Person in Community (INT 510) – Spring, 2021-21 – Garrett-Evangelical Theological Seminary

Online Synchronous Meetings: 2/1, 2/22, 3/15, 4/12, 5/3

Instructors:

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Office hours: on phone or Zoom by appointment

COURSE DESCRIPTION:

This course explores a relational understanding of human personhood. We will reflect on the fullness of our humanity and what it means to be made in the image of God by examining theological, spiritual, and biopsychosocial development theories at the intersection of race, gender, sexuality, dis/ability, and class.

Through course readings, media, and interactions in community with peers and the teaching team, students will consider how their social locations, power, and privilege shape the way they see, respond, and relate to others who are different from them and the impact this may have on their ability to cultivate relationships as pastors, ministers, pastoral counselors, educators, and community leaders.

Related, please consider this syllabus a flexible but relatively stable effort to address what you can expect in the course. As the class date nears, assignments, tasks, and exercises will be loaded into Moodle to give you a sense of precise details beyond the readings and major assignments listed here.

COURSE OBJECTIVES:

The objective of the course is for students to engage four questions:

- Who are we?

- Who and what has influenced who we are and who we are becoming?
- Who are we in relationship to each other?
- Who are we in relationship to God?

The course aims to deepen students' awareness of self, God, and others towards an embodied relational identity in the context of their spiritual and vocational development.

COURSE LEARNING OUTCOMES:

At the end of this course students will be able to:

- Describe psychological dimensions of human personhood.
- Identify life events, relationships and cultural contexts that influence personal identity and development.
- Identify effects of power and privilege, oppression and exclusion on personhood, relationships, and communal life.
- Articulate awareness of self, socialization, social location, personal values, assumptions, and biases in the context of diversity and difference.
- Express familiarity with basic notions of Christian theological anthropology.
- Formulate implications of the understanding of human persons as created in the image of the Triune God.
- Demonstrate the rudiments of a theological hermeneutic of critique and retrieval
- Reflect a basic awareness of healthy sexuality and sexual ethics.

COURSE DELIVERY:

This is a two-credit online course. We will work both in asynchronous and synchronous fashion (via Zoom). You should be prepared to spend an average of eight (8) hours each week on this course, including attendance.

We are committed to student success in this course. Given our multifarious teaching and learning styles occasional accommodations are expected. Hence, if there are aspects of the course that prevent or impede your learning, please let us know as soon as possible by emailing both instructors. We will work collaboratively to design learning strategies that meet both a student's unique needs and the requirements of the course.

Additionally, student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

EXPECTATIONS FOR COURSE ENGAGEMENT:

1. **Inclusive/Expansive Language**

As a part of our time together, we expect students to use respectful, inclusive and expansive language for God and humans. This does not mean that you may never use masculine pronouns for God, but it does mean that it is not the only way to describe God. The same is true for referring to each other. For instance, we expect to avoid using "man" for all human beings and "mankind" for humanity. In this course, you are invited to stretch your metaphoric language.

2. **Confidentiality**

The course material invites students to discuss personal and sensitive content at their discretion. Confidentiality generally means what's discussed in INT510 stays in INT510" and we aim for that kind of clear enactment. At the same time, a learning environment requires we learn from the varied settings that compose a course that is synchronous and asynchronous. We ask that students only share what they feel ready to share in our course and that all participants seek explicit permission from peers when someone shares from life experience.

3. **Understanding the Sensitivity of the Course Material**

Our course readings and discussions will often focus on mature, difficult, and potentially challenging topics. Given the personal, political and theological nature of these topics, know that the readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understandings of the readings. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in this course. Also, know that the goals of the course are educational rather than therapeutic, so if necessary, please plan for external emotional support from supportive friends, a therapist, clergy person, pastoral counselor, or social service agency. GETS also provides support through the Dean of students and we offer limited short-term support through a network of counselors.

4. **Minimum Technological Requirements:**

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work.

- Web Browser - Students must have the latest version of a standard web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)

- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.

- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to post in discussion forums as well as submit writing assignments on Moodle.

- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWOrk might try the freely available OpenOffice applications: http://www.openoffice.org. Also available to students is the Google Drive suite to create documents and presentations (http://drive.google.com).

4. **Grading Scale**

A	95-100	B-	80-82	D+	62-65
A-	91-94	C+	75-79	D	58-61
B+	88-90	C	70-74	D-	51-57
B	83-87	C-	66-69	F	0-50

5. **GETS Applicable 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:

Writing

• Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) 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 introductory courses. Basic information on these formats is available online [here](). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)

• Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See https://www.garrett.edu/student-life/student-services "Writing Center" for more detailed 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 in course assignments, persons are always to be respected and ideas are to be freely discussed…. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)

• Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (See 19-20 Handbook, 19)

Extensions

For Masters students, extensions, if granted, are normally 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. (19-20 Handbook, 20)

COURSE REQUIREMENTS, METHODOLOGY AND RUBRICS

1. **Synchronous Meetings (25% of grade)**

   Attendance and assiduous participation in our five synchronous meetings are central to success in the course. This will be the space where we will come together as a whole to socialize our learning and take it to the next level.

2. **Small Group Projects (25% of grade)**

   Working in groups of three, students will work on a *creative* project that addresses the question: "*What does it mean to be a Person-in-Community at this state in the pandemic?*" By pandemic, we mean NOT only COVID-19 but also the on-going structural and intersectional 'isms that pervade and impact our ways of being in the world. Groups can assume that the broad knowledge of living in the global Covid-19 pandemic is common but should work to integrate nuances within their communities or within an identified community that is impacted by other, various isms.

   Responses to this core question should draw from all the learnings accumulated over the course of the semester and expressed in creative ways. Follow this link for ideas: https://ditchthattextbook.com/10-ideas-for-digital-end-of-semester-final-projects/

   Between **Week 1-5** work as a group to start generating ideas about this final small group project. Bounce your ideas off of the instructors if you so desire.

   Upload a one-page outline of the project to Moodle by **Week 5, 11:59 PM CST**.

   Upload link to Project along with a short description **by Week 7, 11:59 PM CST**.

   Lead discussion, as part of the synchronous session, around a reading relevant to your group project **during 2/22, 3/15, or 4/12**.

   Submit projects by **April 19, 11:59PM CST**.

   Groups will undertake peer review commentary of each other's work using the first four items in the rubric below **(due April 26, 11:59 PM CST)**. We will also circulate these creative projects to the class so we can all benefit from this work of **heART**.

   Grading Rubric for Small Group Project:

Creative engagement of, "What does it mean to be a Person-in-Community during pandemics?"	Explicit use of learnings accumulated over the course of the semester	Quality expression of course objectives as found in the syllabus	Timely upload of project outline, project description, and actual submission	Proper use of bibliography of, at least, 3 course theological texts and 3 other course resources
25 pts maximum	25 pts maximum	25 pts maximum	15 pts maximum	10 pts maximum

3. **Essay (10% of grade) – Due week 4, February 22, 11:59PM CST)**

   Prepare a paper addressing the themes covered in the first four weeks of the course. Consider who you are as *a person*. Answering these questions, in thoughtful consideration of the course materials, will lead to a fruitful essay: Who am I? What categories, descriptions, identities, and attributes currently help me articulate who I am? How does theology enrich my understanding of my humanity? Is there an essential resource, an event, a story, or an experience from my faith/identity development that is crucial to lift as I consider my person? Submit a 5-7 page, double-spaced essay for this assignment.

4. **Paired Assignment (25% of grade) – Due week 11, April 12, 11:59PM (CST)**

   Collaborate with a peer for this assignment. You will set up two times for conversation with the same peer – once for yourself and once for your peer. You each will choose one reading from the course that stands out to you, perhaps because of particular agreement, unique disagreement, or special wondering. Meet with your peer to discuss your reading, to be heard in your consideration of your agreement/disagreement/wondering. Your peer does not need to be especially familiar with the reading, though you will choose from a course text. The experience is less about discussing together what you read and more about your concerns, your relationship to the reading, your being heard. After the meeting, provide a careful written reflection upon your experience being heard by your peer. Include in your written reflection a description of your reading (a brief summary), your relation to it (why you brought it for discussion to your peer), your experience being heard (what was it like to be listened to around your concern, and any other reflection rising from the encounter.

5. **Essay (15% of grade) – Due week 14, May 3, 11:59PM (CST)**

   Prepare a paper addressing the themes covered in the course. Do not repeat material you did in the first essay but build upon it by discussing the following questions in thoughtful consideration of course materials: What do I understand community to be? How do 'ism's' relate to, frustrate, or impede community? How does intersectionality provide a means for my understanding of *being*? Name, describe, and analyze one theological, ethical, or spiritual tension that emerges for you as you consider your ministry as a person-in-community? Submit a 5-7 page, double-spaced essay for this assignment.

COURSE SCHEDULE AND READINGS:

Date	Topic, Materials, & Tasks
Week 1 **2/1: Synchronous Class Session**	**An Integrated Model of Human Development** *The Reciprocating Self.* Read: Preface and Chapters. 1-3: 9-75.
Week 2 **2/8** *Complete Video greeting.*	**An Integrated Model of Human Development** *The Reciprocating Self.* Read: Chapters. 4-5: 76-128.
Week 3 **2/15**	**Lifespan Stages** *The Reciprocating Self.* Read: Chapters. 6-8: 129-208.
Week 4 **2/22: Synchronous Class Session** *Submit Essay.*	*The Reciprocating Self.* Read: Chapters. 9-11: 209-282.
Week 5 **3/1** *Upload group project outlines.*	**Applications for Ministry** *The Reciprocating Self.* Read: Chapters. 12-14: 283-352.
Week 6 **3/8**	**Interrupting Classism** LaMothe, Ryan. "Pebbles in the Shoe: Acts of Compassion as Subversion in a Market Society." *Pastoral Psychology* 68, no. 3 (2018): 285–301. https://doi.org/10.1007/s11089-018-0833-1.
Week 7 **3/15: Synchronous Class Session** *Upload group project descriptions.*	**Interrupting Racism** Copeland, M. Shawn, "Racism and the Vocation of the Theologian." Spiritus 2, no. 1 (2002): 15–29. https://doi.org/10.1353/scs.2002.0008.
Week 8 **3/22**	**Interrupting Sexism** Michelle Gonzalez, "Who We Are: A Latino/a Constructive Anthropology," in: *In Our Own Voices: Latino/a Renditions of Theology* (Maryknoll: Orbis, 2010), 64-84.
Week 9 **3/29**	**Interrupting Ableism** Retief, Marno. "Models of Disability: A Brief Overview" in *HTS Teologiese Studies/Theological Studies* 2017:74(1). a4738. https://doi.org/10.4102/hts/v74i1.4738.

Week 10 **4/5**	**Interrupting Heterosexism** Wendy Farley, "Every Spiritual Blessing" in *Gathering Those Driven Away: A Theology of Incarnation,* (WJKP, 2011), 151-185**.**
Week 11 **4/12: Synchronous Class Session** *Submit Paired Assignment.*	**Authentic Sexuality and Professional Ethics** Read: *Professional Sexual Ethics,* Chapters 1-4: 1-56.
Week 12 **4/19** *Submit group projects.*	**Authentic Sexuality and Professional Ethics** Read: *Professional Sexual Ethics,* Chapters 5-8: 57-100.
Week 13 **4/26** *Complete peer reviews of group projects.*	**Authentic Sexuality and Professional Ethics** Read: *Professional Sexual Ethics,* Chapters 9-15: 101-182.
Week 14 **5/3: Synchronous Class Session** *Submit Essay.*	**Authentic Sexuality and Professional Ethics** Read: *Professional Sexual Ethics,* Chapters 16-20: 183-238.

REQUIRED TEXTS

Balswick, Jack O., Pamela Ebstyne King, & Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*, second ed. Downers Grove, IL: IVP Academic, 2016. ISBN: 978-0830851430. Kindle: $24.22. Paperback: $25.49.

Jung, Patricia Beattie, and Darryl W. Stephens. *Professional Sexual Ethics: A Holistic Ministry Approach.* Minneapolis, MN: Fortress Press, 2013. ISBN: 978-0800699437. Kindle: $14.39; Paperback: $23.04.

Note: selected pdf articles, documentaries, films, podcasts/TED Talks will be posted on Moodle.

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Baldwin, James. *The Fire Next Time.* New York: Vintage International Vintage Books, 1963.

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Hill Collins, Patricia, and Sirma Bilge. *Intersectionality.* Cambridge UK; Malden MA: Polity Press, 2016.

Isasi-Díaz, Ada María. "Elements of a Mujerista Theological Anthropology." In: *In The Embrace of God. Feminist Approaches to Theological Anthropology*. Maryknoll: Orbis, 1995, 90-102.

Johnson, Allan G. *The Gender Knot: Unraveling Our Patriarchal Legacy.* Philadelphia: Temple University Press, 2014.

Keating, Thomas. *Open Mind Open Heart.* London: Bloomsbury Publishing, 2019.

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Kondrath, William M*. God's Tapestry: Understanding and Celebrating Differences.* Herndon, Va.: Alban Institute, 2008.

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