

INTERSESSION 2024

GOSPEL OF THE MASSES (FTRS-2100)

(01/07/2024-01/12/2024)

PSR – Yu-Shuan Tarango-Sho

Course Memo

Witnessing the Sacred Among the Marginalized: This is an immersion course, a spiritual pilgrimage, that engages with both the persecution and resilience of marginalized people in the United States. We will spend our time examining and healing our own internal biases and practicing the sacred gift of deep, just, and compassionate listening with some of the most respected street scholars and street theologians in Oakland. Students will learn to identify and analyze the intersectionality of race, class, gender, sexual orientation, and immigration status in perpetuating generational marginalization as well as influencing one's theology and experience with the Divine. Assignments include pre-course readings and summary/reflection papers, and an 8-page minimum post-course reflection paper. Class meets off campus daily, 1/07/24-1/12/24, from 9am-5pm.

EVANGELISM & JUSTICE FNDTNS (RSFT-9100)

PTLS Ruben Duran

(01/16/2024-01/20/2024)

Course Memo

This class will be focused on the role of a church leader in equipping the saints for the ministries of evangelism and justice. Students will explore the theological and ministry connections of justification and justice as a seamless dynamic of the work that is God's, yet, in and through our hands and lives. This interactive class will put forth biblical principles, theological tools, congregational research results, ministry practices and tested resources that can assist church leaders to increase congregational capacity for evangelical outreach and justice ministries in the public arena. Through classroom interaction, readings, one on one interviews and review of current example in the ELCA and ecumenical partners, students will enhance their articulation of a theology of mission that will equip them for leadership and service in diverse contexts and settings. This course is offered as a one-week intensive the week of January 16-20 (T-SA) from 1:10 - 5:40 pm. [30 max enrollment]

INTRO FAITH-ROOTED SOC TRANSFORM (RSFT-1300)

PLSR Sheryl Johnson
(01/08/2024-01/20/2024)

Course Memo

In this course participants will explore the basic arts and tools of faith-based community organizing from a biblical and faith-tradition perspective, through a racial equity lens. The course will deal with attitudes and behaviors around building and exercising public power, cultivating justice-centered relationships, developing leaders, working with interfaith and non-faith-based partners, taking public action, and changing public policy and institutional and corporate practices to reflect the just and beloved community God intends. The course will draw upon and integrate students' knowledge gained in previous courses in theology, ethics, Bible, and practical theological disciplines. This course prepares participants to lead ministries that work for justice using the disciplines of community organizing. This course is offered as a two-week intensive the weeks of January 8-12 (M-F) in Berkeley and 16-20 (T-SA) on Zoom from 1:10 - 5:40 pm.

FAITH-BASED COMMUNITY ORGANIZING (RSFT-2300)

PLSR Cynthia Moe-Lobeda
(01/02/2024-01/26/2024)

Course Memo

This course will introduce the arts and theology of social transformation where it is rooted in and guided by practices and beliefs of Christian faith traditions, critically and constructively engaged. Students will explore and develop beginning competencies (spiritual, theological, social theoretical, and strategic) for social transformation ministry as it involves faith communities "gathered" for worship and "sent" into the world. Emphasis will be on theologies, analysis, and action at the race-class-gender-earth nexus. For PLTS students, an emphasis will be on resources of Lutheranism, including the ELCA and the global Lutheran communion. This course is offered as a one-week intensive offered the week of January 22-26, 2024 from 8:00 am - 5:00 pm.

SPRING 2024

WOMEN'S STUDIES IN RELIGION SEMINAR (STRS-8242)

Mahjabeen Dhala
(01/29/2024-05/17/2024)

Course Memo

This seminar (required for students in the GTU Certificate in Women's Studies and open to all interested students) explores and analyzes emerging themes and issues in women's studies in religion, focusing on those that intersect with race, sexuality, gender, ethnicity, class, culture, nationality, and religious expression. This course will provide the theoretical groundwork and common vocabulary for students interested in pursuing women's studies and womanist, feminist, and Mujerista scholarship in theology/religious studies. The course introduces the issues raised by the field of women's studies and explores how these issues relate to the study of religion. Evaluation based on Moodle participation, weekly written posts, the leadership of class discussion, and final project and presentation. This course is open to all degree programs at the GTU and has an inter-religious orientation. This seminar will be taught synchronously on-line on Zoom.

COMMON GOOD AND HUMAN RIGHTS (CE-5400)

JST Monica Marcelli-Chu
(01/29/2024-05/17/2024)

Course Memo

This course examines and contextualizes the concept of the common good in Catholic social thought and teaching in dialogue with human rights discourse. We will explore its emergence in church teaching in light of historical context, philosophical and theological sources, and contemporary questions and challenges, particularly its relevance in a globalized environment and for human rights. Topics include: nature of human person and society, political and economic order, natural rights and human rights, liberation theology and the critique of development, solidarity, doctrine of discovery, international law, migration, and environment. This is a seminar course. Evaluation includes seminar participation and leadership, and a final research paper.

CHRISTIAN ETHICS: RADICAL LOVE (CE-8125)

PLTS Cynthia Moe
(01/29/2024-05/17/2024)

Course Memo

This course introduces the practice and theory of moral formation, discernment, and conduct through the lens of Christian Ethics, Ethics is viewed as the art-science bringing Christian traditions and critical theory to the tasks of: 1) discerning what is right for any given situation, 2) finding moral-spiritual power to act on that discernment, and 3) discovering what forms individuals and society toward the good and what mal-forms away from it. The course includes some emphasis on Anglican and Lutheran perspectives and holds social transformation toward justice and ecological well-being as an inherent aim of Christian ethics. This course is jointly offered by CDSP & PLTS. PLTS & CDSP students only during priority registration. [20 max enrollment (Spring 2024); 30 max enrollment (Fall 2023)]

ETHICS OF NONVIOLENCE AND JUST PEACEMAKING (CEHR-4925)

JST Leocadi Lushombo
(01/29/2024-05/17/2024)

Course Memo

This course offers critical interpretations of the traditional framework of Just War Tradition and Pacifism. It explores Peacebuilding and Just Peace approaches as they turn attention to rehumanization, participatory processes, nonviolent resistance, restorative justice, reconciliation, and racial justice. The course will also examine the moral framework behind nonviolence and peacemaking. It will also consider the gospel's demands, the example of Jesus, interreligious Peacebuilding, and other creative strategies to reduce conflicts, end cycles of violence, and build sustainable peace as they have proven their versatility in global contexts. [Faculty Consent Required]

BUILDING MORAL ECONOMIES: FROM PREDATORY CAPITALISM TO ECONOMIES FOR LIFE (CERS-2070)

PLTS Cynthia Moe-Lobeda
(01/29/2024-05/17/2024)

Course Memo

This seminar explores the religious calling to build economies that allow earth's web of life to flourish, and to resist and transform predatory economies. Emphasis is on wedding theology and social theory with frameworks for action in the arenas of worldview, social systems, and behaviors. Links will be drawn

between global and local movements, and between secular and faith-based movements for more ecological, equitable, and democratic forms of economic life. We will experiment with building knowledge, skills, a sense of community with the movement worldwide, and spiritual grounding for realistic hope and moral agency. MDiv, MA, DMin, PhD are welcome. "Upgrade" options to 4000 and 5000 levels. In-person with possible hybrid option. [15 max enrollment; Auditors With Faculty Permission]

THEOLOGIES OF LIBERATION: GLOBAL PERSPECTIVES (CEST-3903)

JST Leocadi Lushombo
(01/29/2024-05/17/2024)

Course Memo

The course takes a historical and thematic approach to examine the fundamental presuppositions of Latin American liberation theology, which traces its origins to the grassroots Christian communities that struggled for justice and solidarity with the oppressed in the 1960s. It explores the contribution (characteristics, methods, approaches) of Latin American, Asian, black, and womanist liberation theologies to contemporary theology. It assesses their efforts to articulate the Christian message as a practical response against oppression and on behalf of integral human liberation while scrutinizing the essential criticisms in their regard. The topics will include the spirituality of liberation, grace, eschatology and politics, the Church, poverty, critical pastoral questions, and some liberationist voices coming forward from different social and cultural contexts and their ethical implications.

CLIMATE JUSTICE; THEO & ACTIO (CERS-4450)

PLTS Cynthia Moe-Lobeda
(01/29/2024-05/17/2024)

Course Memo

CLIMATE JUSTICE: THEOLOGY AND ACTION IN RELATION. This course will use methodologies of Christian ethics and interaction with local climate justice activists to examine: 1) the climate crisis as a moral matter in relationship to various forms of structural injustice including injustice grounded in race/ethnicity, class, and colonialism, and 2) pathways for addressing the climate crisis with hope. Special attention will be given to global-local connections and perspectives from marginalized communities. Methodological resources include liberation ethics, Earth ethics, post-colonial perspectives, eco-feminist perspectives, and eco-hermeneutics. The course involves reading, writing, engagement with community groups, collaborative knowledge building, and discussion. The informing undercurrent of the course is the quest for hope and moral-spiritual agency in the face of seemingly insurmountable obstacles. Fulfills

Climate Justice and Faith Concentration requirements. This course is jointly offered by CDSP & PLTS. CDSP and PLTS students will have registration priority. [30 max enrollment]

**RADICAL TRADITIONS AND PRAXES OF
DECOLONIALITY(CEPR4100)**

GTU Javney Mohr
(01/29/2024-05/17/2024)

Course Memo

RADICAL TRADITIONS AND PRAXES OF DECOLONIALITY: LIBERATION, INTERNATIONALISM, REVOLUTION, AND THE LAND. This course has a required meeting time of 9:40 a.m. to 12:30 p.m. and an optional additional monthly meeting time on Thursday evenings 6:00 p.m. to 9:00 p.m. for potluck/guest speakers/field trips. Radical Traditions and Praxes of Decoloniality is a public course designed to learn from (theory) and build with (practice) the radical traditions, theories, and critical pedagogies by which social movements, historic and contemporary, have engaged in emancipatory struggle, the deconstruction of oppression, and the construction of liberative futurities. This course studies the historical origins, theoretical trajectories, and analyses of radical Third World social movements (inclusive of the Global Souths within the Global Norths) and the contributions of the major theorist-activists of decolonial thought via the praxes by which people have moved and are moving in emancipatory motion. before them and today, and Indigenous resistances and resurgences from Turtle Island to Palestine, Cuba, Combahee, to Bengali, inform and fortify our analyses, strategies, probity, and imaginaries of an-other world: of justice, freedom, love by which people have resisted across cultures, continents, and time, and the unfathomable power of militant love that is at-once local and internationalist in scope. This course is taught by PhD student Javney Mohr with a Newhall Award, under the supervision of Cynthia Moe-Lobeda.

**QUEER VISIONS: REIMAGINING THEOLOGY, SEXUALITY
AND RESISTANCE (CSR-1501)**

PSR Alexandra Rosado-Roman
(01/29/2024-05/17/2024)

Course Memo

This course offers a comprehensive exploration of queer theory in the contexts of sexuality, theology, and resistance politics. It aims to provide students with a deep understanding of the foundational texts and critical discussions that have influenced queer theory's development. This understanding is intertwined with the complexities of LGBTQ+ communities' identities and their engagement with non-normative knowledge, cultural expressions, and transformative political

actions. By examining the historical evolution and contemporary significance of queer theory and critically assessing its implications for theology, sexuality, and resistance, students will gain a nuanced appreciation of the transformative potential inherent in the concept of "queer" – both as a theoretical framework and a lived reality. [Auditors With Faculty Permission]

HOW TO LEAD ALMOST ANYTHING! (FT-2537)

BST Dr. Valerie Miles Tribble

(01/29/2024-05/17/2024)

Course Memo

HOW TO LEAD ALMOST ANYTHING: HONING SKILLS TO BUILD CONSENSUS NOT CHAOS. This course, Effectively Honing Leadership Skills, examines effective leadership in our contexts to identify ethical leadership strategies or competencies crucial to develop effective relations in any organizational setting, whether past or present roles in prison, hospital or military chaplaincy, nonprofit community service, social entrepreneurship, or parachurch organizations. Use of multimedia and case studies for interactive class discussions, reflection, and engagement of secular and faith-based readings. Students interconnect prophetic, visionary, and contemplative roles in the organic culture of an organization. By the end of the course, students can assess leadership characteristics in organizational culture and present on a contextually grounded 'real-life' leadership project.

DESIGN THINKING FOR SOCIAL CHANGE (FTRS-3400)

PSR Neil Goldberg

(01/29/2024-05/17/2024)

Course Memo

We live in a world of day-to-day experience that is largely of its own making; technologies, buildings, products, institutions, services, brands, and experiences all clamor for our attention. Every one of them has been created by someone with intention, by design. The question we must ask is whether it is designed well, equitably, justly, beautifully, or not. Design thinking is a framework for skilled human-centered design practice that can be applied to any kind of artifact, including organizations, ventures, services, and products intended to drive positive social change. You will be introduced to design thinking, its origins and theoretical underpinnings, and the specific discipline known as design for social impact. You will learn by collaborating on a creative challenge drawn from your own experience. You will learn to see the world through a design lens, and begin to explore a theological understanding of creative praxis as integral to spiritual formation. [Auditors With Faculty Permission]

IGNITING VIBRANT VENTURES (FTRS-8300)

PSR PSR Faculty

(01/29/2024-05/17/2024)

Course Memo

This course is a hands-on experiential learning journey designed to encourage, empower, and equip participants to imagine both congregational ministry and organizational leadership through the lens of social entrepreneurship. This course is intended for both emerging and established leaders and will help them to design, plan, and implement social business models as they advance their congregational and/or organizational mission and vision. The course will be structured like a startup incubator/accelerator, equipping students with the tools and frameworks to enable the adaptive strategic planning necessary for leading ventures. A priority of this course will be tending to the impacts of personal identity and leadership formation to effectively grow healthy cultures of belonging within teams, in tandem with the creative solutions to social problems through igniting vibrant ventures. This course includes a 6 week intensive with additional coursework and site visits. The course duration is for the entire SP24 term (2/3/2024 - 5/14/2024). [Auditors With Faculty Permission]

PREACHING WITHIN SUFFERING WORLDS (HMPS-2100)

PSR Katrina Olson

(01/29/2024-05/17/2024)

Course Memo

If sticks and stones are not the only things that break bones, can preaching work to heal them? This course examines the pastoral care elements present in preaching and how well-crafted messages speak to the deep needs wending in and out of congregations. The aim is not to provide a blueprint for "pastoral preaching" but rather to think about how sermons can respond to chronic and acute traumas as well as form congregations into caring communities. Students will engage both pastoral theology and homiletical approaches to care in conjunction with reflection on their own preaching voices. Coursework includes opportunities to practice creating and preaching sermons. Interested doctoral students may contact the instructor about taking an advanced version. This course requires completion of a homiletics introductory course or permission granted by the instructor. [8 max enrollment; Auditors With Faculty Permission]

CHRISTIANITY AND ITS INTERRELIGIOUS DIMENSIONS (HR-8175)

GTU Kyle Schiefelbein-Guerrero

(01/29/2024-05/17/2024)

Course Memo

This is a survey course that traces the broad contours of Hindu theology, philosophy, and praxis. It provides students with the tools to understand Hinduism's internal diversity and historical development. In addition to weekly readings and lectures, we will look at Hinduism's aesthetic dimensions, expressed in sacred text, art, ritual, and music. Hinduism's internal diversity will be explored through a general exposition on the ritualism of the Vedas, the yoga traditions, the devotion of Bhakti, and the embodied experiences of the Tantras. We will pay special attention to how these texts, practices, and philosophies have changed over time in response to and altering social life [15 max enrollment]

HINDUISM AND ITS INTERRELIGIOUS DIMENSIONS

GTU Laura Dunn

(01/29/2024-05/17/2024)

Course Memo

This asynchronous online course introduces students to the main themes and practices of Christianity, highlighting interreligious dialogue and engagement. Students will engage with the foundational topics of Jesus and Scripture; theological developments about God, humanity and revelation; responses to today's contexts through ethics, environment, health and politics; multi-sensory experiences of ritual, music and images; encounters through food and sacred texts; and engagement through contemporary interfaith endeavors. Students will be assessed through individual written reflections, group discussions, a brief ethnographic study of a Christian worshipping community, and a synthesis paper that brings together the course topics and interreligious dialogue. [15 max enrollment]

TOPICS IN BUDDHIST WOMEN: ZEN (HRHS-4560)

IBS Paula Arai

(01/29/2024-05/17/2024)

Course Memo

Historical and contemporary exploration of Zen as practiced by women in China, Korea, Japan, Vietnam, and the US. Background lectures will be offered to fuel seminar discussions. Reflections papers on readings and presentation on research. Synchronous remote attendance is available for non-residential Soto Zen Certificate students. [15 max enrollment; Auditors With Faculty Permission]

TRANSCENDENTAL COUNTERCULTURES (HRRA-5200)

CSS Devin Zuber

(01/29/2024-05/17/2024)

Course Memo

This seminar begins by surveying the group of radical writers and artists associated with 19th century American Transcendentalism, reading that movement primarily as a spiritual rebellion against the religious orthodoxies and cultural conservatism of its day. The second part of the class traces Transcendentalism's many dilutions into 20th century counterculture(s), giving particular attention to midcentury Cold War coteries in the San Francisco Bay Area and in New York City that were influenced by Transcendentalist ideas about spirituality, environmentalism, politics, and gender relations (to name a few). Readings will include essays by Ralph Waldo Emerson and pioneering feminist Margaret Fuller, Henry David Thoreau's *Walden*, as well as related work by abolitionist Frederick Douglass. 20th century materials covered include films (and music) by Jonas Mekas and Harry Smith, poetry from the Berkeley and San Francisco Renaissances (Jack Spicer, Robert Duncan, Gary Snyder), and work by the Beats (Allan Ginsberg, Jack Kerouac). Guest speakers. MA / PhD level; oral presentation, final research essay.

JEWISH MYSTICISM (HSHR-4502)

GTU/CJS Deena Aranoff

(01/29/2024-05/17/2024)

Course Memo

This course will examine the ideas, narratives, theologies and practices that have been part of Jewish mysticism through the ages. We will proceed chronologically and thematically, exploring the variety of Jewish mystical trends as well as themes such as language, hermeneutics, gender, nomian and anti-nomian emphases, messianism, symbolism and ritual practices as well as the relationship between Jewish mysticism and other communal and rabbinic structures. This is an advanced Jewish studies course; students must have completed at least two courses in Jewish studies to register. [Auditors with Faculty Permission]

EMBODIED THEOLOGY IN JEWISH TRADITION (HSPR-6000)

GTU/CJS Sam Shonkoff

(01/29/2024-05/17/2024)

Course Memo

Since antiquity, Christian theologians in particular have criticized Jews and Judaism for being excessively invested in the body, casting the tradition as

carnal, corporeal, and even corpse-like. In some ways, the critique is indeed rooted in reality. There is hardly any trace of body-soul dualism in the Hebrew Bible, and classical Rabbinic formulations tended to resist against such distinctions. Generally speaking, Jewish tradition has prioritized practice over belief and actions over ideas. This course explores the theological dimensions of this carnality, asking what it means to grasp and express divinity through the body. We will engage in close readings of "embodied theologies," wherein somatic experiences catalyze theological insights or, even more radically, wherein theological meaning is fundamentally inseparable from bodily events. We will meditate especially on modern Jewish embodied theologies, such as in the writings of Kalonymus Kalman Shapira of Piaseczno, Martin Buber, and Judith Plaskow, as well as in contemporary movements of "earth-based" Judaism. This is an advanced course, but English translations will always be provided.

GREENING SWEDENBORG (HSRA-3783)

CSS Devin Zuber

(01/29/2024-05/17/2024)

Course Memo

This course examines Swedenborg's writings from an environmental perspective, looking for ways that his visionary theology might speak to pressing ecological concerns. We will start with surveying Swedenborg's theology, while glancing towards some of the earlier science to understand how Swedenborg took parts in 18th conversations around natural theology, Divine beauty, and the (organic) order of nature. Swedenborg's work will be approached thru various avenues of eco-theology (Rosemary Radford Ruether, Catherine Keller), ecological literary criticism (Timothy Morton), and the "vibrant materialism" of Jane Bennett. We conclude with considering the ways that Swedenborgian theology was read and received by environmental writers such as Ralph Waldo Emerson and Sarah Orne Jewett, and his contribution to the emergence of a modern environmental imaginary at the end of the 19th century. Audience: MDiv, MA/MTS.

FREEDOM THEO W/MARTIN LUTHER (HSST-4450)

PLTS Kirsi Stjerna

(01/29/2024-05/17/2024)

Course Memo

We will examine a selection of Martin Luther's works, employing different hermeneutical approaches 1) to re-engage Luther towards in-depth understanding of his theological motifs, arguments, contributions, and shortcomings in light of his own context, and 2) to re-engage Luther theologically with contemporary questions in mind, particularly focusing on the

topic of "freedom". A selection of contemporary interpreters will be consulted. In addition, the class provides first-hand familiarity with Luther's 16th century texts, a lens for critical assessment of the interpretative traditions and trends in Luther scholarship, practice in critical reading of historical texts, and immersion in constructive Christian theology with a focus on the highly relevant topic of "freedom". Meets Thursdays, 2:10 - 5:00 pm. [30 Max Enrollment]

LUTHERAN THEO: SOURCES & HERM (HSST-8190)

PLTS Kirsi Stjerna

(01/29/2024-05/17/2024)

Course Memo

This online course is a study of Lutheran theology with the texts in the Book of Concord in light of their historical roots, significance in Lutheran tradition and global Christianity, and contemporary theological and spiritual considerations. With an ecumenical orientation, the 16th century documents are engaged, critically and constructively, as a companion and living sources for Lutheran spirituality and ministry globally speaking, and for Lutheran spiritually and socially attentive theology that is transformative and speaks to and empowers action vis-a-vis issues of justice and equity and spirituality. Students are invited to explore ways to creatively, faithfully, and intelligently articulate and apply Lutheran hermeneutics in different situations, with new conversation partners and approaches, and with new voices. The study involves an excursion to the specific faces and phases of Lutheranism in the Americas, the place of Lutheran tradition in the framework of global Christianity and the ecumenical scene. DL students will be given priority. The course prepares ELCA candidates for their required theological review essays. [20 max enrollment]

INTRODUCTION TO COMPARATIVE THEOLOGY: A CRITICAL EVALUATION (IRST-4000)

GTU Charissa Jaeger-Sanders

(01/29/2024-05/17/2024)

Course Memo

Introduction to Comparative Theology: A Critical Evaluation . . . Straddling the Fault Line as We Explore the Rewards and Risks, the Promises and Perils of Comparative Theology is an upper-level seminar course that examines and explores Comparative Theology as a Theological Method, investigates both the rewards and risks, the potential promises and perils, of practicing Comparative Theology, actively engages in the actual experience and practice of Comparative Theology, and engages in the work of Comparative Theology. This is a synchronous, in-person class with an option to Zoom with the instructor's

permission. Advanced seminarians plus M.A., M.T.S., and doctoral students are invited. Auditors are permitted with instructor permission. This course is taught by PhD student Charissa Jaeger-Sanders, with a Newhall Award, under the supervision of Rita Sherma. [Auditors with Faculty Permission]

SANCTIFYING LIFE (LSSP-4205)

PAOI John Klentos

(01/29/2024-05/17/2024)

Course Memo

Life is a process of physical and spiritual growth. Communities of believers mark significant moments in life with prayers, blessings, and rituals (sometimes called "Sacraments") that express the community's/church's belief and ask for God's active presence in people's lives. Exploring these services allows us to see the joys, challenges, sorrows, and hopes humans experience along the way as well as how Christian communities see the relationship between human's lives and God's plan. Understanding the structures and theologies underlying these blessings and prayers will help students better minister to people as they journey through life. Students will examine prayers and blessings intended to mark significant moments in life, including (but not limited to) birth, becoming a Christian, coming of age, marriage, sickness, repentance, ordination to ministry, monastic profession, and death. Liturgical texts will come from a variety of Christian traditions (e.g., Roman Catholic, Byzantine, Anglican, Lutheran), depending on students enrolled in the class. Students from traditions with fixed rites will learn techniques for selecting, vocalizing, and enacting prayers and blessings; students from traditions with more freedom to create blessings and prayers will develop methods for composing meaningful rituals. This course is designed for M.Div. students preparing for ministry and M.A. students who are interested in the connections between life, lived theology, and liturgy/ritual. Doctoral students will learn methods for analyzing liturgical texts and using liturgical evidence for understanding how humans have connected living and faith. Readings will include works by modern scholars working in the fields of liturgy, spirituality, theology, and pastoral care. The course will be taught as a seminar with occasional lectures. Students will write short weekly reflections (2 pages), 2 short papers (5-8 pages), and one final synthesis paper (12-15 pages).

KIERKEGAARD'S WORKS OF LOVE &
CONTEMPORARY ISSUES (PHCE-4250)

GTU Deidre Green

(01/29/2024-05/17/2024)

Course Memo

This course will primarily engage in a close reading of Kierkegaard's deliberations

on the duty to love the neighbor, which offers a robust philosophical, ethical, and theological reflection on the nature of human and divine love. His discussions include many themes of contemporary ethics, including equality, mutuality, reciprocity, self-love, and sacrifice and of contemporary philosophy and theology, including the nature of love and whether it can be commanded, as well as the nature of human difference and the relationship of love to difference. The course will also engage secondary literature in philosophy, theology, and ethics that applies the material to contemporary questions. The course will be offered in a seminar format and evaluation will be based on weekly participation, presentations, and final papers. This course is appropriate for MDiv, MA/MTS, DMin, and PhD students. [Auditors with Faculty Permission]

MIDRASH: JEWISH SEEKING & STORYTELLING (PR-4500)

GTU/CJS Sam Shonkoff
(01/29/2024-05/17/2024)

Course Memo

Midrash—literally "seeking" or "(re)searching"—is a foundational genre of Jewish storytelling and religious imagination. Radically intertextual, midrashim interweave far-flung verses of scripture into ever new hermeneutical tapestries. They are also mind-bendingly inter-temporal, rooted in the principle that "there is no before or after in the Torah," so even revelation itself is eternally present. And they delight in multivocality, presenting contradictory interpretations side by side, separated only by a favorite phrase, "Another thing." Above all, Midrash revels in the cracks, shadows, and ambiguities of scripture, seizing textual wrinkles as catalysts for divine insight. This course will introduce students to traditional Midrash, particularly through close readings of Song of Songs Rabbah. However, we will then focus mainly on contemporary uses of Midrash through prisms of psychoanalysis, postmodern literary theory, feminism, womanism, queer hermeneutics, and the modern media of novels and films. [Auditors with Faculty Permission]

APPROACHES TO NON-VIOLENT SOCIAL CHANGE (PRRS-8220)

Willamette Institute Chitra Golestani
(01/29/2024-05/17/2024)

Course Memo

This course explores the history, theory, and practice of nonviolent social change, in dialog with the principles of the Bahá'í Faith and the relevant experience of the Bahá'í community. As students reflect on how to become effective protagonists of social change, we will explore the following questions: How has the philosophy of nonviolent social change contributed to societal development? What is the spiritual or inner dimension to social change? In the

pursuit of peace and justice, how can the means we employ become fully coherent with the ends we seek? What is the role of knowledge, learning, training, and capacity building in processes of social change? Students will contribute to public discourse and community building efforts through dynamic discussions, analysis, research, and presentations. The seminar course format allows for dialogical learning weekly with video conferencing. Students have an opportunity to work on a project in the course that includes reflection papers and presentations. The course is suitable for students from various programs.

EMPATHY (PS-1463)
PSR Leonard McMahan
(04/15/2024-05/17/2024)

Course Memo

The third and last in a series, this course is designed to teach the art and skill of empathy, especially in the context of those on the margins. As an intensive, the aim will be to establish quickly a practicing community, attendance, preparation, and generous listening, and reflective sharing are crucial to this process. Empathy for others flows from vulnerability, self-awareness, and intimate familiarity with the entire spectrum of emotion; students will therefore cultivate the important habit of self-writing, or journaling, to develop these capacities. Other assignments include reading presentations, personal and group reflections, and, borrowing a term from Howard Thurman, a "centering down" opening ritual. Finally, students will have the opportunity to practice compassion for those who bring you discomfort, those "others" who inhabit our lives, via a case study. [Auditors with Faculty Permission]

PASTORAL CARE FOR/WITH MARGINALIZED BODIES (PS-3260)
PSR Leonard McMahan
(04/06/2024-05/17/2024)

Course Memo

This course will introduce students to the principles and possibilities of pastoral care in the contexts of chaplaincy and congregational ministry, and it will do so by attending to the contexts and needs of those who live on the margins. This contextual approach is critical because it is, in the words of Howard Thurman, the "growing edge" of our global society. As Thurman notes, life at its fullest is lived along the margins: "Such is the growing edge! It is the extra breath from the exhausted lung, the one more thing to try when all else has failed, the upward reach of life when weariness closes in upon all endeavor." Making a way out of no way is the height of pastoral care, both for the caring and the cared for. Part One employs the case study method as an opportunity for congregational leaders to use the resources of the course for help with their

contexts. Part Two delves into a contextual/theological approach to the techniques of chaplaincy, giving students an opportunity to apply new skills to an actual case. [Auditors With Faculty Permission]

TOPICS BUDDHIST PASTORAL CARE (PSHR-5160)

IBS Nancy Lin

(01/29/2024-05/17/2024)

Course Memo

Specialized topic(s) on the relation between pastoral care and Buddhist thought and practice are selected by the instructor in collaboration with students. This course is offered in seminar format with students developing and presenting their research in the field of Buddhist pastoral care. Evaluation methods include active participation in class discussion, weekly response papers, and a final research project that includes mid- and end-of-semester class presentations and discussions. Course may be repeated for credit, if topic is different. Prerequisite: PSHR-3076: Buddhist Pastoral Care I or faculty consent. Suitable for MDiv, MA/MTS, and DMin students. [20 max enrollment; Faculty Consent required; Auditors excluded]

BHAGAVAD GITA & HINDU THEOLOGY: PRIMACY OF LOVE (PTSA-8410)

GTU/CDS Graham Schweig

(01/29/2024-05/17/2024)

Course Memo

The Bhagavad Gita, which arises from Hindu traditions, is the third most read sacred text in the world after the Bible and Qur'an. In this seminar, we will review the Gita's Hindu theological backdrop, and then examine in depth the philosophical, theological, and ethical dimensions of the text and how they point to the Gita as a text which is most essentially a "secret song of love." The focus on the relationship of love between the human and the Divine offers a pathway to understand the moral dimensions of the Gita. Appropriate for MA, MDiv, and PhD students. [Auditors With Faculty Permission]

DOUG ADAMS GALLERY: SPRING (RA-4961)

GTU/CARe Elizabeth Pena, Lydia Webster

(01/29/2024-05/17/2024)

Course Memo

This course is co-taught by Elizabeth Pena and Lydia Webster. For students interested in gaining hands-on museum experience, this is an opportunity to learn about caring for collections, conducting inventories, planning exhibitions, creating public programming, managing budgets, and the other day-to-day

work that takes place at CARE and the Doug Adams Gallery. Under the supervision of CARE staff, students will be required to work in the Gallery for 2 hrs/week. Students will also be responsible for weekly readings (one article/chapter assigned each week) and a final portfolio project summarizing their internship work. Students may enroll in this course for up to 2 semesters total. [Max enrollment 4]

HOPE: AN EXPERIMENT IN LOVING THE FUTURE (RS-4046)

JST Jerome Baggett
(01/29/2024-05/17/2024)

Course Memo

What is hope? How and when does it become manifest and what difference does it make? Why do we hear more and more expressions of hopelessness amid our public discourse? How can we learn to nurture hope -- what the philosopher Paul Ricoeur famously dubbed a "passion for the possible" -- within our everyday lives and for the purposes of fashioning a better, more humane future? These are the sorts of questions that animate this course, which is experimental in at least a few senses. First, we draw upon philosophy, theology, biography, sociology and so forth to determine if we can come to a deeper understanding of what hope can be and how it can inflect (even constitute) our lives. Second, tilting in the direction of hope -- making an effort to hone it, taking time to think about it, etc. -- is itself experimental, testing whether it is indeed the sort of variable upon which the prospects of a future propitious of human flourishing truly depend. And, third, since this is the first time teaching this class, it's hard to know how deeply it might resonate with students' lives, scholarship and ministries. However, my work on this topic thus far gives me reason to be enormously hopeful. [lecture / seminar style; short papers.] [15 max enrollment]

SOCIOLOGY OF RELIGION (RS-4310)

JST Jerome Baggett
(01/29/2024-05/17/2024)

Course Memo

What does religion do? What can religion show us about the history, culture and context of a group or population? How is religious experience shaped, transformed and reconfigured in society? This course introduces the ways in which social scientists have analyzed religious beliefs, practices, rituals and cultural phenomena as social phenomena. Using a counter-oppressive framework, students will analyze religion in the context of institutions, politics, community and other

social structures. Students will learn classic and contemporary theories and approaches to the sociological study of religion and develop their own informed questions for further research and intellectual inquiry. Assignments include student-led discussion of readings, a community-based engagement activity and a visual religious culture projects. [20 max enrollment]

LATINX RELIGIOUS EXPRESSIONS (RSFT-2191)

JST Eduardo Fernandez
(01/29/2024-05/17/2024)

Course Memo

What role does religion play in Latino cultures? What are the many ways such beliefs are manifested? How do the fields of history, anthropology, sociology, literature, and art all contribute to a better understanding of how Latinas and Latinos experience the Sacred? This course provides an opportunity for students to explore such areas as popular religion, the historical roots of religious expressions, how religion appears in contemporary movies, art, and music, and to explore ministerial applications. Although the focus is primarily Mexican and Mexican American, an attempt will be made to include examples from other Latino cultures. Aside from lectures and readings, the seminar features films, slides, and class discussions. Requirements: weekly assignments, a film paper, reflection paper on a field visit, and one oral final. Knowledge of Spanish is helpful but not a requirement. Open to MDiv, MA/MTS, and STL students, fulfills the JST culture course requirement [12 max enrollment]

MINISTRY ACROSS CULTURES (RSFT-8250)

PLSR Adam Braun
(01/29/2024-05/17/2024)

Course Memo

This online course is an introduction to Multicultural Studies in the context of Theological Education. As such we will explore the “problem” of multicultural USA from a three-fold perspective: historical, philosophical, and theological. First, the historical focus provides a chronological account of the current state of affairs, a diachronic understanding of race relationships in the USA. Second, the philosophical emphasis reflects critically on the ways in which we “construct” such national histories/stories and how Liberalism fails to provide a convincing solution. Third, a theological approach reflects on the intersection of Christianity and Racism offering a diagnosis of the imbrications of theological and ethnic discourses and tentative solutions to the legacy of racism within different theologies. DL students will be given priority. [30 max enrollment]

RECONSTRUCTING BLACKNESS: ANTI-RACISM AND UNITY
IN THE US (RSPR-8221)

Willamette Institute Emily Agbenyga
(01/29/2024-05/17/2024)

Course Memo

This online course will examine how individual and collective transformation towards an anti-racist society necessitates the re-construction of race and Blackness in the U.S. The course will explore some of the most significant manifestations of racism, root causes of issues presented with an interdisciplinary lens, and a unique Bahá'í perspective. Units will explore a solutionary approach to the following topics: constructions of race and the oneness of humankind; stereotypes and cultural appropriation; colonialism and slavery; Civil Rights Movement; segregation, gentrification, environmental racism, and reparations; Prison Industrial Complex and Black Lives Matter; Black women in the U.S.; racism and technology; and constructive resilience and community building. Participants will acquire the capacity to apply this knowledge to their academic work, lived experiences, community building and social discourse. This interactive course will utilize assessment strategies that meet requirements for graduate and undergraduate student work. The seminar course format allows for dialogical learning weekly with video conferencing. Students have an opportunity to work on a project in the course that includes reflection papers and presentations. The course is suitable for students from various programs.

QUR'AN: ORIGIN, APPLICATION, INTERPRETATIONS (SARS-8100)

GTU/CIS Dr. Mahjabeen
(01/29/2024-05/17/2024)

Course Memo

This course introduces students to the Qur'an, the sacred text of Muslims, to the historical context in which it emerged, to its structure, canonization, and key themes, and to the various ways in which the Qur'an has had a presence in Muslim theological, social, cultural, political, and intellectual life with a major focus on the methods of its interpretation(s). Students will be engaging with primary exegetical texts (in translation) selected from a range of periods and denominations as well as secondary academic literature on Qur'anic exegesis to appreciate the sophistication and diversity of the interpretive methods. A significant part of the course will include conversations on Qur'anic verses on women, sexuality, human rights, prophecy, piety, jihad, the society and the individual, interreligious engagement, environmental ethics, nature and animals, justice, and eschatology. Students will be evaluated on engaging participation

in group discussions, individual class presentations, and a final project. This is a seminar course offered synchronously via Zoom and is open to MA, MDiv, MTS, as well as PhD students (with added research). Assessments include class discussions, oral presentations, and a final project.

MARIOLOGY IN DIALOGUE (STHS-4305)

JST Thomas Cattoi

(01/29/2024-05/17/2024)

Course Memo

The goal of this lecture/seminar course is to explore the development of Mariology from its inception to the present, and then engage in conversation with Hindu and Buddhist reflection on the divine feminine. The first few Weeks will study the trajectory of Mariology in the early centuries of the church, underscoring how Mariology mirrors and complements analogous developments in Christology, and then move on to chart the development of Medieval and Counter-reformation Mariology in the West, as well as the different trends in Byzantine and Russian thought. In the second part of the course, the course will explore Hindu speculative and devotional approaches to the worship of the goddess, as well as the role of Buddhist female deities and bodhisattvas in Mahayana and Vajrayana Buddhism. Students will be encouraged to reflect on the points of contact, as well as the differences between Christian Mariology on one hand, and Hindu and Buddhist theologies of the divine feminine on the other. Students will be assessed on the basis of weekly reflections on the readings, a presentation and a final research paper of 20-25 pages whose outline will be presented to the class. The course is geared to advanced Masters and STL students, but doctoral students are also welcome to attend; previous courses in interreligious dialogue are not required. [Auditors with Faculty Permission]

THE BYZANTINE VIRGIN MARY (STRA-4645)

PAOI John Klentos

(01/29/2024-05/17/2024)

Course Memo

Theology through Poetry and Art throughout history Eastern Christians have developed a unique vision of the Virgin Mary honoring her as "Mother of God," "Champion General," "Ever-virgin," "Steadfast Shelter and Refuge," "Joy of All Who Sorrow," "The One Who Guides," and they continue to address her with many other titles. These images were produced by theologians, empresses, monastics, poets, and pious believers. The figure of the Theotokos (Mother of God) continues to influence all phases of life for Byzantine-rite Christians including worship, spirituality, theology, culture, social justice, art, literature,

feminism, music, and personal devotion. Today many Christians have forgotten her crucial role in the divine plan for restoration of creation.

This class will consider the various ways in which the medieval Greeks and the Orthodox peoples in general remember, talk about, and represent the life of Virgin Mary. We will approach the topic diachronically and across a wide geographic span—from the Near East to Greece and Italy and from North Africa to Russia. We will study the main theological and liturgical texts pertaining to Mary's life and will consider also a number of artistic representations and their ability to not only illustrate but also to exegete. The course will revolve around the formation, content and icons of Virgin Mary and the main Marian feasts of the Orthodox Church. Thus the Annunciation, the Presentation in the Temple, Mary's role in the Incarnation and the Passion, will be thoroughly investigated through reading the writings of church fathers and liturgical poetry, and through looking at and with images on wood panels, in churches and manuscripts. This course is designed for M.A. students interested in exploring theological understandings of the Virgin Mary and how they are expressed through iconography and poetry. M.Div. students will discover many vibrant perspectives on Mary that will enrich their ministry of teaching and preaching. Ph.D. students will develop skills in theological analysis of significant literary texts (homiletic and poetic) and Byzantine iconography. This course will combine lectures and seminar discussion. Evaluation will be based on class participation, one in-class presentation, one brief research paper, and a final synthesis paper.

PRAYER & SPIRITUALITY IN EARLY CHRISTIANITY (STSP-4001)

JST Thomas Cattoi

(01/29/2024-05/17/2024)

Course Memo

The purpose of this lecture/seminar course is to introduce students to the development of early Christian spirituality, exploring different approaches to prayer and individual transformation and their close relationship with the church's emerging doctrinal consensus on Christology, soteriology, and deification. The class will focus on the tradition of the Eastern church in the first centuries of Christianity, while also addressing its later Byzantine rendition, as well as the Syrian tradition and the writings of Augustine of Hippo. The class is geared towards Masters and STL students, but doctoral students are also welcome to attend. Students are expected to give class presentations on the assigned material, submit a weekly reflection (1-2 pages), and write two papers (10-12 pages each) or a longer research paper (20-25 pages). The course will be taught on-line with a synchronous component, but students also have the option to take the course asynchronously. [Auditors With Faculty Permission]

SONG OF SONGS IN CHRISTIAN SPIRITUALITY (SPHS-8423)

GTU Arthur Holder

(01/29/2024-05/17/2024)

Course Memo

The biblical Song of Songs is a collection of love poems with no mention of God, but generations of Jews and Christians have interpreted it as an allegory of the divine/human relationship. This seminar on Christian reception of the Song in the ancient, medieval, and modern periods will read selections from Origen, Gregory of Nyssa, Bede, Bernard of Clairvaux, Hildegard of Bingen, Mechthild of Magdeburg, Teresa of Avila, John of the Cross, Jeanne Guyon, Jonathan Edwards, and others, as well as some more recent commentators. Attention will also be given to the influence of the Song in literature, art, music, liturgy, and interreligious dialogue. Requirements: short reflection papers, class presentations, term paper. PhD, STL, STD, and advanced MA and MDiv students welcome.

SPIRITUALITY & HEALING (SPPS-4318)

JST Julia Prinz

(01/29/2024-05/17/2024)

Course Memo

This seminar will look at different aspects of personal, social, and environmental healing, for our world gravely needs healing. Here at the end of the first quarter of the 21st century, searing questions arise about mental health, deeply rooted racism, local/global injustice, and ecological destruction. One might even ask whether, at the heart of these interwoven concerns, there also unfolds a profound "God crisis." Each aspect, therefore, touches on every dimension of our training as pastoral agents and theologians. This seminar adopts a multidisciplinary approach to Christian Spirituality and Pastoral care to trace the ways that memory, narrative, imagination, and com-passion accompany the most searing questions posed by our world today, and in turn serve as vital resources for living into those questions. [This is a seminar for intermediate to advanced students. The topic invites students from every advanced level to engage in these important questions from their specialty and interests. Regular reflection papers/moodle engagement and a final presentation are expected. For PhD candidates a final research paper is generally required.] [Auditors with faculty permission]

SPIRITUALITY OF THE EARTH (SPST-2550)

JST Mary McGann

(01/29/2024-05/17/2024)

Course Memo

This course explores a spirituality that asks: What can we learn from the Earth? How can we pray with the Earth? And how can we take co-responsibility with the earth for all her inhabitants? The course assumes that the Earth is a source of spiritual and theological reflection; that the natural world, her biodiversity and ecosystemic interdependence, are sources of learning how to live a holistic spirituality in light of the world and the Gospel. The course will explore issues of water, food, and climate, and will integrate eco-feminist and eco-womanist perspectives. Through critical readings, class discussion, film and first-hand exploration and experimentation, students will be able to articulate and practice an Earth-honoring faith that is ecologically truthful, sacramentally expansive, and ethically responsible. A foundational course in theology is a prerequisite. Course intended for MTS, M.Div., and MA students, open to others, auditors with permission of the professor. [Faculty Consent required; 15 max enrollment]