mission. How have Anglican missions responded to injustices in their mission fields? Was seeking and doing justice part of their work? Were the missionaries interested in bringing justice to the oppressed? When we speak of missions and justice, we also need to acknowledge the close relationship between the Anglican Church and their mission bodies and the British empire. How did they reconcile this fundamental moral and ethical contradiction? This course pays particular attention to the role and responses of the 'colonized Anglicans.' Within the context of colonialism, how did the native, indentured, and enslaved anglicans, and the Anglican missionaries who were willing to learn from them, seek to redeem the face of the Anglican church and missions? How does this wisdom of/from the subjugated influence the understanding of mission and justice today for the Anglican communion worldwide? The course addresses these questions by listening to voices on/of mission in the global Anglican church that foreground social justice and liberation of the oppressed.

Note: Required for, but not restricted to, MDiv students with a concentration in Anglican Studies.

AS 203 – *Anglican Liturgy (Practical)*

3 credits

Jeffrey D. Lee

This course offers students further preparation in leading worship within the Anglican/Episcopal Church, and is comprised of both opportunities for on-site practical instruction and independent reading. Topics covered include developing liturgies according to context, knowing the rubrics and flexibility within the Book of Common Prayer, and exploring models for worship in alternative worship texts such as *Enriching Our Worship*. In keeping with Union's legacy of social justice, readings engage social disparities such as gender, race, class and sexuality with analytical rigor, historical consciousness, sensitivity to tradition, and compassion.

Note: Required for MDiv students with a concentration in Anglican Studies to fulfill the Practical Theology requirement.

AS 302 – *Capstone in Anglican Studies*

3 credits

Kelly Brown Douglas

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

Note: Required for MDiv students with a concentration in Anglican Studies in their final year.

PT 245 – *Community Engaged Buddhism: Organizing for an Alternate Housing Future*

3 credits

Rebecca O. Johnson

This course introduces students to the concept and practices of community engaged Buddhism with New York City housing as a lens for practice, analysis and reflection. Using participatory methodologies related to the work of Paulo Freire, emerging Buddhist social analysis and ethics, traditional scriptures from across the Buddhist spiritual landscape and the frame of the Community Land Trust model, students engage such questions as: What meaning do the precepts have in Buddhism(s) social justice/community engagement thinking and theorizing? Do(es) Buddhism(s) have inherent communal/societal responsibilities? Who is community to US practitioners of Buddhism(s)? As practitioners with an aspiration to serve in ministry, how do the social/economic/cultural conditions experienced by your future congregants inform your personal, communal and societal spiritual practices? How might one interpret early/original sources within contemporary social and political conditions?

Note: Identical to IE 245.

PT 401 – *Guided Reading*

1-3 credits

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

Prerequisite: Permission of the instructor.

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

PT 502 – *Guided Research*

1-6 credits

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

Prerequisite: Permission of the instructor.

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

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 280 – *Colloquium in Theology and the Arts*

1 credit

Micah Bucey

An immersive exploration of the intersections of theology and creativity through a critical engagement with museum exhibitions, film, theatre, music and dance performances throughout New York City. Students make three group excursions to arts events arranged based on individual schedules.

Notes: Enrollment limited to twenty students. Meets once in September for orientation and scheduling, and once in December to discuss the class experiences.

CW 301 – *Extractivism: A Ritual/Liturgical Response*

3 credits

Cláudio Carvalhaes

The earth must be the ground zero of our thinking and practice. In this course, we learn about the ways our world is organized around a capitalistic system called extractivism. Extractivism is the ongoing work of coloniality, the ripping off of all natural and human resources, exterminating life on earth. This system organizes the political, theological, economic and emotional resources of the anthropocene. We also learn how to respond to this way of being by creating rituals and liturgies based on readings, discussions and site visits.

CW 325 – *Creating Rituals in Community*

3 credits

Cláudio Carvalhaes

This course intends to create community through weekly Chapel rituals. The main thread of this course is guided by the demise of humanity and how rituals can help us engage the ongoing loss of natural biomes and the demise of the anthropocene. In this course, students 1) create rituals for our community; 2) learn rituals by actually doing them, engaging a plurality of voices. We strive to learn how to create rituals that help us do the work of mourning collectively. As we do this, we hope to help each other move away from apathy and despair, while embracing our vulnerability and strengthening our work for the healing of the earth and ourselves.

Note: Responsibility for each Tuesday worship service in James Chapel is required.

CW 339 – *Proclamation and Black Experiences*

3 credits

Timothy Adkins-Jones

This course examines the history of norms, socio-cultural contexts, hermeneutics, and theologies that inform proclamation at the intersection of Black lived experiences in North America. This examination will include attending to Black preaching traditions alongside other forms of proclamation. The course assists participants in developing a critical appreciation of proclamation as an act connected to its contexts, while providing opportunities to explore how key learnings may further shape one's ministry practices.

Prerequisite: CW 104.

Note: Enrollment limited to fifteen students.

CW 401 – *Guided Reading*

1-3 credits

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

Prerequisite: Permission of the instructor.

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

CW 502 – *Guided Research*

1-6 credits

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

Prerequisite: Permission of the instructor.

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

CW 103 – *Introduction to Worship*

3 credits

Cláudio Carvalhaes

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

CW 210 – *Preaching with a Biblical Voice*

3 credits

Derrick W. McQueen

This course has students walk with a person in the Bible/Non-Canonical text throughout the semester. The goal is to understand the contextual voice of said person to explore how they might speak to today's prominent issues. With faculty approval, students may focus on a historical character whose voice is not often not seen as influential.

CW 225 – *Liberation Theologies and Worship*

3 credits

Cláudio Carvalhaes

In this course, students read basic texts of various liberation theologies across the globe and find ways that they inform ritual and liturgies from the perspective of marginalized people. Along with the reading of these texts, students create ritual/liturgies in order to better understand these theologies through the movements of the body within our community. Through reading and practice, the goal is to learn how to create rituals in liberative forms of resistance and celebration.

CW 401 – *Guided Reading*

1-3 credits

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

Prerequisite: Permission of the instructor.

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

CW 502 – Guided Research

1-6 credits

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

Prerequisite: Permission of the instructor.

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

Psychology and Religion

SUMMER 2019

PS 232Q – *Spiritual Care for Mental Health and Illness*

2 credits

Joseph P. Merlino

This one-week intensive challenges students to think about what makes us mentally and emotionally healthy, and how and why some of us become emotionally unwell. What is the role of faith and of being a member of a faith community – or not – in mental wellness and unwellness? How might these concepts be utilized practically in one's professional work after graduation? Given the stresses of pastoral and organizational work, how is one's spirituality and faith woven into self-care? The major categories of mental illness as currently defined by the DSM 5 in the United States and Europe are presented and discussed. Interacting with such individuals and assessing whether referral for treatment intervention is indicated, or ethically required, are explored. The goal of this course is not diagnostic and treatment-oriented but rather understanding, and how to assess for referral if indicated.

Prerequisites: PS 101 and PS 110, or one unit of CPE, or equivalent.

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.

PS 101 – *Introduction to Pastoral and Spiritual Care*

2 credits

Eileen Campbell-Reed

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

Corequisite: PS 110.

Note: Hybrid course alternating online and traditional instruction.

PS 110 – *Pastoral Listening Practicum*

1 credit

Pamela Cooper-White

Students learn and practice pastoral listening skills through directed practicum work in small groups. The emphasis is on nondirective listening, but also includes spiritual companionship 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.

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

PS 272 – *Self and Other: Race, Culture and Psychoanalysis*

3 credits

Sarah Hill

Christopher Jones

This course introduces students to psychoanalytic concepts and theories concerning self and other as they relate to our multiple racial and cultural identities that develop through psychic and social interaction at both the individual and group levels. We look at race as a dialectical category, socially constructed as a symbol while also being a material reality, i.e. lived experience. We consider dynamics of privilege, prejudice and oppression through psychoanalytic and socio-political lenses. Students are asked to raise critical questions about themselves and others as they become more familiar with psychodynamic and socialpolitical underpinnings of racial and cultural phenomena. The focus is clinical with the objective that students bring greater racial and cultural awareness to their own identities and interactions.

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 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 206J – *Buddhism & Psychoanalysis: A Healing Partnership*

2 credits

Pilar Jennings

This course examines how the contrasting traditions of Buddhism and psychoanalysis understand the roots of suffering, and how their divergent methods offer increased opportunities for healing when used in tandem. For clinicians, this course provides an exploration of how the analytic treatment of common psychological struggles including depression and anxiety, as well as more complex forms of trauma, may be supported by Buddhist insights and methods. For meditators, this course offers ways to address the psychological content that can arise in one's spiritual practice through a psychodynamic approach to inner life. With periods of meditation practice, readings, and classroom discussion, together we explore the foundational concepts addressed in both Buddhist and psychoanalytic teachings, including the nature of self, identity, loss, and efforts at healing.

Notes: No prior experience with meditation or psychoanalysis required. Identical to IE 206J.

PS 237 – *Power, Gender and Sexuality*

3 credits

Edgard Francisco Danielsen

This course focuses on gender and sexuality as two of the many threads woven into the tapestry of the human subjective experience and its relational dimensions. Students explore the complexities of gender and sexuality, and their evolving conceptions, through various lenses: 1) psychoanalysis, from the classical position to the elaborations and revisions of feminist, relational, and queer practitioners, 2) contemporary discourses in the areas of gender, sexuality, and cross-cultural studies, and 3) queer theology as a locus on which we may inscribe human desire for one self and for others. In addition, the course addresses how power is implicated in the theorizing about gender and sexuality, and their actualization.

Prerequisite: PS 101 or PS 110 is recommended.

PS 250 – *Death, Dying and Bereavement*

3 credits

Eileen Campbell-Reed

An in-depth exploration of the physical, emotional, sociocultural, and spiritual dimensions of death and dying, and the process of bereavement, through the lenses of pastoral theology, thanatology, and psychology. Students explore the skill and art of ministering to the dying and the bereaved, and develop their own theological framework for understanding and facing terminal illness, life-threatening violence, and death. Topics include pastoral and spiritual care for diverging beliefs about evil, suffering, and life after death, and funerals as pastoral and spiritual care.

Prerequisite: PS 101 or equivalent, or permission of instructor.

Note: Hybrid course alternating online and traditional instruction.

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 438 – Psychodynamic Theory for Spiritual Care Education and Leadership

3 credits

Pamela Cooper-White

This is the foundational synchronous/online course to meet the personality theory competencies on several levels of clinical pastoral education (CPE). The course provides an overview of psychodynamic theories including object relations (especially Winnicott), self-psychology, and an introduction to contemporary relational psychoanalytic theories, with an emphasis on their application to supervision and leadership.

Prerequisites: PS 101 or equivalent and four units of CPE or equivalent. Restricted to PhD students with a concentration in Psychology and Religion. Identical to DM 438.

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.

RE 312Q – *Theory and Practice of Teaching*

1 credit

John Falcone

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

Notes: Meets from August 19-30. Additional fees not charged for identity verification in distance education programs. Identical to DM 412Q.

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 412 – *Educating Adults: Theoretical Frameworks and Best Practices*

3 credits

John Falcone

This synchronous/online course provides an introduction to the field of adult education, with a focus on key theoretical frameworks and implications for working with adults in formal and informal settings.

Note: Identical to DM 413.

RE 502 – *Guided Research*

1-6 credits

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

Prerequisite: Permission of the instructor.

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

RE 344 – *Studies in Jewish-Christian Relations*

3 credits

Mary C. Boys

Shuly Rubin Schwartz

This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Students study the origins and development of Christianity in Second Temple Judaism, survey key historical encounters, address significant questions in the relationship of the two traditions, and examine implications for the education and formation of Jews and Christians in our time. The course serves as a case study in interreligious conflict and reconciliation.

Notes: Meets at Jewish Theological Seminary (JTS) on Monday afternoon. *Equivalent to IE 344.*

RE 401 – *Guided Reading*

1-3 credits

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

Prerequisite: Permission of the instructor.

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

RE 502 – *Guided Research*

1-6 credits

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

Prerequisite: Permission of the instructor.

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

THE THEOLOGICAL FIELD

Social Ethics

FALL 2019

CE 208 – *Moral Traditions and Social Ethics*

3 credits

Sarah Azaransky

This course introduces students to philosophical and Christian approaches to moral reasoning. An overview of primary approaches to moral reasoning, including virtue, deontology, utilitarianism, and liberation is explored. Students critically read works of major thinkers in Western ethical tradition, including Aristotle, Augustine, Aquinas, Calvin, Luther, Kant, and Mill. Additionally, ancient, medieval and Enlightenment sources are read in conversation with contemporary authors, including Traci West, Beverly Harrison, Patricia Hill Collins, and Chela Sandoval. The course aims to build our capacities to analyze social conditions and identify constructive and creative moral actions that may lead to more justice.

Note: Enrollment limited to twelve students.

CE 223 – *Queering Ethics*

3 credits

Sarah Azaransky

This introductory-level course examines contemporary Christian ethical and theological approaches to sexualities, genders and justice, and readings from queer ethicists including Beverly Harrison, Nikki Young, Marvin Ellison, Mark Jordan, and Emilie Townes. A social ethics analysis is explored concerning queer approaches to and accounts of families, pleasure, immigration, and gentrification, among other issues.

Note: Enrollment limited to twelve 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.

SPRING 2020

CE 210 – *The Prophetic Black Church in the 21st Century*

3 credits

Obery Hendricks

African American churches face unique social, economic and political challenges in the 21st century. To effectively serve their congregations in these increasingly fraught times, it is crucial for African American pastors to be equipped to fully comprehend the implications of important events and issues in the public square, to adequately communicate their significance to congregation and community, and to suggest constructive ways to respond. This course will discuss some of the most pressing of those issues and explore biblically-based strategies to address them.

CE 218 – *Political and Social Thought: Freedom and Justice*

3 credits

Sarah Azaransky

A deep engagement with philosophical approaches to freedom and justice. This course explores one text each week including authors such as Charles Mills, Iris Marion Young, Charles Taylor, John Dewey, Ian Haney López, Amartya Sen, and Mindy Fullilove. Contemporary thinkers consider the meanings, and the limits, of freedom and justice in theological and moral terms. In so doing, students necessarily investigate issues of racial & sexual & gender identities and their intersections, formation of self, cultural devastation, radical hope, and democratic practices.

Note: Enrollment limited to eighteen students with a waitlist for eight students.

CE 221 – *Christian Ethics of Immigration and the Borderlands*

3 credits

Sarah Azaransky

This course focuses study of the United States-Mexico border by reading ethicists, historians, geographers, and sociologists. Latinx voices and writing are at the center of the readings of this course. Students engage a number of topics integral to immigration and life in the borderlands, including transnational motherhood, queer immigrants, and family separation.

Note: Enrollment limited to eighteen students with a waitlist for eight students.

CE 234 – *The Black Social Gospel*

3 credits

Gary Dorrien

This course studies the black social gospel tradition of theology, ethics, and politics that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement. Featured figures include William Simmons, Reverdy Ransom, Ida B. Wells-Barnett, Alexander Walters, W. E. B. Du Bois, Adam Clayton Powell Sr., George W. Woodbey, Nannie Burroughs, Mordecai W. Johnson, Benjamin E. Mays, and Martin Luther King, Jr.

Note: Identical to CH 234.

CE 331 – *Justice and the World Order*

3 credits

Gary Dorrien

This seminar studies the current social ethical work on social justice and international politics, emphasizing feminist and liberationist criticism, imperial overreach, racial justice, theories of cultural difference, and ecojustice economics. Secondary themes raised by the course's subject and interdisciplinary approach include the relationships between religion and society, theology and ethics, and social ethics and other disciplines.

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.

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 450 – *Phenomenology of the Body*

3 credits

Andrea White

This course takes on the so-called body problem in philosophical and theological discourse with special attention given to disability studies. The study covers such themes as the erotic, materiality, flesh, power and representation, race and gender in works by a range of thinkers in disability studies, French phenomenology, feminist, black, womanist theologies, and postcolonial traditions. Thinkers studied include Julia Watts Belser, Elizabeth Barnes, Michel Henry, Maurice Merleau-Ponty, Jean-Luc Marion, Judith Butler, M. Shawn Copeland, Catherine Keller, Audre Lorde, Anthony Pinn and Mayra Rivera.

Note: Enrollment limited to twenty-five students. Identical to ST 450.

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.

PR 301 – *Social Justice: Philosophical Foundations, Religious History, Current Struggles*

3 credits

Jan Rehmann

The course explores some major theoretical concepts of social justice and relates them to the current systems of exploitation, oppression and marginalization. In order to understand the two main paradigms of "Western Civilization", we compare Aristotle's concept of justice with critical impulses from the Hebrew Bible and the New Testament. In order to acquaint students with the predominant justice discourses in modern capitalism, we scrutinize the concepts of classic liberalism (Locke), welfare liberalism (Rawls), neo-liberalism (Hayek) and confront them with some major theoretical and religious criticisms. The structural injustices of global capitalism, ecological destruction, racism, sexism and homophobia are explored. How can we grasp the intersections of different ways of oppression and overcome the fragmentations of social movements? Could a Green New Deal help build a broad social alliance that is both diverse and coherent?

Note: Identical to CS 301.

PR 314 – *American Pragmatism and Religion*

3 credits

Andre C. Willis

This course explores areas beyond enlightenment metaphysics and epistemology. An introduction to the central themes of the American pragmatic tradition as they link to religious topics are studied. Figures discussed include Emerson, James, Du Bois, Dewey, Adams, Stout, West, McKenna and Rorty. Themes explored during the course are perspectivalism, historicity, God, freedom, religious knowledge, sociality and truth.

Prerequisites: Some prior knowledge of philosophy or philosophical theology is recommended.

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.

ST 101 – *Introduction to Christian Theology: An Exploration of the Premises of Christian Theology*

3 credits

Roger Haight

This course explores the groundwork of Christian theology: its premises, logic, and methods in comparison with the critical inquiry for self-understanding that goes on in other religions. The goal is to examine and discuss things that theologians may take for granted in their engagement with the discipline. The underlying question of the course is whether the premises of theology can be defended in a secular, scientifically educated, religiously pluralistic, and seemingly relativistic culture in a way that makes sense to people sharing in this culture and approaching theology for the first time. It begins with the character of religious experience, and moves to a theory of why it takes different forms, the object of theology as “ultimacy,” the role of Jesus Christ in the structure of Christian faith in God, and two broad categorizations of modern Christian theology. The course is meant for those who question all of these topics either through inattention or after some thought.

Note: ST 101 or ST 103 or ST 104 required for MA and MDiv students to fulfill the Theology requirement.

ST 103 – *Foundations in Christian Theology I*

3 credits

Jawanza Eric Clark

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

Note: ST 101 or ST 103 or ST 104 required for MA and MDiv students to fulfill the Theology requirement.

ST 359 – *Martin Luther in History and Theology*

3 credits

Euan Cameron

Two years ago, in a surge of publicity, the Western Churches, Protestant and Roman Catholic, marked 500 years since Martin Luther wrote ninety-five theses to dispute the power of “indulgences”: instruments by which the Church claimed to reduce or eliminate the penalties imposed after confession in this life, and even in the hereafter. Martin Luther, a relatively young theologian in an obscure university in North-Eastern Germany, challenged authority in the name of Scripture and “evident reason”. Yet his theological innovations held far broader and more sweeping implications. Luther reinterpreted key biblical passages to invalidate the whole medieval system of purification through ritual practices encouraged by the Church. An extraordinarily creative thinker, and at the same time an intensely problematic personality. Luther’s comments about theological rivals, political authorities, the peasantry, women, Jews and Muslims are all immensely troubling, not least for those who in other ways revere his legacy. This course seeks to get under the skin of this complex and challenging figure, to trace his impact and address the difficulties which he presented in his own time, and still does.

Note: Identical to CH 359.

ST 373 – *Friedrich Schleiermacher in History and Today*

3 credits

Jason Wyman

Friedrich Schleiermacher is often called the “Father of Modern Theology.” Such a superlative title demands deep engagement. Heralded as a foundational figure in philosophy, hermeneutics, ethics, and of course theology, the question naturally becomes, “what did Schleiermacher do and what relevance does it have for theology today and tomorrow?” This seminar takes an extended, focused look at Schleiermacher’s core texts, *On Religion: Speeches to Its Cultured Despisers* and his monumental *The Christian Faith*. Throughout the semester, both the groundbreaking nature of Schleiermacher’s work at its publication and its actual and potential employments in contemporary theology are discussed, with an emphasis on his methodological innovations and how students can appropriate and converse with Schleiermacher’s work today.

Prerequisite: ST 101 or ST 103 or ST 104.

ST 374 – *Womanist Theology and Black Theology*

3 credits

Andrea White

This course provides an introduction to womanist theology through a study of three decades of scholarship produced by womanist theologians in the United States and placed in conversation with black theology. The course addresses a range of topics, including womanist biblical hermeneutics, Christology, pneumatology, soteriology, theological anthropology, theologies of embodiment, evil, sin and suffering, and eschatology. Womanist theologians (e.g., Delores Williams, Kelly Brown Douglas, M. Shawn Copeland) and scholars of black theology (e.g., James Cone, Willie James Jennings, and J. Kameron Carter) are interlocutors in genealogies of race, ontologies and physics of blackness, the cross and redemption, and black women’s literary tradition.

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 450 – *Phenomenology of the Body*

3 credits

Andrea White

This course takes on the so-called body problem in philosophical and theological discourse with special attention given to disability studies. The study covers such themes as the erotic, materiality, flesh, power and representation, race and gender in works by a range of thinkers in disability studies, French phenomenology, feminist, black, womanist theologies, and postcolonial traditions. Thinkers studied include Julia Watts Belser, Elizabeth Barnes, Michel Henry, Maurice Merleau-Ponty, Jean-Luc Marion, Judith Butler, M. Shawn Copeland, Catherine Keller, Audre Lorde, Anthony Pinn and Mayra Rivera.

Note: Enrollment limited to twenty-five students. Identical to PR 450.

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 2020

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.

Note: ST 101 or ST 103 or ST 104 required for MA and MDiv students for the Theology requirement.

ST 115 – Asian Theologies

3 credits

K.M.Y. Khawsiamia

This course explores several theologies in Asia. Since the early 20th century, Asian theologians have formulated theologies for their own particular context. Therefore, theological ideas in Asia are quite different from western theologies. Asian theologians have tried to discover the revelation of God in Asia and to translate the gospel into the particular forms of Asian cultures and realities. They also pay close attention to socio-economic-political situation facing Asian communities.

Note: Identical to IE 115.

ST 216 – The Churches and the Church: Historical and Systematic

3 credits

Roger Haight

It is difficult to teach “church” in a pluralistic context; this course offers an ecumenical view of the church by first looking at the ecclesiologies of the church as they developed from the first century to the present. Essentially taught through reading R. Haight, *Christian Community in History, I-III*, an extensive essay in historical and comparative ecclesiology accompanied by various primary sources. The course then examines what an ecumenical church might look like: what are the essential elements? Despite this broad canvas, the goal of the course is to learn the self-understanding of the church in the various communions that developed during the course of its history. This broad examination of the church in these different historical manifestations reveals both the relativities in the church's structure as well as certain consistent elements in its constitution. The course ends with an essay at expressing a common understanding of the apostolic core of the church as it appears today across and within the churches.

Note: Recommended for students entering ministry. Identical to CH 216.

ST 302 – Theology and the Natural World: The Feeling Animal: Affect, Practice and Theology

3 credits

John Thatamanil

In recent years, definitions of “Man as the Rational Animal” have been heavily contested. Leading the way has been the work of Affect Theorists who have prioritized embodied feeling over against thin accounts of rationality. Political thought and theology are only beginning to catch up to these shifts in philosophy. But, in another sense, religious life has long been attentive not only to feeling but also to practices for the shaping of affect, liturgical, contemplative, and practices of political resistance, for example. This course will seek to think through the connections between affect, practice, and theology in conversation with a wide variety of voices including affect theory, neuroscience, animal studies and theology. How can theologians learn from these voices? What do theologians have to offer back to this conversation?

Note: Attendance at an April conference on the theme of this course held at Union is required.

ST 304 – *The Theology of Augustine of Hippo*

3 credits

Jason Wyman

This course takes a deep dive into the work of Augustine of Hippo, setting his theology both in its historical background and in its continued relevance for the contemporary world. The class looks at portions of Augustine's key works as they pertain to grace, original sin, ethics, and theological form. We look at foundational works like *Confessions*, *The City of God*, and other texts that dwell on specific doctrinal issues. Contemporary scholarly engagements and uses of Augustine are also considered as they relate to the same key themes. Throughout, consideration of Augustine's method, historical place, and relevance for ongoing theological discussions is held in view.

Prerequisite: ST 101 or ST 103 or ST 104.

ST 320 – *Islam and Religious Diversity*

3 credits

Jerusha Tanner Rhodes

This course examines Islamic perspectives on religious diversity, other religious and non-religious traditions, and interreligious engagement. It involves exploration of primary Islamic sources (including the Qur'an and Hadith) and traditional and contemporary interpretations drawn from exegetical, legal, polemical, and theological discourses. Emphasis is placed on theological, exegetical, and contextual assumptions; interpretative methodologies; and on the relevance of the Islam-specific conversation to broader discussions of religious diversity and interreligious engagement.

Notes: Relevant to students interested in Islam, theologies of religion, and/or interreligious engagement. Identical to IE 320.

ST 324 – *Theologies of the Cappadocian Fathers and Mothers*

3 credits

Julia Kelto Lillis

This course investigates the thought, practice, and preaching of four early Christian theologians from the region of Cappadocia (Basil of Caesarea, Gregory of Nazianzus, Gregory of Nyssa, and Macrina the Younger) and the families that shaped them. These figures played major roles in the fourth-century development of Trinitarian theology, were pioneers of Christian cenobitic monasticism, and promoted ethics that challenged conventional views about social roles and demanded attention to the poor and marginalized. The course explores their theology through a range of primary texts, considering their vision of the ascetic life and human transformation through faith, their philosophical and theological reasoning about the Trinity, and their understanding of how to live a Christian life in society. Special attention is given to the questions of how these diverse theological areas interrelate and of how the teachings may translate in useful ways into today's world.

Note: Enrollment limited to five students. Identical to CH 324.

ST 337 – *The Theology of Edward Schillebeeckx*

3 credits

Roger Haight

This course intends to provide a basic appreciation of the theology of Edward Schillebeeckx. It traces his early period, before and during Vatican II, the period following Vatican II (roughly between 1965 and 1972), and the period after 1972. The readings focus on four themes: revelation-faith, method in theology, christology, and ecclesiology, with some attention to the doctrines of creation and eschatology which play a significant role in his theology.

Note: Enrollment limited to four students.

ST 364 – *Imagine No Religion: Theology & Genealogy of Religion*

3 credits

John Thatamanil

A relatively recent group of theorists question the meaningfulness of the category “religion.” Theorists argue that religion is a western and/or Christian and/or modern invention which has been imposed across cultures and historical periods. Some hold that the category cannot be deployed consistently and so is unserviceable. Questions of justice are prominent among postcolonial theorists who argue that religion is a Western concept foisted upon other cultures by the coercive mechanisms of colonialism. Nonetheless, new theories of religion sensitive to the complexities surrounding category formation continue to be ventured. Thinkers seek to overcome the objections raised by those who seek to deconstruct religion and argue for a chastened but still viable deployment of the category. This course reads important voices from both sides and asks the following fundamental questions: What do these disputes about the category of religion mean for theology? Do religions exist? Is it still plausible to develop contemporary theories of religion? How do theories of religion shape ideas about religious belonging, syncretism, interreligious dialogue, political theology, the relationship between economics and religion, and our very conception of the tasks of constructive theology? Do theologians even need the category “religion?” or must we “Imagine No Religion?”

Note: Identical to IE 364.

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 410 – *Political Theology*

3 credits

Andrea White

Is theology always political? Is the political always theological? This course examines the view that theology has something to say about the way in which ideas and practices are organized for the structures of social power. It studies thinkers who view theology as a resource for the political insofar as theology engages in the enterprise of ideology critique and discourse analysis. Students also examine the contention that theology is not so much resource as culprit, since genealogies of race demonstrate that theology is the origin of empire building, colonialism and imperialism. Readings include works by theologians who analyze the use of the body for the sake of the state and argue that while racial designations are politically activated (Copeland, Brown Douglas), it is actually theology that formed the colonialist moment (Jennings, Carter). Themes throughout the course address the relationship between God and power, the question of how religious ideas and practices shape politics, secularism as a religious category, the fragility of politics, the notion that political power needs to be “redeemed” (Ricoeur), and the antagonistic relation between truth and politics (Arendt). Other thinkers argue that it is theology, always already political, that needs to be redeemed.

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 2019

DM 401Q – *Wellness and Self-Care for Spiritual Care and Supervision*

1 credit

Jeffery M. Silberman

A survey of a variety of philosophies and perspectives on wellness and self-care with an emphasis on spiritual, emotional and physical well-being for those doing spiritual care and supervision. Material presented includes theory as well as the practice of experiential elements to demonstrate the application of wellness concepts to spiritual and self-care daily routines.

Prerequisite: Restricted to DMin students with Summer 2018 or Summer 2019 entrance years.

Note: Meets from August 19-30. Additional fees not charged for identity verification in distance education programs.

DM 402Q – *Theological Issues for Spiritual Care and Supervision*

2 credits

Trina Armstrong

This course identifies, discusses, and critically analyzes a variety of theological issues that arise in the clinical setting and in supervision of clinical pastoral education (CPE) students. Examination of traditional religious thought complements the unique inter-religious and multi-faith context of spiritual care, where contemporary theology crosses interdisciplinary boundaries. In general, theological issues and concerns arise both for patients and for CPE students; for example, concerns about theodicy, the search for meaning, and loss are central to spiritual care and supervision.

Prerequisite: Restricted to DMin students with Summer 2018 or Summer 2019 entrance years.

Note: Meets from August 19-30. Additional fees not charged for identity verification in distance education programs.

DM 411Q – *Research Integration Seminar*

2 credits

Jeffery M. Silberman

Kelsey White

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

Prerequisite: Restricted to DMin students planning to graduate in May 2020.

Notes: Pass/fail. Meets from August 19-30. Additional fees not charged for identity verification in distance education programs.

DM 412Q – *Theory and Practice of Teaching*

1 credit

John Falcone

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

Prerequisite: Restricted to DMin students with Summer 2017 entrance year.

Notes: Meets from August 19-30. Additional fees not charged for identity verification in distance education programs. Identical to RE 312Q.

FALL 2019

DM 403 – *Professional and Clinical Ethics*

3 credits

Gregory A. Stoddard

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

Prerequisite: Restricted to DMin students with Summer 2018 or Summer 2019 entrance years.

Note: Additional fees not charged for identity verification in distance education programs.

DM 413 – *Educating Adults: Theoretical Frameworks and Best Practices*

3 credits

John Falcone

This synchronous/online course provides an introduction to the field of adult education, with a focus on key theoretical frameworks and implications for working with adults in formal and informal settings.

Prerequisite: Restricted to DMin students with Summer 2018 or Summer 2019 entrance years.

Note: Identical to RE 412.

DM 520 – Thesis/Final Project I

3 credits

In the final year, DMin students write a thesis or a final project. DM 520 and DM 521 must be taken sequentially in one academic year.

Prerequisite: Restricted to DMin students planning to graduate in May 2020.

SPRING 2020

DM 404 – Interreligious and Intercultural Engagement

3 credits

Yehezkel Landau

This course equips students with foundational theoretical and practical tools necessary for effective interreligious engagement within personal, organizational, supervisory, and individual spiritual care-giving contexts. Students become familiar with and prepared to utilize in their ministries a range of spiritual practices, texts, and other spiritual resources from diverse religious traditions. Principles and methods of interreligious dialogue and of interreligious spiritual care are examined.

Prerequisites: Restricted to DMin students with Summer 2018 or Summer 2019 entrance years.

DM 438 – Psychodynamic Theory for Spiritual Care Education and Leadership

3 credits

Pamela Cooper-White

This is the foundational synchronous/online course to meet the personality theory competencies on several levels of clinical pastoral education (CPE). The course provides an overview of psychodynamic theories including object relations (especially Winnicott), self-psychology, and an introduction to contemporary relational psychoanalytic theories, with an emphasis on their application to supervision and leadership.

Prerequisites: PS 101 or equivalent and four units of CPE or equivalent. Restricted to DMin students with Summer 2018 or Summer 2019 entrance years. Identical to PS 438.

DM 521 – Thesis/Final Project II

3 credits

In the final year, DMin students write a thesis or a final project. DM 520 and DM 521 must be taken sequentially in one academic year.

Prerequisites: DM 520. Restricted to DMin students planning to graduate in May 2020.

GENERAL COURSES

FALL 2019

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.

Notes: Pass/fail. Highly recommended for MDiv students writing a thesis, and second-year MA students.

UT 400 – *Extended Residence*

0 credits

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

UT 420 – Thesis 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. Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 433 – STM Extended Paper

0 credits

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

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

UT 550 – Doctoral Seminar I

1 credit

Jan Rehmann

This seminar is committed to enhance the interdisciplinary nature of the Union PhD program, it invites faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

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

UT 560 – Modern Language Examination in German

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

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

UT 570 – Modern Language Examination in French

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

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

UT 580 – Modern Language Examination in Spanish

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

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

UT 600 – Dissertation Proposal Approval

0 credits

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

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

UT 700 – *Doctoral Dissertation Defense*

0 credits

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

Prerequisite: UT 600.

UT 900 – *Doctoral Dissertation Deposit*

0 credits

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

Prerequisite: UT 700.

SPRING 2020

CX 801 – *Doctoral Comprehensive Examination I*

0 credits

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

CX 802 – *Doctoral Comprehensive Examination II*

0 credits

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

CX 803 – *Doctoral Comprehensive Examination III*

0 credits

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

CX 804 – *Doctoral Comprehensive Examination IV*

0 credits

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

UT 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).

Notes: Pass/fail. Highly recommended for MDiv students writing a thesis, and second-year MA students.

UT 400 – *Extended Residence*

0 credits

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

UT 420 – *Thesis 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 is committed to enhance the interdisciplinary nature of the Union PhD program, it invites faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

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

UT 560 – Modern Language Examination in German

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

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

UT 570 – Modern Language Examination in French

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

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

UT 580 – Modern Language Examination in Spanish

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

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

UT 600 – Dissertation Proposal Approval

0 credits

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

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

UT 700 – *Doctoral Dissertation Defense*

0 credits

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

Prerequisite: UT 600.

UT 900 – *Doctoral Dissertation Deposit*

0 credits

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

Prerequisite: UT 700.

SUPPLEMENTAL CO-CURRICULAR COURSES

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

FALL 2019

SU 101 – *Graduate Writing Seminar*

1 credit

Barbara King Lord

This synchronous/online 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: Pass/fail. May be repeated, but taken only once for credit.

SU 102 – *Seminary Choir*

1 credit

Malcolm Merriweather

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

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

SU 104 – *Gospel Choir*

1 credit

Gary Mitchell, Jr.

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

Note: Pass/fail. May be repeated as audit, 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 course consists of warm up, technique development, and movement/exploration.

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

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

1 credit

Jane Huber

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

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

SU 150 – Topics in Community Engagement and Social Justice

1 credit

TBD

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

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

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

0 credits

Jan Rehmann

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

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

0 credits

Jan Rehmann

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

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

0 credits

Carla Roland 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 BC1 – Topics in Ministry: An Integrative Path of Personal and Social Healing: Buddhist Phenomenology

1 credit

Ben Connelly

How can we heal ourselves and our communities? How does our personal conduct, wellness, suffering, and trauma relate to interpersonal and transpersonal systems? How can we give our lives to universal liberation without sacrificing our own well-being? These questions are at the heart of Yogacara Buddhism, which brings early Buddhist and Mahayana thought and practice into an integrated approach to joyful, compassionate, altruistic living. This course focuses on the phenomenology and practices upheld in the Indian Yogacara master Vasubandhu's Thirty Verses on Consciousness Only. We study and engage in mindfulness practices for healing patterns of emotional reactivity, and non-dual teachings to heal our alienation from ourselves, our communities, and the vast, ineffable universe. Students move towards a deeper knowing of the fact that in every moment we participate in the whole of the world in all its beauty and harms, and that in every moment we can act for the liberation of all.

Notes: Pass/fail. Cannot be taken for reading credit. Part of a series of courses offered in the Thich Nhat Hanh Program for Engaged Buddhism.

SU 190 KC1 – Topics in Ministry: Building a Moral Revolution to End Poverty

1 credit

Adam Barnes

As seminarians graduate into economic crisis, how do we prepare for the poverty that awaits us in our congregations, our communities, our family, and even our debt-saddled job searches? The Kairos Center believes we live in a kairos moment: great change and transition, where the old ways of doing things are breaking down, new ones are trying to emerge and decisive action is demanded. This course explores how religious leaders, local congregations, and poor people's organizations can be part of growing efforts rising up to respond to the injustice and violence our communities face. Special attention is given to the history of the Rev. Dr. Martin Luther King Jr.'s 1968 Poor People's Campaign (PPC) and the efforts of the PPC: A National Call for Moral Revival to re-ignite that campaign and challenge the interconnected evils of systemic racism, poverty, the war economy, ecological devastation and the nation's distorted morality. Students examine lessons gained from the history of the PPC, learn basic information on poverty and community organizing, and participate in biblical study and theological reflection on building a social movement to end poverty, led by the poor.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 190 LP1 – *Topics in Ministry: Putting God’s Peace in Print: An Op-Ed Writing Workshop for Faith Leaders*

1 credit

Chris Lee

Steven D. Paulikas

As our country endures one of the stormiest seasons in its political history, the witness of its faith leaders is more important than ever. Like many dissenting voices, however, progressive religious perspectives are too often either dismissed outright or confined to conversations happening far from the public square. This course aims to foster the skills necessary to conceive, write and place articles in the opinion sections of daily print newspapers and various online outlets. First students study successful opinion writing from a faith perspective, then they focus on developing students' own ideas in a workshop environment. Students are required to bring at least a pitch, and preferably a rough draft of a piece, to the first session.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 190 NW1 – *Topics in Ministry: Perceiving, Thinking, Acting as a Prophet: An Exploration*

1 credit

Nahum Ward-Lev

Through text study, conversation, and experiential exercise, this course is a community inquiry into the role of prophetic wisdom in societal transformation. Drawing insight and inspiration from sacred Scriptures as well as our own life experience, we ask: What wisdom can we draw from the Hebrew prophets to guide our social action? How does the liberating energy flowing throughout creation support our social justice endeavors? What practices cultivate our capacity to perceive the world through the eyes of God’s love and concern? How do we discern the prophetic action that we are called to engage? And how might this inquiry shape our next steps, individually and collectively? Students have an opportunity to explore spiritual practices that might help ground us in our most loving, wise and resilient selves while pursuing the challenging work of uprooting oppression. This course draws from the rich exploration in Nahum Ward-Lev’s book, *The Liberating Path of the Hebrew Prophets: Then and Now* (Orbis Books, May 2019). In addition to Hebrew Scripture, students engage with the writings of modern prophets, ranging from Erich Fromm, Gustavo Gutiérrez and Abraham Joshua Heschel to bell hooks, Martin Luther King Jr., Paulo Freire and Grace Lee & James Boggs.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 190 RW1 – Topics in Ministry: Palestinian Christians and Loving Resistance

1 credit

David Wildman

Katie Reimer

In the ten years since the launch of the Kairos Palestine Document, churches and Christians around the world have joined Palestinian Christians in taking up the call of loving non-violent resistance. This course looks at the Kairos Palestine Document, a statement of faith written prayerfully in 2009 by Palestinian Christians. These Palestinian Christians reflect on the 50+ year military occupation of their land, calling upon churches and Christians worldwide to stand against injustice and apartheid, and work for a just and lasting peace in Israel and Palestine. The document is a “cry of hope, with love, prayer and faith in God,” and it holds a clear position of loving non-violent resistance as a response to apartheid and military occupation. The Kairos Palestine Document uses 1 Corinthians 13:13 to frame Palestinian experience and struggle. The course explores forms of loving resistance developed by the Kairos Palestine Document. It also reflects on the ways Palestinian Christians have called churches and Christians worldwide to stand in solidarity with Palestine. Finally, the course looks at the lessons that have come out of the Palestinian struggle and how these connect with other liberation struggles today.

Notes: Pass/fail. Cannot be taken for reading credit.

JANUARY 2020

SU 190J NW1 – Topics in Ministry: Experiential Workshop in the Alexander Technique: Self-Care as the Foundation for Care for Others

1 credit

Nanette Walsh

The Alexander Technique is a moment-to-moment practice of releasing unhelpful habits that interfere with our best intentions to care for ourselves, thereby affecting how we care for others. Simply and practically, the Technique helps us re-discover our innate efficiency and delight in the activities of daily living. At its core, it is a mind-body discovery process. Its practice cultivates a harmonious relationship between postural support, breathing and movement. In this workshop, we investigate habitual patterns of neuromuscular tension in the simple activities of sitting, standing, speaking and lying down. Once identified, fixed patterns of tension can be released and the conditions for new more coherent patterns can be developed. The technique is primarily an educational process that has therapeutic benefits for such common afflictions as back and neck pain. Hands-on-guidance (optional) and guided group experience: identifies habitually fixed and unhelpful neuromuscular responses to inner and outer stimuli; develops a more conscious and beneficial relationship to gravity; investigates how the relationship between postural support, breathing, and movement affects use of the voice/communication/vocal expression; acquires skills in the practice of inner stopping/attention and directing/intention; reduces stress and increases efficiency in sitting for long periods of time; provides a fundamental understanding of the simple physics of human structure for balance and upright poise.

Note: Offered only as audit (0-credit).

SU 101 – Graduate Writing Seminar

1 credit

Amy Meverden

This synchronous/online 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: Pass/fail. May be repeated, but taken only once for credit.

SU 102 – Seminary Choir

1 credit

Malcolm Merriweather

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

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

SU 104 – Gospel Choir

1 credit

Gary Mitchell, Jr.

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

Note: Pass/fail. May be repeated as audit, 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: Pass/fail. May be repeated as audit, but taken only once for credit. All levels of experience welcome, with the goal of advancing individual student development.

SU 125 HT1 – *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 120 – *Samuel DeWitt Proctor Conference*

2 credits

Obery Hendricks

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

Prerequisite: Permission of the instructor.

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

SU 190 AO1 – *Topics in Ministry: Context is Everything: Offering the Local Church to God’s Beloved*

1 credit

Anna Olson

How does a struggling local church invite its community to cast a vision for its future? What happens when the neighbors are handed the keys to the church and the freedom to bring their dreams of community thriving inside? It’s sometimes a mess, often quite a bit of fun and never ever boring. As traditional models of church crumble rapidly and formulas for 21st century church serve ever narrowing swaths of privileged communities, the rest of us are entering a period of uncertainty and possibility. Taught by a Union alumna, two decades of practical, highly contextual parish ministry in diverse, marginal, urban communities are shared. In her book, *Claiming Resurrection in the Dying Church: Freedom Beyond Survival*, she describes casting aside the death-dealing conventional wisdom of church growth programs and denominational measures of viability and throwing the doors wide open on the assumption that God is already at work in the community making all things new. Together we unpack context, ask good questions and imagine concrete steps towards a church that offers itself to God and God’s beloved.

Notes: Pass/fail. Cannot be taken for reading credit. Students may read the book and come prepared to reflect on a specific ministry context and its challenges (home church, field education site, current call, specific neighborhood, etc).

SU 190 CH1 – *We Must Do M.O.R.E.: The Poor People's Campaign and the 2020 Elections*

1 credit

Charon Hribar

While Democrats have championed the middle class and Republicans have promoted tax cuts and corporate welfare, poor and low-wealth people have not heard their names or condition in American public life for the past 40 years. In the dozens of primary and presidential debates leading to the 2016 election no time was given to the issue of poverty, yet the census tells us that 140 million of us, nearly half of the nation, are poor or low-income.

This course will join the Poor People's Campaign: A National Call for Moral Revival for the We Must Do M.O.R.E. (Mobilize, Organize, Register, Education) Tour taking place in Rochester, NY on February 7, 2019. The tour will draw on our deepest constitutional, religious and moral values to challenge both political parties to address an economy that isn’t working for most of us. The course will include a community site visit in Rochester and a Mass Meeting featuring Rev. Dr. William Barber, II and Rev. Dr. Liz Theoharis along with community leaders from across New York State. The course will shine light on the struggles and stories of impacted people from the community and provide a platform for them to share both the conditions they are facing and the solutions they believe in. Furthermore, we will discuss the call for people of conscience to engage in deeply moral civic engagement and voting that cares about poor and low-wealth people, the sick, immigrants, workers, the environment, people with disabilities, the LGBTQ community, and peace over war.

Notes: Pass/fail. Travel will be required for this course. Students will leave New York City for Rochester, NY by 7 a.m. on Friday, February 7th and return to New York City on Saturday, February 8th by 6 p.m.

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

1 credit

Michael Cooper-White

Robin Reese

Communication is essential in any organization that has a will to flourish and carry out its mission. Churches and non-profit public service organizations, businesses and governmental agencies, often falter when a crisis suddenly overwhelms them. The question is rarely if it will happen, but when. Having a plan and team in place for crisis communication can “save the day” and aid in post-crisis recovery and sustaining positive constituent relationships and donor confidence. Gone are the days when oral delivery and fledgling print publishing were the only methods to communicate. Today’s leaders must learn to deliver their message via dozens of media, while competing with all the other “voices” that are out there. This course explores proven strategies and tools for effective communication in all circumstances, with particular focus on developing a crisis communication plan.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 190 DS1 – *Topics in Ministry: Bricks and Mortals: RemovethePews.com*

1 credit

Donna Schaper

This course teaches queer and non-binary theology of sacred sites. It shows what the sacred sites are needed for, how endangered they are and how to save them. Establishing an incarnational approach to buildings that neither elevates nor demeans them, it offers ways to steward them. The course highlights multi-use of sacred spaces as a way to be green, to be neighborly and to establish less distinction between sacralized and desacralized spaces. It argues for hyper-use of open, public spaces in worlds where the privatization of space is rapidly increasing. Students learn how self-governing small institutions are foundational to larger democratic institutions.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 190 KG1 – *Topics in Ministry: Rights of Nature*

1 credit

Karenna Gore

We are living in a time of both unprecedented ecological destruction and increasing consciousness of the interconnectedness of all life on Earth. Many efforts to protect air, land, water, biodiversity and whole ecosystems are blocked by the legal reality that nature is treated as property. This is compounded by the fact that corporations have inordinate power, including the designation of legal “personhood.” This course, offered at the Center for Earth Ethics, examines the Rights of Nature, with special attention to Indigenous wisdom and leadership, religious belief systems, church history, and the practical realities of the legal system. Students learn from guest speakers and examine case studies in New Zealand, Ecuador, India and the United States.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 190 KM1 – *Topics in Ministry: Principles and Practices of Restorative Justice*

1 credit

Keisha Kogan

Sally MacNichol

Centered in people, relationships, healing and accountability, Restorative Justice offers a different paradigm for thinking about conflict, harm and wrongdoing. This course reviews the fundamental principles and practices of Restorative Justice from an historical, psycho-social, theological and spiritual perspective. A variety of models currently being practiced in the U.S. and internationally is examined. Particular attention to the restorative practice of peacemaking circles gives students an opportunity to learn about and practice how circle can be used to address interpersonal and social harms in their communities.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 190 SS1 – *Topics in Ministry: Skillful Means: Working with Interpersonal and Structural Conflict*

1 credit

Shanté Paradigm Smalls

In Tibetan Buddhism, especially in the Nyingma and Kagyu Schools, there is a great deal of emphasis on working with the environment, the elements, and the phenomenal world. As a practice, philosophy, or religious practice, the Four Karmas (Pacifying, Enriching, Magnetizing, and Destroying) refer both to esoteric elemental practices and practical ways of working with our own minds, as well as with difficult interpersonal, individual, and structural challenges. How do we apply that to our contemporary moment when we are dealing with a resurgence and intensification of anti-Black violence and racism, the continuance of Indigenous dispossession, and the stronghold of patriarchy and misogyny finally being challenged in a genuine way? This introductory course combines tantric Buddhist wisdom with undoing interlocking structural oppressions. It will focus on sitting meditation instruction (shamatha), walking meditation, discussion groups, short readings, and light physical movement.

Notes: Pass/fail. Cannot be taken for reading credit. Part of a series of courses offered in the Thich Nhat Hanh Program for Engaged Buddhism.

Faculty

Complete biographies and bibliographies are available online at www.utsnyc.edu/academics/faculty.

Sarah Azaransky, M.T.S., Ph.D.
Assistant Professor of Social Ethics

Very Rev. Kelly Brown Douglas, M.Div. '82, Ph.D. '88
Professor of Theology
Dean of Episcopal Divinity School

1 Mary C. Boys, M.A. '75, Ed.D. '78, D.H.L.,
Dr. Theol, D.Litt.
Skinner and McAlpin Professor of Practical Theology

Rev. Eileen Campbell-Reed, Ph.D.
Visiting Associate Professor of Pastoral Theology and Care

Rev. Euan K. Cameron, M.A., D.Phil.
Henry Luce III Professor of Reformation Church History

2 David M. Carr, M.T.S., M.A., Ph.D.
Professor of Old Testament

Cláudio Carvalhaes, M.A., M.Div., Ph.D. '07
Associate Professor of Worship

1, 2 Hyun Kyung Chung, M.A., M.Div., Ph.D. '89
Associate Professor of Ecumenical Studies

Rev. Pamela Cooper-White, M.A., M.Div., Ph.D.
Christiane Brooks Johnson Professor of Psychology and Religion
Dean/Vice President of Academic Affairs

1 Rev. Samuel Cruz, M.A., Ph.D.
Assistant Professor of Church and Society

1 Rev. Gary Dorrien, M.Div. '78, M.A., Th.M., Ph.D.,
D.D., D.Litt.
Reinhold Niebuhr Professor of Social Ethics

John P. Falcone, M.Div. '98, Ph.D.
Visiting Assistant Professor of Practical Theology

Rev. Roger Haight, M.A., S.T.L., Ph.D.
Scholar-in Residence

Esther J. Hamori, M.Div., Ph.D.
Associate Professor of Old Testament

Jane Huber, M.Div. '03, Ph.D. '13
*Visiting Assistant Professor of Church History, Practical Theology,
Spiritual Formation*

Jeremy Hultin, M.A., Ph.D.
Associate Professor of Biblical Languages

Rev. Serene Jones, M.Div., Ph.D.
*President of the Faculty and Johnston Family
Professor for Religion and Democracy*

Rev. Brigitte Kahl, Th.D., Dr., sc.theol.
Professor of New Testament

Julia Kelto Lillis, M.Div., Th.M., Ph.D.
Assistant Professor of Church History

Rev. Daisy L. Machado, M.S.W., M.Div. '81, Ph.D.
Professor of Church History

Amy E. Meverden, M.A., M.Div., Ph.D. '18
Visiting Assistant Professor of New Testament

Aliou C. Niang, M.A., Ph.D.
Assistant Professor of New Testament

Su Yon Pak, M.A., Ed.D. '99
Associate Professor of Integrative and Field-Based Education

Jan Rehmann, Dr.phil., Dr.habil.
Visiting Professor for Critical Theory and Social Analysis
Director, Doctor of Philosophy program

Jerusha T. Rhodes, M.A., Ph.D.
Assistant Professor of Islam and Ministry

2 Greg Snyder
Interreligious Engagement
Dharma Teacher & President, Brooklyn Zen Center

1 John J. Thatamanil, M.Div., Ph.D.
Associate Professor of Theology and World Religions

Rev. Andrea C. White, M.Div., Ph.D.
Associate Professor of Theology & Culture

Lecturers

Rev. Timothy Adkins-Jones,
M.Div., Ph.D. cand.
Preaching, Arts & Worship

Jane Alexandre,
M.A., M.S., Ph.D.
*Preaching, Arts & Worship/
Supplemental Co-Curricular*

Trina Armstrong,
M.A., M.Div., Ph.D.
Doctor of Ministry

Bhante Buddharakkita,
Ph.D. cand.
*Interreligious Engagement/
Practical Theology*

Rev. Micah Bucey, M.Div. '14
Preaching, Arts & Worship

Jawanza Eric Clark,
M.Div., Th.M., Ph.D.
Systematic Theology

Cecilia deWolf, M.F.A.
Communication Arts

Edgard F. Danielsen, Ph.D.
Psychology & Religion

Rev. R. William Franklin,
M.A., Ph.D.
Practical Theology

Sarah Hill, M.S.W.
Psychology & Religion

Rev. Susan Hill,
M.B.A., M.Div. '08, S.T.M.
Practical Theology

Rev. Gregory A. Horn,
M.Div. '91
Denominational Studies

Pilar Jennings,
M.A. '06, Ph.D. '09
Psychology & Religion

Rebecca O. Johnson,
M.F.A., M.S.
*Interreligious Engagement/
Practical Theology*

Christopher Jones,
M.A., M.Div. '13
Psychology & Religion

K.M.Y. Khawsiamia, M.Th., D.Th.
*Interreligious Engagement/
Systematic Theology*

Barbara King Lord, M.A., M.S.
Supplemental Co-Curricular

Rev. Sarah Lenzi,
M.A., M.Div., Ph.D.
Denominational Studies

Rt. Rev. Jeffrey D. Lee
Practical Theology

Rev. Violet Lee,
M.Div. '01, Ph.D.
*Church & Society/
Denominational Studies*

Joseph P. Merlino, M.D., M.P.A.
Psychology & Religion

Rev. Derrick W. McQueen,
M.Div. '09, Ph.D. '17
Preaching, Arts & Worship

Andrew Olendzki, M.A., Ph.D.
Interreligious Engagement

Charles Read
Communication Arts

Rev. Carla Roland Guzmán,
M.A., M.Div., Ph.D.
Supplemental Co-Curricular

A. Meigs Ross, M.Div. '83
Field Education

Joshua Samuel,
M.A., S.T.M. '13, Ph.D. '17
Anglican Studies

Stephen Sas, D.M.A.
Interreligious Engagement

Rabbi Jeffery M. Silberman,
D.Min., D.D.
Director, Doctor of Ministry program

Simran Jeet Singh,
M.A., M.T.S., Ph.D.
Interreligious Engagement

Gregory A. Stoddard,
M.Div., D.Min.
Doctor of Ministry

Rev. Liz Theoharis,
M.Div. '04, Ph.D. '14
Bible, Cross-Testament

Peace Twesigye, M.M., M.S.Ed.
Interreligious Engagement

Colleen Wessel-McCoy,
M.Div. '07, Ph.D. '17
Bible, Cross-Testament

Andre C. Willis, M.T.S., Ph.D.
Philosophy of Religion

Jason Wyman,
M.Div. '12, Ph.D. '16
Systematic Theology

Artists-in-Residence

Malcolm Merriweather, D.M.A.
Gary Mitchell, Jr.

Faculty Emeriti/ae

† James H. Cone, B.D., Ph.D., LL.D., L.H.D.
Bill & Judith Moyers Distinguished Professor Emeritus of Systematic Theology

Ana Maria Diaz-Stevens, M.A., Ph.D.
Professor Emerita of Church and Society

The Rev. Tom Faw Driver, B.D., M.Div. `53, Ph.D., Litt.D.
Paul Tillich Professor Emeritus of Theology & Culture

James A. Forbes, Jr., M.Div. `62, D.Min., S.T.D., D.D.
Harry Emerson Fosdick Distinguished Professor

The Rev. Milton McCormick Gatch, Jr., M.A., B.D., Ph.D. *Professor Emeritus of Church History & Director Emeritus of the Burke Library*

† Beverly Wildung Harrison, M.R.E. `56, Ph.D. `75
Carolyn Williams Beaird Professor Emerita of Christian Ethics

James A. Hayes
Recorder Emeritus

† Holland L. Hendrix, M.Div. `75, S.T.M. `75, Th.D.
President Emeritus of the Faculty

The Rev. Joseph C. Hough, Jr., B.D., M.A., Ph.D.
William E. Dodge Professor Emeritus of Social Ethics & President Emeritus of the Faculty

† The Rev. Edwina Hunter, M.R.E., M.Div., S.T.D., Ph.D.
Joe R. Engle Professor Emerita of Preaching

Paul F. Knitter, L.Th., Th.D.
Paul Tillich Professor Emeritus of Theology, World Religions and Culture

† The Rev. George Miller Landes, B.D., Ph.D.
Davenport Professor Emeritus of Hebrew & Cognate Languages

The Rev. David Walter Lotz, M.A., B.D., S.T.M., Th.D.
Washburn Professor Emeritus of Church History

The Rev. Barbara K. Lundblad, M.Div., D.D.
Joe R. Engle Professor Emerita of Preaching

† J. Louis Martyn, B.D., Ph.D.
Edward Robinson Professor Emeritus of Biblical Theology

Very Rev. John Anthony McGuckin, B.D., M.A. (ED), Ph.D.
Ane Marie & Bent Emil Nielsen Professor Emeritus in Late Antique & Byzantine Christian History

Rev. Troy W. Messenger, M.A.R., M.Div., Ph.D.
Director of of Worship Emeritus

The Rev. Christopher Ludwig Morse, B.D., S.T.M. `68, Ph.D. `76, H.H.D.
Dietrich Bonhoeffer Professor Emeritus of Theology & Ethics

Larry L. Rasmussen, B.D., Ph.D. `70, Th.D.
Reinhold Niebuhr Professor Emeritus of Social Ethics

† The Rev. Roger Lincoln Shinn, M.Div. `41, B.D., Ph.D. `51, D.D., Litt.D., L.H.D.
Reinhold Niebuhr Professor Emeritus of Social Ethics

The Rev. Donald W. Shriver, Jr., B.D., S.T.M., Ph.D., L.H.D., D.D.
William E. Dodge Professor Emeritus of Applied Christianity & President Emeritus of the Faculty

Phyllis Tribble, Ph.D. `63, D.D.
Baldwin Professor Emerita of Sacred Literature

Ann Belford Ulanov, M.Div. `62, Ph.D. `67, L.H.D.
Christiane Brooks Johnson Memorial Professor Emerita of Psychiatry & Religion

Janet R. Walton, M.M., Ed.D. `79
Professor Emerita of Worship

Cornel R. West, M.A., Ph.D.
Professor Emeritus of Philosophy & Christian Practice

Delores S. Williams, M.A., Ph.D. `91
Paul Tillich Professor Emerita of Theology & Culture

† Deceased

Affiliated Faculty

Michelle Alexander, J.D.
Visiting Professor of Social Justice

Peter Awn, M.Div., Ph.D.
Dean & Professor, School of General Studies
Columbia University

William J. Barber, II
Visiting Professor of Public Theology and Activism

Elizabeth Castelli, M.A., Ph.D.
Ann Whitney Olin Professor of Religion
Barnard College

Alan Cooper, Ph.D.
Elaine Ravich Professor of Jewish Studies
Jewish Theological Seminary

Obery Hendricks, M.A., M.Div., Ph.D.
Visiting Professor of Systematic Theology
Columbia University

Robert Pollack, Ph.D.
Professor of Biological Sciences, Director of University Seminar,
Director of Research Cluster of Science and Subjectivity
Columbia University

Wayne Proudfoot, Th.M., Ph.D.
Professor of Religion
Columbia University

Shuly Rubin Schwartz, M.A., Ph.D.
Provost and Irving Lehrman Research Associate Professor of
American Jewish History
Jewish Theological Seminary

Robert Somerville, M.A., Ph.D.
Ada Byron Bampton Tremaine Professor of Religion
Columbia University

Josef Sorett, M.Div., Ph.D.
Associate Professor of Religion and African-American Studies
Columbia University

Mark C. Taylor, Ph.D., Doktorgrad (Philosophy)
Professor of Religion
Columbia University

Robert A. F. Thurman, M.A., Ph.D.
Jey Tsong Khapa Professor of Indo-Tibetan Studies
Columbia University

Burton L. Visotzky
Nathan and Janet Appleman Professor of Midrash and
Interreligious Studies
Jewish Theological Seminary

Administration

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Director of Worship	212-280-1523

Academic Calendar

August 2019

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 DMin orientation & Summer courses	20 DMin orientation & Summer courses International student move-in	21 DMin orientation & Summer courses International student orientation	22 DMin orientation & Summer courses International student orientation	23 DMin orientation & Summer courses Housing open – new student move- in (9 am-5 pm)	24 Residential orientation – new students living on campus
25	26 DMin orientation & Summer courses New student orientation & academic advisement – mandatory	27 DMin orientation & Summer courses New student orientation & academic advisement – mandatory	28 DMin orientation & Summer courses New student orientation – mandatory Course registration for Fall – new students	29 DMin orientation & Summer courses	30 DMin orientation & Summer courses	31

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day - no classes & administrative offices closed	3 Fall semester begins	4 183rd Convocation (6 pm)	5	6	7
8	9 Course 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	10	11	12 Field education supervisor orientation (9 am-2 pm)	13	14
15	16 Last day to change health insurance plan with Student Affairs	17	18 Modern language exams: French, German, Spanish	19 Final grades due for DMin Summer courses	20	21
22	23	24	25	26	27	28
29	30					

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 FAFSA form available for next academic year	2	3	4	5
6	7	8	9	10 Reading day - no classes	11 Reading day - no classes	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Last day to withdraw from courses with grade of "W"	29	30 Academic advisement for January & Spring	31 Academic advisement for January & Spring		

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Academic advisement for January & Spring Last day to pay remaining balances; student accounts with balances are placed on financial hold preventing Spring course registration until paid in full Last day to adjust Fall financial aid	2
3 Academic advisement for January & Spring	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 Course registration opens via add/drop form for January	9
10 Academic advisement for January & Spring	11	12	13 Return to title IV (R2T4) aid cutoff	14	15	16
17	18	19	20 Course registration opens for Spring	21	22	23
24	25 Reading day - no classes	26 Reading day - no classes	27 Reading day - no classes	28 Thanksgiving - no classes & administrative offices closed	29 Thanksgiving - no classes & administrative offices closed Thesis proposals for MA, project/thesis proposals for MDiv, and STM extended paper proposals - due to registrar Field education mid-year evaluations due	30

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Last day of Tuesday classes	4 Last day of Wednesday classes Modern language exams: French, German, Spanish	5	6	7
8	9 Last day of Monday classes	10 Last day of Thursday classes Meets as designated Thursday because of October reading days	11 Last day of Friday classes. Meets as designated Friday because of October reading days Last day to request extensions for Fall coursework; deadline for course requirements other than final exams	12 Reading day	13 Final exam period	14
15	16 Final exam period	17 Final exam period Fall semester ends Deadline for first- year MDiv field education placement conferences	18	19	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
29	30 Semester break - no classes & administrative offices closed	31 Semester break - no classes & administrative offices closed				

January 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Semester break – no classes & administrative offices closed	2 Final grades due for Fall Course registration closes for January January intersession	3 January intersession Coursework for Fall extensions due to faculty	4
5	6 January intersession	7 January intersession	8 January intersession Final grades due for Fall extensions	9 January intersession	10 January intersession	11
12	13 January intersession	14 January intersession	15 January intersession Outlines & bibliographies for MDiv and MA theses due to academics@utsnyc.edu New student orientation – academic advisement and course registration for Spring	16 January intersession	17 January intersession	18
19	20 Martin Luther King, Jr. Day – no classes & administrative offices closed	21	22	23 Spring semester begins	24	25
26	27	28	29 Course 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	30 Final grades due for January	31	

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 Field education supervisor orientation (9 am-2 pm)	7	8
9	10	11	12	13	14 MDiv mid- program review (MPR) conferences	15 FAFSA & financial aid application deadline for new students
16 Course registration opens for Summer	17	18	19 Modern language exams: French, German, Spanish	20	21 MDiv mid- program review (MPR) conferences	22
23	24	25	26	27	28 MDiv mid- program review (MPR) conferences	29

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13 Course registration closes for Summer	14
15 Spring recess - no classes	16 Spring recess - no classes	17 Spring recess - no classes	18 Spring recess - no classes	19 Spring recess - no classes	20 Spring recess - no classes	21 Return to title IV (R2T4) aid cutoff
22	23	24	25 Last day to withdraw from courses with grade of "W"	26	27	28
29	30	31				

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Academic advisement for Fall Last day to adjust Spring financial aid FAFSA & financial aid application deadline for new students	2 Academic advisement for Fall	3 Academic advisement for Fall Theses (MA), projects/theses (MDiv), extended papers (STM) due	4
5	6 Academic advisement for Fall	7 Academic advisement for Fall	8 Academic advisement for Fall	9 Academic advisement for Fall Last day to pay remaining balances; student accounts with balances are placed on financial hold preventing Fall course registration until paid in full Easter - no classes & administrative offices closed	10 Academic advisement for Fall Easter - no classes & administrative offices closed	11
12	13 Easter - no classes & administrative offices closed	14	15 Field education learning agreements & contracts due Deadline for second-year MDiv concentration declarations Modern language exams: French, German, Spanish	16	17	18
19	20 Easter - no classes & administrative offices closed	21	22	23	24 Last day for PhD dissertation defense Field education final evaluations due	25
26	27	28 Last day of Tuesday classes	29 Last day of Wednesday classes Course registration opens for Fall	30 Last day of Thursday classes		

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Last day of Friday classes PhD dissertations due (see Associate Academic Dean)	2
3	4 Final grades due for theses/projects/extended papers	5 Reading day	6 Reading day	7 Final exam period	8 Final exam period Last day to request extensions for Spring coursework – not for graduating students; deadline for course requirements other than final exams	9
10	11 Final exam period Spring semester ends Final grades for graduating students due to registrar (10 am)	12	13	14	15 182nd Commencement	16
17	18 Summer semester begins	19	20	21	22	23
24	25 Memorial Day - no classes & administrative offices closed	26	27	28	29 Final grades due for Spring	30
31						

June

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

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Independence Day - no classes & administrative offices closed	4
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 Summer semester ends (except for DMin)	8
9	10	11	12	13	14	15
16	17	18	19	20	21 Final grades due for Summer (except for DMin)	22
23	24	25	26	27	28	29