

Spring 2012

**LCT 3023/4023 Eco-Feminist Theology**

**LCT3088/4093 Buddhism and Christianity**

In this seminar, Buddhism and Christianity are not understood as fixed identities, but as lived religions engaged in an age-old “transreligious discourse” with one another and other religious and philosophical traditions. What are the processes of transformation between these religions with regard to their ways of life, doctrines, and rituals? We will investigate the possibility of transfers by following the trajectories of mutual influences and traces of one religion (way of life, doctrine, or ritual) in the other or by examining their reflection in diverse theologies and highlighting the mutual reception of various doctrines, which are considered central and irreplaceable in one religion or the other, and the creative transformation they issue in the other religion. How are transreligious processes possible? What are the presuppositions, implications, and consequences when a tradition not only practically allows for such transfers, but also reflects on them as part of its own development? Is there a Buddhist Christology? Is there a Christian doctrine of Emptiness? How do the diverse traditions dare to adopt mutually challenging notions of God and Nothingness? Is there a mutual concept of a “Buddha-Christ”.

**LCT3099 Special Topics in Contextual Theology: Theology and Culture**

This course is an introduction to contemporary culture and the opportunities and challenges it presents in relation to Christian ministry and mission. It aims to combine Biblical, theological, and practical insights for ministry with intellectual analysis of the nature of contemporary culture in the West. Firsthand knowledge of some key issues, and the practical skills to engage with them, is a central concern, and this is reflected in the format of class meetings as well as in the nature of assessed work that is required. Students should note that, though the methods of cultural and theological reflection utilized in this class can easily be transferred from one context to another, there will not be any significant consideration of cultures of the global south.

**LES3044/4044, LTH3005/4005 Asian American Christianity**

An introduction to the emerging fields of Asian American theology, biblical hermeneutics, and ethics, focusing on the diasporic experiences and diverse voices of Asian Americans following the 1965 Immigration Act. Topics include: immigration, generational conflicts, racism and racial reconciliation, identity construction, model minority myth, ethnic-specific and pan-Asian ministries, prospects for developing a distinctive methodology in ethics, and comparison with other contextualist approaches from Asia and from other racial-ethnic groups in the U.S. Permission of Instructor required for Masters Students.

**LES3055/4055 Liberalism and Its Critics**

Liberal theologians like John Rawls hold that the “right” is prior to the “good”-i.e., that the state should remain neutral among competing worldviews, allowing individuals the freedom to frame and pursue their own conceptions of the good. In recent years, however, various thinkers-commonly labeled “communitarians” and/or “traditionalists” (though these labels are not always embraced by the thinkers to whom they are applied)-have argued that liberal political theory rests upon an incoherent conception of the self, and that the sort of neutrality to which the liberal state aspires is impossible. Similar worries have been expressed by feminist theorists and by non-Rawlsian liberals, and Rawls’ own later work attempts to take account of these concerns. This seminar examines the contemporary debate over liberalism, with an eye to differing conceptions of the popular relation between religion and the state.

**LES3074/4074 Religion and Law in the U.S.**

An examination of the relationship between religion and law in the American experience. Topics include: (1) the historical context of the “American Experiment” in religious freedom and disestablishment, (2) the meaning and interpretation of the Religion Clauses of the First Amendment to the U.S. Constitution as understood by the Supreme court and lower courts, scholars of law and religion, and other interested parties, (3) the appropriate relationship between “church” and “state” in contemporary society.

**LES3066/4066, LUS3053/4053 Introduction to Public Policy**

This course is an introduction to American Public Policy with an emphasis on those policies that most affect poor people's capabilities to improve their well-being. Drawing on the theorists such as Amartya Sen and Martha Nussbaum, the course will pay attention to social policies such as education, health care, and employment as well as policies that would expand democratic rights. It will also teach students that basic skills needed to make change local, state or national policies.

**LES3076/4076, LIR3076/4076 Interreligious Justice Movements**

This course will examine a wide range of progressive interreligious justice movements that are presently active in the U.S. We will pay particular attention to how these movements construct the necessary religious scaffolding to support their activism, exploring their use of various global liberative traditions, while also looking at their adaptations of various organizing methodologies to fit the particular social contexts in which they are doing their work. Students will be encouraged to undertake research on new emerging movements using the course's broad framework.

**LES/LJS3088/4088 Critical Theory of Religion, Ethics and Society: Frankfurt School**

This course seeks to introduce students to central topics developed by intellectuals related to The Institute for Social Research better known as The Frankfurt School. This course welcomes but does not presume previous knowledge of social theory. It will survey central topics such as the relation between modernity and racial/religious genocide, the critique of consumerist society, the dialectics of enlightenment, the oppressive/liberatory role of religion and mysticism in advanced secular societies, and the (im)possibility of revolutionary politics. Authors will include Theodor Adorno, Max Horkheimer, Walter Benjamin, Ernst Bloch, Erich Fromm and Herbert Marcuse.

**LES3089/4089 Beyond Pluralism: Engaging "Religion" in Contemporary America**

Reflection on the diversity of religious and non-religious perspectives characteristic of a multi-cultural society like ours raises perplexing questions: Are all religions equally valid? Can a single set of political institutions accommodate a plurality of divergent (religious) commitments? How should the rights of minorities be balanced against the interests of the majority? In this course we will examine some of the challenges posed by diversity in the contexts of epistemology, sociology, ethics, and politics, giving special attention to the uses and limits of religious pluralism as a discursive formation.

**LHB30/405858 Body/Family/ Household in Ancient Israel****LHB4031 Jeremiah**

This course will examine the book of Jeremiah from a number of different critical perspectives: text criticism, form criticism, historiography, intertextuality and narrative criticism. The first half of each class will be spent in reading portions of the massoretic Text and Targum Jonathan of Jeremiah (no previous Aramaic will be assumed), and occasionally the Septuagint for those who have had Greek. In the second half of each class, we shall discuss a topic in Jeremianic studies and a student will present a book review of a relevant monograph. Prerequisite: Hebrew

**LHB4041 The Jacob Narratives**

A Ph.D. seminar designed to analyze the literary form, compositional history, and literary theological outlook of the Jacob narratives in Genesis 25-35. Prerequisites: Hebrew, German, and French for Ph.D students. Masters students with appropriate language skills will be considered and are required to have instructor's permission.

**LHB/LJS3010 History of Judaism and Jewish Thought**

Survey of the history of Judaism and Jewish thought from the biblical period to the present. Hybrid Course

**LHS3099 Special Topics in Historical Studies: Latino/a Religious History and Experience**

The purpose of this course is to foster greater intercultural and interreligious understanding through the academic study of Latino/a religious history and expression. Although this course is intellectually intensive, especially in terms of its critical engagement with Latino theology and religious history, it is also an opportunity for students to experience the art, music, literature, mysticism, and social activism of diverse Latino cultures.

### **LIE3000/4000 Managing and Developing the Interreligious Organization**

This course is designed in response to the increased pressure for faith based organizations and educational institutions to respond to the call for interreligious education and dialogue. Students will learn how to create interreligious curricula, manage interfaith staff and space, resolve interfaith community conflicts. The texts for this class will also expose students to cutting edge management theories/practice, interfaith fundraising strategies and organizational development.

### **LIS3015/4015 Becoming a Public Scholar**

What does it mean to be a public scholar in the 21<sup>st</sup> Century? This course looks at the concepts, challenges and practices of public scholars, with a focus on religious and inspirational/motivational content. We will begin with the connection between religion and its connection to wider society, the lives of public theologians and spiritual activists (e.g., from Dorothy Day to Cornel West and Wangari Maathai), and theories about public scholarship. Students will form and reflect on their own identities as public scholars, and engage and practice various modes of sharing their scholarship with different publics, e.g. church organizations, popular culture, grant funders.

### **LMU3006/4006 Daughters of Abraham: Islam, Women and Social Movements**

This course will provide an overview of contemporary social movements that are lead by Muslim women. Students will study both the history and genesis of these movements and modern approaches for feminism and Islam. Specific attention will be paid to the scholarship of women who lead these movements

### **LMU3004/4004 Islamic Law and Legal Theory**

This course will provide a general history of Islamic law from the early seventh century down to the twentieth along with the development of the classical schools of jurisprudence. We will examine the sources of the law like the Qur'an, the Tradition (sunna) and consensus (ijma'), inferential reasoning (qiyas) and reason ('aql) in connection with the process by which legal decisions in Islam are made. In the second part of the course, we will examine the application of Islamic law in the areas of family, women and gender, international relations and bioethics. Finally, we will investigate the factors that prompted Muslim jurists to devise an epistemology that was conducive to rational methodology in providing relevant legal-ethical rulings. The legal-ethical dynamism in Islamic law can be demonstrated in the institution of ijihad (independent legal thinking and hermeneutics) that has provided practical guidance to respond to the challenges of modernity.

### **LMU3005/4005 Islam in America**

This course will trace the historical origins of Islam in America and emergence of identifiable Muslim communities throughout the US, patterns of migration, the ethnic makeup of such communities, political identity, and cases of conversion to Islam. We spend substantial amount of time in articulating the indigenous and immigrant Muslim experiences in America. Also, we examine in depth the emergence of national, regional, and local Muslim institutions, patterns of development pursued by number of them, and levels of cooperation or antagonism. Finally, the last section is devoted to a study of the re-interpretation of Islam that is undertaken in light of the exigencies in the West along with a critical examination of the impacts of 9/11 on Muslim communities and the trajectory of Islam in America.

### **LNT3024/4024 Jesus the Teacher**

### **LNT3028 /4028 Jesus Outside the New Testament**

Designed to introduce intermediate and advanced students to Christian apocryphal texts relevant to the expansion of Jesus' memory in the church. For the most part, these texts are non-canonical Gospels and Acts. At several points along the way we will ask what one can learn about Jesus and his memory in antiquity from these materials.  
Prerequisite: TNT3003

### **LNT3071/4071 The Gospel of Luke**

Studies in depth Luke-Acts and compares it with classical Greek poetry and Platonic dialogues. The course proceeds through Luke-Acts from the perspective of viewing it as a Christian prose epic, somewhat analogous to Vergil's Aeneid. Prerequisite: TNT3003

### **LNT4034 Coptic**

This course will cover all the elementary patterns of Sahidic Coptic. Based on Bentley Layton, *Coptic in 20 Lessons*, Leuven: Peeters, 2007, it is designed to provide an introduction to the structure of Coptic grammar, to obtain familiarity with its use of syntax, semantic, and lexic, as well as to convey a certain amount of vocabulary with emphasis on words that occur frequently in the Sahidic New Testament. In order to pursue some grammatical topics in greater detail, Layton's *Coptic Grammar*, Wiesbaden: Harrassowitz, 2004 will also be consulted.

### **LNT4057 New Testament Seminar/Graeca**

Alternates between discussing major papers and the Graeca (translating Hellenistic Greek text). Prerequisite: 1 year of Greek.

### **LPS3093 Introduction to Process Theology**

Provides an introduction to Process theology in the tradition of Alfred North Whitehead and Charles Hartshorne demonstrating the ways in which Process theology has relevance for the interaction between theory and practice, between theology and church life. Topics to be discussed include, but are not limited to, the Nature of God, Christology, Theodicy, and Eschatology. Readings include works by Artson, Cobb & Griffin, Hartshorne, Keller, Mesle, Suchocki, and Whitehead.

### **LRE3004/4004 Formative Figures in Religious Education**

Reading and Reflection on major figures in religious education in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Educators from a variety of denominations, religious traditions, and cultural backgrounds, will be studied. Some of those included are Paulo Freire, bell hooks, Maria Harris, James W. Fowler, Anne S. Wimberly, Donald Ng, Sara L. Lee, Ibrahim Syed, Thomas Groome, Evelyn Parker, Elizabeth Conde-Frazier, and others. Students will obtain a broad understanding of the field and focus their research according to their interests.

### **LSC3001/3002/SC4001/4002/4003 Clinical Pastoral Education (CPE)**

Required clinical training for M.A., D.Min, and Ph.D. students in the clinical pastoral care track. Students are responsible to gain acceptance into a CPE program accredited by The Association for Clinical Pastoral Education prior to course registration, and proof of acceptance into an ACPE-accredited program is required at the time of registration. Often follows a schedule different from the School's academic calendar. Fees charged by the CPE Center are paid by the School out of the student's tuition.

M.A. students: 2 CPE units required, 12 academic credits

LSC3001 (1<sup>st</sup> unit of CPE, 6 academic credits)

LSC0302 (2<sup>nd</sup> unit of CPE, 6 academic credits)

D.Min. students: 1 CPE unit required, 6 academic credits

LSC4001 (preferably taken during the first year of study)

Ph.D. students: 3 units of CPE required, academic credits as indicated below

LSC4001 (1<sup>st</sup> unit of CPE, 6 academic credits)

LSC4002 (2<sup>nd</sup> unit of CPE, 6 academic credits)

LSC4003 (3<sup>rd</sup> unit of CPE, 0 academic credits)

### **LSC3035/4045 Chaplaincy in Contexts**

An introduction to the theory, practices, and major issues of chaplaincy as a specialized form of spiritual care. The arts and challenges of interreligious and intercultural care are a particular focus. The course is appropriate for those preparing for ministries in hospital, hospice, military or corporate chaplaincies.

### **LSC3041-3046 Spiritually Integrative Counseling Internship**

### **LSC4044-4049 Spiritually Integrative Psychotherapy Residency**

**(Mandatory pre-session training will take place 9:00-5:00 August 16-18, 2011. These courses also require students to attend other scheduled meetings in addition to the Tuesday morning class time. For details students should contact the Spiritual Care and Pastoral Counseling Faculty.)**

Required clinical training for M.A. students in the pastoral counseling track and for D.Min. and Ph.D. students in the psychotherapy track. Completion of one unit of clinical pastoral education in a program accredited by The Association for Clinical Pastoral Education and an evaluation acceptable to the professors of pastoral care and counseling are prerequisite. Students serve as Interns and Residents at The Clinebell Institute (TCI). No other

placements are allowed, except those arranged by TCI. Clinical training begins in late August with a three-day staff meeting and retreat. Training continues for a full calendar year, unless the student graduates. Students are expected to complete their required training without interruption. The clinical training program at the TCI does not follow the academic calendar; due to the intensive nature of the training and the needs of clients, students are on a year-round schedule and continue to serve their clients during school breaks, though vacation times are arranged through TCI. If students' training must be interrupted due to unforeseen life circumstances, students must make up the time missed within 1 year from the time of interruption. In addition to the weekly meeting time, students schedule clinical work, research and study in preparation for clinical service, individual and supervision, and other training meetings as required. Due to the high cost of supervision and other training expenses, additional fees are charged: \$1300 billed per class for LSC3041-3046, and LSC4044-4049. These fees are normally not covered by scholarship.

**M.A. students: 12 credits required, as shown**

LSC3041 (Fall 1<sup>st</sup> year, 3 credits)

LSC3042(Spring 1<sup>st</sup> year, 3 credits)

LSC3043 (Summer 1<sup>st</sup> year, 0 credits)

LSC3044 (Fall 2<sup>nd</sup> year, 3 credits)

LSC3045(Spring 2<sup>nd</sup> year, 3 credits)

LSC3046 (Summer 2<sup>nd</sup> year, 0 credits)

**D.Min. students: 8 credits required, as shown**

LSC4044 (Fall 1<sup>st</sup> year, 3 credits)

LSC4045 (Spring 1<sup>st</sup> year, 3 credits)

LSC4046 (Summer 1<sup>st</sup> year, 0 credits)

**Ph.D. students: 8 credits required, as shown**

LSC4044 (Fall 1<sup>st</sup> year, 4 credits)

LSC4045 (Spring 1<sup>st</sup> year, 4 credits)

LSC4046 (Summer 1<sup>st</sup> year, 0 credits)

LSC4047(Fall 2<sup>nd</sup> year, 0 credits)

LSC4048 (Spring 2<sup>nd</sup>, 0 credits)

LSC4049(Summer 2<sup>nd</sup> year, 0 credits)

**LSC/LIR 3064/4064 Interreligious Care and Counseling**

Study of theories and methods for caregiving in situations of religious pluralism. Attention is given to religious pluralism in diverse forms: in multireligious families; religious hybridity in persons and communities; religious pluralism in public institutions and social life, and; religious difference in relationships between caregivers and careseekers. Religious pluralism is explored from the perspectives of several religious traditions. Possibilities and limits for practices of interreligious spiritual care are counseling are identified.

**LSC4021/4022/4023 ACPE Supervisory Training**

Required clinical training for Ph.D. students in the ACPE supervisory training track. Students are responsible to secure a position as an ACPE supervisor-in-training. Often follows a schedule different from the School's academic calendar. Three CPE units are required, academic credits as indicated below.

SC421 (1<sup>st</sup> supervisory unit, 6 credits)

SC422 (2<sup>nd</sup> supervisory unit, 6 credits)

SC423 (3<sup>rd</sup> supervisory unit, 0 credits)

**LSC4085 Ph.D. Colloquium in Spiritual Care and Pastoral Counseling**

Seminar style forum for discussion of scholarly and professional issues in spiritual care and pastoral counseling.

**LSF3011/4011 Teaching Contemplative Practices**

This course explores both theoretically and experientially a variety of contemplative prayer practices, with special attention to methods of teaching such practices in various contexts.

### **LSF3015/4015 Your Brain God? Neuroscience and Spiritual/Contemplative Practices**

What do current neuroscientific studies and understanding have to say about and learn from spiritual/contemplative practices/experiences/understandings? How do neuroscientific perspectives help us (or not) understand, (re)formulate, and engage in cultivating the spiritual/contemplative life? This course will explore answers to these questions through carefully attending to and engaging in contemplative/spiritual practices. No previous work in science or spiritual/contemplative practices required. On-Line Course. (Phone or Video Conference held from 6:30-8:00 on the following dates: Required: January 23, March 5, April 30. Optional: February 27, April 2)

### **LSF3026/4026 Psycho-Spiritual Approaches to Contemplative Transformation: IFS as a Spiritual Path**

Internal Family Systems Therapy (IFS) is a contemplative, soulful, and non-pathologizing approach to personal healing and spiritual formation. This course, taught by a trained IFS practitioner, introduces students to the core concepts and practices of the model, places the model into dialogue with contemplative spiritual traditions, and adapts the model as an accessible and uniquely liberating pathway toward psycho-spiritual wholeness and social reconciliation rooted in empowered compassion.

### **LSF3028/4028 Compassion-Based Methods of Social Healing and Reconciliation**

Violence pervades our world. The violated cry out for healing and justice; violators need to be contained and transformed. This course explores methods and dynamics involved in nurturing social reconciliation that is empowering and just, accountable and compassionate. Themes include the healing of social trauma, dynamics of interpersonal and communal conflict transformation, restorative versus retributive justice, and the principles and techniques of non-violence.

### **LTH3036/4065 Systematic Theology**

Theology means “God-Talk.” But can we “talk” what must infinitely surpass our understanding? What would we say in face of multiple possibilities to experience this infinite reality we name “God?” How would we think of the multiplicity of the answers which were given to these experiences both within a certain tradition and between religions and cultures? Why should we try to express, and why has theology experimentally sought and found, modes of thought to address such questions instead of just being assured of certain experiences, beliefs, and convictions, or by remaining silent? In fact, Christian theology is a “creature” from a multicultural and interreligious milieu, in which it has asked, and still asks, the major questions that Christians, in their multiple contexts, have faced through time and addresses them by adventurously testing the most influential responses that Christians have given and relates them to contemporary intellectual, cultural, interreligious, ethical, social, spiritual and pastoral issues.

### **TCE3000 Clinical Pastoral Education**

M.Div. students who have received permission to substitute CPE for a parish placement to meet the field education requirement in the M.Div. program register for this course. This option is normally limited to those students preparing for ministries in chaplaincy. Prior to registration, students must secure approval for this substitution from both a Professor of Pastoral Counseling and the Director of Field Education. Students are responsible to gain acceptance into an ACPE accredited CPE program and provide proof of acceptance to the registrar prior to registration.

### **TCE3081 Field Education Seminar**

Students are placed by the Director of Field Education and Contextual Learning in ministry settings for 15 hours per week. Students also attend a weekly seminar on campus and write reflective papers, case studies, and read texts. Sequence is always Fall-Spring.

### **TDS3000 United Methodist Doctrine**

An examination of Wesleyan theology focusing on the early Methodist movement and major theological transitions in the 19<sup>th</sup> and 20<sup>th</sup> centuries. The course will also highlight recent transitions in United Methodist theology and is designed to meet the doctrine requirement for ordination in the UMC. On-Line Course

**TDS3017 United Methodist General Conference**

A hybrid/travel course that will focus on the history, responsibilities, processes, and procedures of the General Conference. Students will learn how this decision-making body functions, will research issues being brought before this General Conference, will track petitions as they move through legislative committees, and will attend the first week of the General Conference in Tampa, Florida. The Conference will take place April 23-27, 2012. Students will be responsible for travel costs (including airfare, hotel, food, incidentals, and potentially a shared rental car/shuttle). Course will have an on-line component before and after the General Conference.

**TSC3005 Cultivating Empowerment through Ecologies of Care**

Study of theories and methods for empowering persons and communities through creating ecologies of care. Issues commonly encountered in spiritual care are explored with emphasis on contextual, systemic, and postcolonial perspectives. Building on a strengths-based approach, soul-care is conceptualized as a network of community-based service and interpersonal connection. Attention is given to personal, congregational, and social issues commonly encountered in spiritual care. Includes attention to the development of self-awareness and practice appropriate to empowerment through spiritual care.

**TNT3003 Basic Aspects of the Study of the New Testament**

Introduces students to the content and scientific study of the New Testament. The course focuses on exegetical methods for understanding early Christian literature in its historical context.

**TRA3099 Special Topics in Religion and the Arts: Jimi and Jim: The Philosophy of Religion of the Sixties Rock Shaman**

This course entails the lives and philosophies, and artistic shamanistic expressions of Jimi Hendrix and Jim Morrison, inducting them into existentialist philosophy, contemporary theology, and philosophy of religion to apply them to existing religions and philosophies and prescribe them to emerging ones. It demonstrates how the aesthetics of both Jimi Hendrix and Jim Morrison are religious in themselves in their second nature relinquishing of the philosophical self to creativity that I call "aesthetic religion".

**TRE3040 Vocational Praxis**

This is a required course for all masters of divinity students in their final year at CST, and it is an opportunity for individual and community-based integration and assessment of learning and vocational goals. The class will form a community and assessment will be organized around Institutional Learning Objectives of CST, focused in particular on the MDiv Program Learning Objectives (PLOs): Demonstrate religious intelligence gained through the study of theological disciplines; Embody ethical integrity in one's vocation; Engage in dialogue across cultures and religions; Provide effective ministerial, community and/or public leadership.

**TTH3051 Systematic Theology for Ministry**

This course will explore the different loci of the Christian tradition, pay particular attention to the systematic, constructive, and creative interrelations of the loci, and do so with particular attention to the multicultural and multireligious context of the contemporary world. Loci include: God; Creation; Providence; Scripture and Tradition; Human Nature; Sin Suffering, and Evil; the Person and Work of Christ; Spirit; Church and Sacraments; Hope; and Eschatology. (Course will be offered at Holman United Methodist Church in Los Angeles)

**TWP3013 Preaching in the Worship Context**

Introduces students to the fundamentals of the art and craft of preaching within the context of worship. Pre-Requisite: TWP3015 or permission of the Instructor. Course Laboratory Fee: \$50

**TWP3040/4040 Preaching Through the Christian Year**

Examines the themes, images, and texts of the various seasons of the Liturgical Year of the Christian Calendar (Advent, Epiphany, Lent, Easter, and Pentecost) and ways to preach the lectionary texts throughout the seasons. Prerequisite: TWP3013

**TWP3055/4055 Theologies of Liberation and Preaching**

Examines theologies of liberation (i.e., their emphases on liberation from social, economic, racial, sexual, environmental/religious oppression). The course prepares students to design sermons that are informed and shaped by their critical reflection and engagement of the various perspectives on liberation. Prerequisite: TWP3013