Instructor: Nancy Ramsay

Prerequisites: Admittance to the Ph.D. program

Description of Content:

This seminar will focus on current theoretical and theological resources for critically and imaginatively engaging aspects of social identity such as sexuality, gender, race, and class in contemporary, constructive pastoral theology in ecclesial and cultural contexts as forms of difference treated oppressively. We will explore the particularities and intersectional dynamics of gender, sexual orientation, gender identity, race, and class as they arise and endure in relationships and as matters of debate in larger systemic contexts in a dialectic of privilege and oppression. Participants in the seminar will also explore the ways in which these aspects of social location inform their own self-understanding. We will also address pedagogical and clinical strategies for confronting oppressive and privileged aspects of these forms of social location and supporting personal and structural transformation toward more just personal, relational, and systemic responses to such forms of difference in church and culture.

Class Procedures:
The seminar will combine faculty presentations and discussion of readings assigned, guest presentations, and video presentations.

Requirements:
1. Class attendance and generative participation
2. Completion of reading assignments and submission of weekly constructive pastoral theological proposals for seminar discussion via threaded discussion
3. Student leadership in discussion of assigned readings
4. Social location 4-generation Genogram project (20-30 pages)
5. Constructive Pastoral Theological Proposal integrating theoretical and theological issues with regard to a topic arising in the seminar—(25-30 pages)

Required Texts:


**Evaluation:**

- Class participation and weekly pastoral theological submissions 25%
- Genogram 35%
- Constructive Pastoral Theological Integration Paper 40%

Criteria for evaluation:
- See above criteria for evaluating class participation
The genogram should demonstrate depth of research and attention to themes specified in the syllabus.

Student Seminar leadership should demonstrate analysis of assigned reading that includes a generous and critical hermeneutic informed by reviews of the reading where available and by theological and theoretical resources.

The constructive paper, related to simultaneous forms of difference experienced oppressively addressed in the course, should demonstrate accurate use of materials, depth and breadth of research, critical and constructive engagement with ideas, constructive theological and theoretical proposals that demonstrate skill in pastoral theological methodology, and appropriate written and bibliographic form.

* Assignments are due on the date given in the syllabus. Advance consultation with the instructor is required for delayed submission without penalty. Reflecting school policy, extensions in assignments will not be granted except in the case of serious illness or a family crisis affecting all current courses.