



## **PCC 605\_905 INTEGRATIVE SEMINAR IN PASTORAL THEOLOGY**

Fall 2022 | Tuesday 9-11 AM (CST) | In-Person & Online | Room: Main 107

Instructor: Dr. Jaeyeon “Lucy” Chung | Pronouns (she/her)

### **COURSE DESCRIPTION**

This Integrative Seminar course explores the nuanced understanding of pastoral theology and care as it has been developed throughout Christian history. In this course, students who are pastoral practitioners will be asked to identify what is at stake in their specific pastoral context and reflect psychologically, socioculturally, ethically, and theologically. Psychological and other social scientific theories and insights will be drawn to understand and interpret concrete pastoral care situations. Students will critically examine their ethical-theological beliefs or assumptions that impact and challenge practices of care as they engage with individuals, families, or communities. While students will be introduced to a variety of contemporary pastoral theological works, they will be encouraged to develop their own pastoral theological perspectives and practical strategies that address and tackle contemporary issues faced by the church and the wider public square today. This course is designed primarily for students in the Master of Arts in Pastoral Care and Counseling and Ph.D. students in Pastoral Theology, Personality, and Culture. However, other degree students interested in pastoral/spiritual care in the parish, chaplaincy or other ministry settings may find the course beneficial.

### **LEARNING OUTCOMES**

On completion of this course, the student will be able to:

- 1) Demonstrate an understanding of the discipline and methods of pastoral theology as an integrative discipline.
- 2) Articulate one’s pastoral identity, theological beliefs/assumptions, and their implications for ministry.
- 3) Understand contemporary psychological, sociocultural, and structural factors that inform, shape, or challenge Christian living and pastoral leadership.
- 4) Demonstrate the ability to think critically and analytically on key pastoral theological works as well as reflect theologically on pastoral practices.
- 5) Develop one’s own scholarly and practical interests within the field of pastoral theology, care, and counseling.

### **CLASS STRUCTURE**

This is a 13-week long, three-credit hybrid course. Students can think of this course’s weekly teaching and learning in two parts:

- **Part One – In-Person Session** (Tuesday 9–11 am). The class will meet in person for two hours weekly (with a short break). Class time together will involve a short lecture, class discussion, group presentation, and other group activities.
- **Part Two – Asynchronous Learning**. Students will be expected to engage in learning activities such as reading required materials, participating in online discussion forums, or doing independent research.
- **Ph.D. Students Only – Monthly Writing Seminar**. Ph.D. students in Pastoral Theology, Personality, and Culture will meet with the professor and peers monthly (3 or 4 times during the semester) in person or virtually. More information will be shared later.

## CONTACT INFORMATION

| Dr. Jaeyeon “Lucy” Chung |  |
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| <b>Email</b>             | <a href="mailto:jaeyeon.chung@garrett.edu">jaeyeon.chung@garrett.edu</a> |
| <b>Phone</b>             | 847-866-3877 (office); 224-392-6798 (voice or text)                      |
| <b>Office</b>            | Stead 104  |
| <b>Office Hours</b>      | Tues. 11 am-noon or by appointment                                       |

If you email me, you can expect a reply from me in no more than 24 hours, except over the weekends or holidays. If you want to speak with me via Zoom/Teams, phone, or in-person, you can sign up for a 15- or 30-minute meeting via Moodle or email.

## COURSE MATERIALS

### Required Textbook:

1. Graham, Elaine, Heather Walton, and Francis Ward. *Theological Reflection: Methods*, 2<sup>nd</sup> Edition. London: SCM Press, 2019. ISBN: 978-0334056119 [Paperback: \$28.59]  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/823ite/alma9981569966902441](https://search.library.northwestern.edu/permalink/01NWU_INST/823ite/alma9981569966902441)

### Book Review Textbooks:

1. Crumpton, Stephanie. *A Womanist Pastoral Theology Against Intimate and Cultural Violence*. New York: Palgrave Macmillan, 2014. ISBN: 978-1137378132 [Paperback: \$85.42]  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/uoel1r/alma9982018798302441](https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9982018798302441)
2. Rogers-Vaughn, Bruce. *Caring for Souls in a Neoliberal Age*. New York: Palgrave Macmillan, 2016. ISBN: 978-1349716333 [Paperback: \$29.99]  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/uoel1r/alma9980891267702441](https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9980891267702441)
3. Sharp, Melinda McGarrah. *Misunderstanding Stories: Toward a Postcolonial Pastoral Theology*. Eugene, OR: Pickwick Publications, 2013. ISBN: 978-1610972260 [Paperback: \$27.00]  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/uoel1r/alma9982018799402441](https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9982018799402441)
4. Swain, Storm. *Trauma and Transformation at Ground Zero: A Pastoral Theology*. Minneapolis: Fortress Press, 2011. ISBN: 978-0800698058 [Paperback: \$32.00]  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/uoel1r/alma9961433034202441](https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9961433034202441)

## Additional Textbooks:

The following books are available either in eBook or on course reserve. Because we will read only selections, you are not required to obtain your own copies.

1. Bidwell, Duane, and Joretta Marshall, ed. *The Formation of Pastoral Counselors: Challenges and Opportunities*. Binghamton, NY: Haworth Press, 2006.  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/16100c1/alma9981831271902441](https://search.library.northwestern.edu/permalink/01NWU_INST/16100c1/alma9981831271902441)
2. Couture, Pamela, and Rodney Hunter, ed. *Pastoral Care and Social Conflict*. Nashville: Abingdon Press, 1995.
3. Dykstra, Robert, ed. *Images of Pastoral Care: Classic Readings*. St. Louis, MS: Chalice Press, 2005.  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/uoei1r/alma9942858084202441](https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9942858084202441)
4. Miller-McLemore, Bonnie, and Brita Gill-Austern, ed. *Feminist & Womanist Pastoral Theology*. Nashville: Abingdon Press, 1999.
5. Ramsay, Nancy, ed. *Pastoral Care and Counseling: Redefining the Paradigms*. Nashville: Abingdon Press, 2004.
6. Ramsay, Nancy, ed. *Pastoral Theology and Care: Critical Trajectories in Theory and Practice*. Oxford, UK: John Wiley & Sons, 2018.  
eBook Link: [https://search.library.northwestern.edu/permalink/01NWU\\_INST/uoei1r/alma9981574653102441](https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9981574653102441)
7. Woodward, James, and Stephen Pattison, ed. *The Blackwell Reader in Pastoral and Practical Theology*. Malden, MA: Blackwell Publishers, 2000.

[\* Chapters from the print books and journal articles will be available in PDF on Moodle.]

## COURSE WEBSITE

To access the course website on Moodle, go to <http://courses.garrett.edu>. Click on the course number/name (PCC605\_905 Integrative Seminar in Pastoral Theology). You are responsible for regularly checking Moodle for announcements, accessing readings and other materials, uploading assignments, and participating in the discussion forums.

## ACADEMIC POLICIES

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

### **Assignments & Submissions**

- Academic integrity and plagiarism: (See 21-22 Handbook, 12, 72-79) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.

- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all courses.
- Assignments should be completed on deadline and as assigned for a student to pass the course. Suppose you have a concern about completing a specific assignment or meeting a submission deadline for whatever reason -- you should contact the professor as soon as possible to discuss the alternatives.
- All written assignments must be written using Microsoft Word and submitted to Moodle. They should:
  - i. Be typed and double spaced.
  - ii. Use 12-point Times New Roman font and 1-inch margins.
  - iii. Use in-text citations instead of footnotes or endnotes.
  - iv. Have a separate bibliography.
  - v. Proofread for spelling and grammar errors.
  - vi. Should be named and saved with last name-assignment name [e.g., Chung-Theological Statement or Chung-Final Paper].
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://library.garrett.edu/research/the-writing-center> "Writing Center" for more information.

### ***Attendance and Class Participation***

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and course assignments, persons are always to be respected, and ideas are to be freely expressed. All participants in the teaching-learning process should honor and respect varying perspectives on relevant issues. (See 21-22 Handbook, 11)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than two classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (21-22 Handbook, 20)
- Students may be allowed to access the laptop or iPad, but cell phones should be silenced during the whole of a class session.

### ***Academic Accommodations***

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. Such accommodations are developed in consultation with the Student Access Coordinator in Academic and Student Services. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (21-22 Handbook, 12).
- Extensions: For Master's students, extensions, if granted, are generally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (21-22 Handbook, 20-21)
- Withdrawal: Students are expected to complete all courses they are registered for at the close of the two-week add/drop period. The Seminary policy on withdrawal allows students only a limited number of opportunities to withdraw from courses. It is important that you understand the financial and academic implications of course withdrawals. If you are concerned about your ability to succeed in this course, speak with the professor as soon as possible.

### ***A Note on Self-Care and Difficult Topics***

- Theological education invites our whole selves into the classroom and often demands a challenging integration of our emotional, intellectual, and bodily histories. It is not uncommon for students to confront painful issues as they engage with this kind of education, whether in terms of sexual trauma, domestic violence, the effects of racism, and other difficult topics. Students are encouraged in this class to attend carefully to self-care around these issues and to note that while Garrett can suggest such care, neither the professor nor the school can provide therapeutic interventions or psychological counseling.

### ***Proviso***

The professor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced in class.

## **COURSE REQUIREMENTS & ASSIGNMENTS**

- 1. ATTENDANCE, READING & PARTICIPATION (35%).** Students are expected to 1) honor the class covenant, 2) attend class consistently (with no more than two absences), 3) complete weekly readings, and 4) engage actively in classroom activities and online discussion forums. Everyone in class is a learner and a teacher. Your presence and thoughtful engagement will help foster an enriching and interactive community of learning.

### **\*ONLINE DISCUSSION FORUM:**

As part of the weekly asynchronous learning, each student will be expected to engage in an online discussion forum with their assigned group members on Moodle. Each week students will be expected to answer one of the following four questions (initial post) based on the weekly readings and respond to other students' posts (at least one response). You should submit your primary post by Sunday noon and your response post(s) by Monday 6 pm. Your combined writings (an initial post and response posts) should be no less than 200 words long. This assignment will be graded as complete/incomplete.

- Questions for reflection: (Please choose one and respond to it in your initial post)
  - 1) What insights or new knowledge have you gained from this week's readings? (Focus on a specific idea, concept, or method drawn from the readings)
  - 2) What have you found disturbing or disagreeable in this week's readings? (Refer to a particular idea or practice that you find problematic and address why it is so)
  - 3) How do this week's readings affirm or challenge your ethical values or theological beliefs? (Draw on a specific idea or notion to make a connection with your ethical or theological perspectives)
  - 4) What practical strategies could inform the ministry of care you're currently involved in, and how? (Draw some examples from this week's readings)

- 2. TWO SHORT PAPERS (10%).** Students are expected to submit two short essays (500 words for each) on Moodle by the following due dates. These papers will be graded as complete/incomplete. More guidelines will be given later in class.

(1) **Description of Your Pastoral Context** (5%) – DUE Sunday, 9/18, 11:59 pm

(2) **Your Theological Statement** (5%) – Due Sunday, 9/25, 11:59 pm

**3. GROUP PRESENTATION – BOOK TALK (20%).** During November, each student with their group members will be expected to present their book of choice to class on an assigned date. The group presentation will include a book review and a class conversation facilitation. For presentation, students may use visual aids such as PowerPoint or handouts.

- 11/1 *Misunderstanding Stories: Toward a Postcolonial Pastoral Theology*
- 11/8 *Trauma and Transformation at Ground Zero: A Pastoral Theology*
- 11/15 *Caring for Souls in a Neoliberal Age*
- 11/29 *A Womanist Pastoral Theology Against Intimate and Cultural Violence*

**4. FINAL PAPER (35%).** Students are required to write and submit a final paper on Moodle by Monday, 12/12, 11:59 pm.

- **For MAPCC Students:** In your paper, answer one of the following questions: (1) Based on the readings in this course, how do you understand the development of a pastoral theological perspective on healing and change? (2) What is your theology of pastoral care or counseling? Your paper should be double-spaced, 10-12 pages long, and include a bibliography.
- **For Ph.D. Students:** Write a research paper focusing on one or two critical pastoral theological issues emerging in a particular community context (e.g., different forms of oppression, interculturality, mental health, violence, trauma, substance abuse, migration, poverty, etc.). Your paper should be double-spaced, 20-25 pages long, and include a bibliography. Consider this project as an initial step toward your dissertation proposal. Well-written papers may be recommended for journal submission.

## CRITERIA FOR GRADING

| Assignment                          | Points                                  | Due Dates                      |
|-------------------------------------|---|--------------------------------|
| Attendance, Reading & Participation | 13 (Attendance: 1 pt. x 13 wks.)        | Each class                     |
|                                     | 22 (Discussion forum: 2 pts. X 11 wks.) | Sunday noon for a primary post |
|                                     |   | Monday 6 pm for response posts |
| Two Short Papers                    | 5 (Description of your context)         | September 18, 11:59 pm         |
|                                     | 5 (Your theological statement)          | September 25, 11:59 pm         |
| Group Presentation                  | 20                                      | Date assigned to your group    |
| Final Paper                         | 35                                      | December 12, 11:59 pm          |
| <b>Total Points</b>                 | <b>100</b>                              |                                |

|    |        |    |       |      |              |
|----|--------|----|-------|------|--------------|
| A  | 94-100 | B- | 80-82 | D+   | 67-69        |
| A- | 93-90  | C+ | 77-79 | D    | 60-66        |
| B+ | 87-89  | C  | 73-76 | Pass | 60 and above |
| B  | 83-86  | C- | 70-72 | Fail | 59 and below |

For reference purposes, the following standards will apply to the contents of assigned papers and the class presentation.

**“A”** signifies an in-depth grasp of the material presented in class and readings and a demonstrated ability to explore the implications of that material for pastoral care beyond what is immediately evident.

This grade generally indicates sufficient interest to go beyond the required readings of the class.

The paper addresses all of the questions or issues assigned. Information is clearly focused in an organized and thoughtful manner.

Writing reflects thorough proofreading that evidences thoughtful and reasoned development of ideas and reflections constructed with correct grammar and spelling—no spelling, grammatical, or punctuation errors.

**“B”** signifies an adequate comprehension of class material and the ability to apply the concepts to pastoral settings.

The paper addresses many of the questions or issues assigned. Information supports the thesis of the paper.

Writing reflects proper grammar and spelling; it is constructed with a reasonable, easy-to-follow development of ideas and evidence of proofreading. Few (1-3) spelling, grammatical, or punctuation errors.

**“C”** indicates minimal integration of the themes of the course but sufficient to pass.

The paper addresses only 2 or 3 of the questions or issues assigned. The project has a focus but might stray from it at times. Information appears to have a pattern, but the pattern is not consistently carried out in the paper. Information loosely supports the thesis of the paper.

Writing reflects a minimal ability to organize material and demonstrates minimal attention to grammar and spelling.

The project has a focus but might stray from it at times. Minimal (3 or 5) spelling, grammatical, or punctuation errors.

**Other grades** will indicate poorly organized or inadequate integration of the material or failure to complete sections of the class requirements.

## WEEKLY SCHEDULE & OUTLINE

### PART I. INTRODUCING PASTORAL THEOLOGY – HISTORY, CONTEXT, AND METHODS

#### WEEK #1 September 6. Introduction and Course Overview

- Introduction to one another and group norms
- Orientation to the course outline, syllabus, expectations, and assignments
- What is pastoral theology and why does it matter?

#### Readings: (Optional)

- Pattison & Woodward, “An Introduction to Pastoral and Practical Theology,” in *The Blackwell Reader in Pastoral and Practical Theology* (on Moodle)
- L. Graham & Whitehead, “The Role of Pastoral Theology in Theological Education for the Formation of Pastoral Counselors,” in *The Formation of Pastoral Counselors: Challenges and Opportunities*
- E. Graham, “Pastoral Theology: ‘Therapy,’ ‘Mission,’ or ‘Liberation’?” in *Words Made Flesh: Writings in Pastoral and Practical Theology* (on Moodle)
- Miller-McLemore, “Five Misunderstandings about Practical Theology” (on Moodle)
- Miller-McLemore, “Also a Pastoral Theologian: In Pursuit of Dynamic Theology (Or: Meditations from a Recalcitrant Heart)” (on Moodle)

#### Assignments:

- Introduce yourself on a discussion board, “Self-Introduction,” on Moodle (Due: Monday, 9/5, noon)  
--- This assignment will be counted toward your participation grade.

#### WEEK #2 September 13. Historical Developments

- How have pastoral theology, care, and counseling developed throughout Christian history, particularly since the 20<sup>th</sup> century?
- What external and internal forces led paradigm shifts within the pastoral theology movement?

#### Readings:

- Hiltner, “The Meaning and Importance of Pastoral Theology,” in *The Blackwell Reader in Pastoral and Practical Theology* (on Moodle)
- Patton, “Introduction to Modern Pastoral Theology in the United States,” in *The Blackwell Reader in Pastoral and Practical Theology* (on Moodle)
- Hunter, “The Therapeutic Tradition of Pastoral Care and Counseling,” in *Pastoral Care and Social Conflict* (on Moodle)
- Hunter & Patton, “The Therapeutic Tradition’s Theological and Ethical Commitments Viewed Through Its Pedagogical Practices: A Tradition in Transition,” in *Pastoral Care and Social Conflict* (on Moodle)
- Miller-McLemore, “Pastoral Theology as Public Theology: Revolutions in the Fourth Area,” in *Pastoral Care and Counseling: Redefining the Paradigms* (on Moodle)

#### Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 9/12, 6 pm)



### **WEEK #3 September 20. Context and Community**

- Why do “context” and “community” matter in the work of pastoral theology?
- How has the focus on context shifted or expanded? – from “living human document” to “living human web.”
- What is the context where you find your passion and engage your work of pastoral practice? What is at stake in the community you are involved in?

#### Readings:

- Boisen, “The Living Human Document,” in *Images of Pastoral Care: Classic Readings*
- Gerkin, “Reclaiming the Living Human Document,” in *Images of Pastoral Care*
- Miller-McLemore, “The Human Web: Reflections on the State of Pastoral Theology” (on Moodle)
- Miller-McLemore, “The Living Human Web: A Twenty-five Year Retrospective” (on Moodle)
- Chung, “Toward an Asian American Pastoral Theology of Radical Hospitality: Caring for Undocumented Migrants” (on Moodle)

#### Assignments:

- Submit your context description paper (500 words) to Moodle by Sunday, 9/18, 11:59 pm
- Post your primary and secondary responses to the discussion forum by Monday, 9/19, 6 pm

### **WEEK #4 September 27. Methods**

- What is a method of pastoral theology and why is it needed?
- How does one relate theology to various fields and disciplines outside of religion or theology, the psychological and social sciences? How does one integrate practice and theory?
- What is the explicit or implicit role of theology?
- What theological beliefs or assumptions do you bring to your context of pastoral practice with or without awareness?

#### Readings:

- Townsend, “Theological Reflection and the Formation of Pastoral Counselors,” in *The Formation of Pastoral Counselors*
- Cooper-White, “Thick Theory: Psychology, Theoretical Models, and the Formation of Pastoral Counselors,” in *The Formation of Pastoral Counselors*
- Marshall, “Methods in Pastoral Theology, Care, and Counseling,” in *Pastoral Care and Counseling: Redefining the Paradigms* (on Moodle)
- Ramsay, “Analyzing and Engaging Asymmetries of Power,” in *Pastoral Theology and Care*
- E. Graham, “Pastoral Theology as Transforming Practice,” in *Words Made Flesh* (on Moodle)
- Watkins Ali, “A Womanist Search for Sources,” in *Feminist & Womanist Pastoral Theology* (on Moodle)

#### Assignments:

- Submit your theological statement paper (500 words) to Moodle by Sunday, 9/25, 11:59 pm
- Post your primary and secondary responses to the discussion forum by Monday, 9/26, 6 pm

## **PART II. THINKING THEOLOGICALLY ON PASTORAL PRACTICES – MODELS OF THEOLOGICAL REFLECTION**

[\* We will use *Theological Reflection: Methods* as a primary guide for our learning and discussion during October \*]

## **WEEK #5 October 4. Theologies by Heart**

### Readings:

- E. Graham, Walton, & Ward, "Introduction" and "Chapter 1," in *Theological Reflection: Methods*

### Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 10/3, 6 pm

## **WEEK #6 October 11. Narrative Theologies**

### Readings:

- E. Graham, Walton, & Ward, "Chapter 2 and 3," in *Theological Reflection: Methods*

### Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 10/10, 6 pm

## **WEEK #7 October 18. Corporate and Public Theologies**

### Readings:

- E. Graham, Walton, & Ward, "Chapter 4 and 5," in *Theological Reflection: Methods*

### Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 10/17, 6 pm

## **WEEK #8 October 25. Performative and Contextual Theologies**

### Readings:

- E. Graham, Walton, & Ward, "Chapter 6 and 7," in *Theological Reflection: Methods*

### Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 10/24, 6 pm

## **PART III. CONSTRUCTING PASTORAL THEOLOGY IN DIFFERENT CONTEXTS – SOME EXAMPLES**

## **WEEK #9 November 1. Doing Pastoral Theology from a Postcolonial and Intercultural Perspective**

- Book Talk Presentation – Group #1

### Readings:

- Sharp, *Misunderstanding Stories: Toward a Postcolonial Pastoral Theology*

### Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 10/31, 6 pm

## **WEEK #10 November 8. Doing Pastoral Theology in the Face of Community Trauma**

- Book Talk Presentation – Group #2

Readings:

- Swain, *Trauma and Transformation at Ground Zero: A Pastoral Theology*

Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 11/7, 6 pm

**WEEK #11 November 15. Doing Pastoral Theology against Neoliberalism and Power Inequalities**

- Book Talk Presentation – Group #3

Readings:

- Rogers-Vaughn, *Caring for Souls in a Neoliberal Age*

Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 11/14, 6 pm

**[THANKSGIVING BREAK – NO CLASS on November 22]**

**WEEK #12 November 29. Doing Pastoral Theology for Intimate and Cultural Violence Sufferers**

- Book Talk Presentation – Group #4

Readings:

- Crumpton, *A Womanist Pastoral Theology Against Intimate and Cultural Violence*

Assignments:

- Post your primary and secondary responses to the discussion forum by Monday, 11/28, 6 pm

**PART IV. ENVISIONING TOGETHER – PASTORAL THEOLOGICAL TASKS**

**WEEK #13 December 6. Integrative Dialogue and Next Steps**

- What have we learned individually and collectively?
- Where do we move from here?
- What do we envision for the future, and how do we get there?

Readings:

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Assignments:

- Submit your final paper to Moodle by Monday, 12/12, 11:59 pm.