Fall Semester 2016
August 23-December 13, 2016

Winter Term 2017
January 3-13, 2017

Spring Semester 2017
January 10-May 5, 2017

COURSE SCHEDULE

For additional information on programs of study, academic policies, procedures and degree requirements please refer to the Claremont School of Theology catalog or degree program handbook.

Claremont School of Theology reserves the right to modify this course schedule without notice. For questions regarding the course schedule please contact the office of the Registrar by phone at 909-447-2502 or by e-mail at cstRegistrar@cst.edu.
## FALL 2016 REGISTRATION INFORMATION

Student Portal Registration April 11-June 1, 2016.

All students must obtain their Registration Pin Number from their Academic Advisor.

### Registration for the following must be completed in the Office of the Registrar and CANNOT be completed through the Student Portal.

<table>
<thead>
<tr>
<th>Auditors</th>
<th>Course Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Students who wish to register for a Doctoral Level Course</td>
<td>Course Professor</td>
</tr>
</tbody>
</table>

(Please note that Master’s students may not upgrade 3000-level courses to four units)

### Cross Registration:

<table>
<thead>
<tr>
<th>Claremont Graduate University Courses</th>
<th>Advisor, Course Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Jewish Religion, California Courses</td>
<td>Advisor, Course Professor</td>
</tr>
<tr>
<td>Directed Study (signed Directed Study Proposal Form Required)</td>
<td>Advisor, Course Professor</td>
</tr>
<tr>
<td>University of the West</td>
<td>Advisor, Course Professor</td>
</tr>
</tbody>
</table>

### Ph.D. Students and Continuing Registration

All Ph.D. students who are registering for Continuous Registration or Dissertation Research must meet with their Advisor each semester and complete a Ph.D. Progress Form.

### Claremont Colleges Courses:

Masters students may take upper level undergraduate courses up to 8 units at Pomona College with the Instructor’s permission. CST students may not take courses at the other Claremont Colleges.

### Dropping and Adding:

Fall 2016 Registration in the Student Portal will close on June 1, 2016. You may drop and add courses after this date by completing an Add/Drop form and submitting it to the Office of the Registrar. You may add and drop courses through the Student Portal August 23—September 13, 2016 by first confirming with your advisor the courses you are adding or dropping. Your advisor will then give you your new pin number.

Students who drop or withdraw from classes after the last date to receive a full refund are responsible for payment of half of the tuition charges for the semester.

Students who drop or withdraw from classes after the last date to receive half a refund are responsible for payment of full tuition charges for the semester.

### Incompletes:

Incomplete grades will affect your ability to receive financial aid and scholarships. Please consult with the Financial Aid Office regarding the effect incompletes will have on your financial aid award.

### Class Attendance:

Students who register for courses and never attend and fail to drop or withdraw from the courses will be assessed full tuition and will receive a grade of “UW” (Unofficial Withdraw). Students who stop attending courses and fail to drop or withdraw will be charged full tuition and will receive a grade of “UW”. Please note that a grade of “UW” will be calculated in the grade point average as a grade of “F”.

### Withdrawal or Leave of Absence from Claremont School of Theology:

Students must comply with all refund dates and policies when withdrawing or taking a Leave of Absence from Claremont School of Theology. To withdraw, students must complete a Withdrawal or Leave of Absence Form and meet with:

1. Associate Dean
2. Director of Financial Aid
3. Student Accounts

### Tuition and Fees:

Please contact Student Accounts at x2563 for information regarding tuition and fees for Fall 2016

Students are ineligible to attend classes until all financial responsibilities are met. Students with prior outstanding balances will be ineligible to register or add additional courses. Students must pay tuition in full or submit a Deferred Payment Plan (approved by the Chief Financial Officer) by the first day of classes each semester. Accounts with outstanding balances after the first day of classes will incur monthly finance charges.

Students receiving outside scholarships or grants must inform the Financial Aid Office and must provide the Business Office with a letter of verification of the award. A $100 late payment fee will be charged to all students who have not paid their tuition and fees by the end of the third week of class for each semester or by the end of the first week of class for the January Interterm and Summer Session. All fees are non-refundable.

#### Payment Options

Students may choose one of three payment options (cash transactions will not be accepted):

1. Pay all charges in full, with check or credit card (Visa, Mastercard, American Express and Discover Card)
2. Pay all fees; use financial aid to cover a major portion of tuition costs; pay remainder of charges in full or submit Deferred Payment Plan
3. Pay all fees and partial tuition; submit Deferred Payment Plan for remaining charges

### Refund Schedule

Refunds are for tuition only. Fees are not refundable. Refunds for Federal Aid recipients are based on federal guidelines and are subject to review by the Financial Aid Office:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11-September 13, 2016</td>
<td>100% Refund</td>
</tr>
<tr>
<td>September 14-27, 2016</td>
<td>50% Refund</td>
</tr>
</tbody>
</table>

No refunds will be given after September 27, 2016. All questions regarding refunds should be directed to the Claremont School of Theology Business Office.
Fall 2016:
All work from Spring Semester Incompletes Due August 26
Fall 2016 Hybrid Classes and Orientation August 23-27
Fall 2016 On Campus/Fully On-Line/Blended Classes Begin August 29
Labor Day Holiday (No Classes/Offices Closed) September 5
Convocation September 6
Last Day to Add Classes September 13
Last Day to Receive Full-Refund For Dropped Classes September 13
Last Day to Submit Report on Committee Conference for May 2017 DMIN Grads September 15
Last Day to Change Grade Options September 20
Last Day to Receive Half Refund for Dropped Classes September 27
Bayan Fall Intensive Session A September 18-23
Bayan Fall Intensive Session B September 25-30
The First Two Chapters of the Dissertation of May 2017 PHD Graduates due in Registrar’s Office October 1
Last Day to Register for Intensive Cohort DMIN January Session October 15
Last Day to Submit DMIN Project Proposal Approval for May 2017 DMIN Grads October 15
Last Day to Drop Fall Classes October 25
Last Day to Change From Credit to Audit October 25
Deadline for First Draft of PHD Dissertation (Practical Theology) November 1
Spring Semester Registration for Continuing Students November 7-Dec. 16
Last Day to Apply to Graduate in May 2017 November 11
Fall Recess November 21-25
Thanksgiving Holidays (No Classes/Offices Closed) November 24-25
Last Day to Add Winter Session Classes January 3
Last Day to Drop Winter Session Classes January 4
Last Day to Receive Refund for Dropped Classes January 4
Last Day to Withdraw from Winter Session Classes January 12
Bayan Winter Intensive Session A January 2-7
Bayan Winter Intensive Session B January 3-13
Winter 2017:
Fall Semester Grades due to Registrar January 3
Winter Session January 3-13
Intensive Cohort Doctor of Ministry (In Korea) January 3-13
Last Day to Add Winter Session Classes January 3
Last Day to Drop Winter Session Classes January 4
Last Day to Receive Refund for Dropped Classes January 4
Last Day to Withdraw from Winter Session Classes January 12
Bayan Winter Intensive Session B January 9-14
Spring 2017:
Spring 2017 Hybrid Classes and Orientation January 10-14
All work from Fall Semester Incompletes Due January 13
Deadline for First Draft of Dissertation (Religion) January 15
Deadline for Second Draft of Dissertation (Practical Theology) January 15
Martin Luther King Holiday (No Classes/Offices Closed) January 16
Spring 2017 On Campus/Fully On-Line/Blended Classes Begin January 17
First Draft of MA Thesis/Project Due in Office of the Registrar January 17
January Interterm Grades due to Registrar January 27
Last Day to Add Classes January 31
Last Day to Receive Full-Refund for Dropped Classes January 31
Last Day to Change Grade Options February 7
Bayan Spring Intensive Session A February 4-11
Bayan Spring Intensive Session B February 11-18
Deadline for Second Draft of DMIN Project February 15
Last Day to Receive Half Refund for Dropped Classes February 14
Deadline for Oral Defense of PHD Dissertations for May 2017 Grads March 1
Deadline for Oral Defense of DMIN Projects for May 2017 Grads March 8
Spring Recess (No Classes) March 13-17
Last Day to Register for Intensive Cohort DMIN Summer Session March 15
Deadline for MA Thesis/Project March 20
Last Day to Drop Spring Classes March 21
Last Day to change From Credit to Audit March 21
Deadline for Final Draft DMIN Project/PHD Dissertation April 1
Fall Semester Registration for Continuing Students April 10-June 1

Episcopal Theological School at Claremont Fall Semester Teaching Weekends
August 19-20 October 14-16(Long Retreat Weekend)
August 26-27 October 28-29
September 9-10 November 4-5
September 23-24 November 18-19
Sept. 3-Oct. 1 December 9-10
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easter Holidays (No Classes)</td>
<td>April 13-14</td>
</tr>
<tr>
<td>Deadline or Oral Defense of MA Thesis/Project</td>
<td>April 15</td>
</tr>
<tr>
<td>Deadline for Clearing Business Office Accounts for Graduating Students</td>
<td>April 15</td>
</tr>
<tr>
<td>Deadline for Completion of all Graduation Requirements (except current coursework)</td>
<td>April 15</td>
</tr>
<tr>
<td>Last Day to Withdraw from Spring Classes</td>
<td>May 4</td>
</tr>
<tr>
<td>Last Day for Matriculated Students to Change From Audit to Academic Credit (Letter Grade Only)</td>
<td>May 4</td>
</tr>
<tr>
<td>Spring 2017 Classes End</td>
<td>May 5</td>
</tr>
<tr>
<td>Graduating Students Spring Grades Due to Registrar</td>
<td>May 5</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>May 8-10</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 16</td>
</tr>
</tbody>
</table>

**Episcopal Theological School at Claremont Spring Semester Teaching Weekends**

<table>
<thead>
<tr>
<th>Weekends</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>January 13-14, March 17-18</td>
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<tr>
<td>January 27-28, March 24-25</td>
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<tr>
<td>February 10-12 (Long Retreat Weekend), April 7-8</td>
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<tr>
<td>February 24-25, April 21-22</td>
<td></td>
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<tr>
<td>March 3-4, May 5-6</td>
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</tbody>
</table>

**Summer 2017**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Memorial Day (No Classes/Offices Closed)</td>
<td>May 29</td>
</tr>
<tr>
<td>Intensive Cohort Doctor of Ministry</td>
<td>May 29-June 9</td>
</tr>
<tr>
<td>Summer Session</td>
<td>May 30-August 18</td>
</tr>
<tr>
<td>Spring Semester Grades Due to Registrar</td>
<td>May 24</td>
</tr>
<tr>
<td>Last Day to Add Summer Classes</td>
<td>May 30</td>
</tr>
<tr>
<td>Last Day to Drop Summer Classes</td>
<td>June 6</td>
</tr>
<tr>
<td>Last Day to Receive Refund for Dropped Classes</td>
<td>June 6</td>
</tr>
<tr>
<td>Last Day to Withdraw From Summer Classes</td>
<td>August 17</td>
</tr>
</tbody>
</table>
DEPT = Department
TCE= Contextual Education
TCT= Comparative Theologies
TCS= Contextual Studies
TDT= Dharma Traditions
TDS= Denominational Studies
TES= Ethics, Politics and Society
TEC= Ethics
TEP= Episcopal Theological School
THB= Hebrew Bible
THC= History of Christianity
THS/THS= Historical Studies
TIE= Interreligious Education
TIR= Interreligious Studies
TIS= Interdisciplinary Studies
TJW/TJS= Jewish Studies
TMU= Muslim Studies
TNT= New Testament
PR= Pre-Requisite (Cannot be used as degree credit)
TRA= Religion and the Arts
TLA= Leadership and Administration
TPS= Process Studies
TRE= Religious Education
TRS Religious Studies (Claremont School of Theology)
REL, RL= Religious Studies (Claremont Graduate University)
TSC= Spiritual Care and Counseling
TSF= Spiritual Formation
TTS= Textual Studies
TTH= Theology
TTW Theological Writing (Cannot be used as degree credit)
TUS= Urban Studies
TWP= Worship, Preaching and the Arts
TWR= World Religions

Courses with a department code beginning with "B" indicate courses offered by Bayan Claremont.

CRSE # = Course Number
SEC = Course Section
INST = Instructor

Days = M = Monday
TU = Tuesday
W = Wednesday
TH = Thursday
F = Friday
SAT = Saturday
SUN= Sunday

Course Key:
Blended – an on-campus course that meets 3-7 times face-to-face throughout the semester and conducts class on-line in between
Hybrid – one week 4 hour/day intensive before the semester begins with on-line the rest of the semester
Intensive – one-week, 8 hours/day with NO on-line component during the following semester
On-Campus – regular 3 hours a week on-campus classes
Online – course offered fully online through online learning platform (Sakai)

Please see the appropriate course description for additional course requirements and information.
Course Descriptions can be found on the class schedule in the Student Portal. You may access the course description by clicking on the “Detail” line on the course.
**FALL 2016**

*Indicates courses that are not offered by Claremont School of Theology. Claremont School of Theology has cross-registration agreements with Claremont Graduate University, the Academy of Jewish Religion, California, University of the West and St. Athanasius & St. Cyril Coptic Orthodox Theological Seminary. Courses from these institutions may be listed below as a courtesy to Claremont School of Theology students. If you click on the “Materials” link in the Student Portal of a class offered by one of these institutions and no books are listed, you must follow up directly with that institution to get the book list per class.

<table>
<thead>
<tr>
<th>SEM</th>
<th>YR</th>
<th>DEPT</th>
<th>CRSE#</th>
<th>SEC</th>
<th>Title</th>
<th>CR</th>
<th>INST</th>
<th>Time</th>
<th>Day</th>
<th>Pre-req</th>
<th>Fees</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>BCS</td>
<td>3117</td>
<td></td>
<td></td>
<td>Introduction to Islamic Cultural Heritage (Meets September 18-23. Online Through Spring Semester)</td>
<td>3</td>
<td>Susan Douglass</td>
<td>3:00-8:00</td>
<td>Sun-Fri</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BIR</td>
<td>3100</td>
<td></td>
<td></td>
<td>Abrahamic Faiths in Conversation (Meets September 18-23. Online Through Spring Semester)</td>
<td>3</td>
<td>Reinhard Krauss</td>
<td>8:00-1:00</td>
<td>Sun-Fri</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BIS</td>
<td>3162</td>
<td></td>
<td></td>
<td>Bayan Integrative Seminar II</td>
<td>1</td>
<td>Munir Shaikh</td>
<td>Online</td>
<td>Online</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BLA</td>
<td>3006/4006</td>
<td></td>
<td></td>
<td>Islamic Leadership and Spirituality</td>
<td>3 or 4</td>
<td>Salam Al Marayati</td>
<td>6:30-9:20</td>
<td>TH</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BLA</td>
<td>3105</td>
<td></td>
<td></td>
<td>Non-Profit Leadership and Management (Meets September 25-30. Online Through Spring Semester)</td>
<td>3</td>
<td>Necva Ozgur</td>
<td>3:00-8:00</td>
<td>Sun-Fri</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BMU</td>
<td>3006</td>
<td></td>
<td></td>
<td>Beginning Arabic: Arabic 1A</td>
<td>3</td>
<td>Elijah Reynolds</td>
<td>Online</td>
<td>Online</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BMU</td>
<td>3009</td>
<td></td>
<td></td>
<td>Intermediate Arabic: Arabic 2A</td>
<td>3</td>
<td>Elijah Reynolds</td>
<td>Online</td>
<td>Online</td>
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<tr>
<td>Fall 2016</td>
<td>BMU</td>
<td>3019/4019</td>
<td></td>
<td></td>
<td>Sunni-Shia Relations</td>
<td>3 or 4</td>
<td>Hamid Mavani</td>
<td>1:00-3:50</td>
<td>TU</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BSF</td>
<td>3007/4007</td>
<td></td>
<td></td>
<td>Islam and Mysticism</td>
<td>3 or 4</td>
<td>Ozgur Koca</td>
<td>1:00-3:50</td>
<td>W</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BTH</td>
<td>3018/4018</td>
<td></td>
<td></td>
<td>Contemporary Islamic Thought</td>
<td>3 or 4</td>
<td>Hamid Mavani</td>
<td>6:30-9:20</td>
<td>W</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BTH</td>
<td>3025/4025</td>
<td></td>
<td></td>
<td>Islamic Theology and Philosophy</td>
<td>3 or 4</td>
<td>Ozgur Koca</td>
<td>6:30-9:20</td>
<td>TU</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>BTS</td>
<td>3000/4000</td>
<td></td>
<td></td>
<td>The Qur’an: Composition, Collection, and Teachings (Meets September 24-30. Online Through Spring Semester)</td>
<td>3 or 4</td>
<td>Joseph Lumbar</td>
<td>8:00-1:00</td>
<td>Sun-Fri</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>TCE</td>
<td>3080</td>
<td></td>
<td></td>
<td>Formation: Field Education I (Meets 2:30-6:00: on Tuesday August 23rd. Meets 2:00-6:00 on Wednesday-Saturday August 24-27. All Students Registered for Field Education must attend class August 23-27. Online Through Fall Semester)</td>
<td>3</td>
<td>Karen Dalton</td>
<td>2:00-6:00</td>
<td>Tu-Sat</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>TCE</td>
<td>3086</td>
<td></td>
<td></td>
<td>M.A. Internship (Meets 8:30-11:20 on 9/7, 9/21, 10/5, 10/19, 11/21, 11/16, 11/30. Online between meeting times)</td>
<td>3</td>
<td>Karen Dalton</td>
<td>8:30-11:20</td>
<td>W</td>
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<tr>
<td>Fall 2016</td>
<td>TCE</td>
<td>3090</td>
<td></td>
<td></td>
<td>Advanced Field Education (Meets 8:30-11:20 on 9/7, 9/21, 10/5, 10/19, 11/2, 11/16, 11/30)</td>
<td>3</td>
<td>Karen Dalton</td>
<td>8:30-11:20</td>
<td>W</td>
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<tr>
<td>Fall 2016</td>
<td>TCS</td>
<td>3015/4015</td>
<td></td>
<td></td>
<td>Becoming a Public Scholar (Also offered under TCE, TIS &amp; TCT)</td>
<td>3 or 4</td>
<td>Monica Coleman</td>
<td>Online</td>
<td>Online</td>
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<tr>
<td>Fall 2016</td>
<td>TCS</td>
<td>3058/4058</td>
<td></td>
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<td>Introduction to the Ancient and Contemporary Holy Lands (Travel Costs: $4191. An additional charge of $1288 for an extended trip to Petra. See Course Description for travel dates)</td>
<td>3</td>
<td>Tom Phillips</td>
<td>Online</td>
<td>Online</td>
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<tr>
<td>Fall 2016</td>
<td>TCT</td>
<td>3024/4024</td>
<td></td>
<td></td>
<td>Third World Feminist Theologies: Asia, Africa and Latin America</td>
<td>3 or 4</td>
<td>Rosemary Ruether</td>
<td>1:00-3:50</td>
<td>TU</td>
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<tr>
<td>Fall 2016</td>
<td>TDI</td>
<td>4000</td>
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<td>Doctoral Continuous Registration</td>
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<tr>
<td>Fall 2016</td>
<td>TDI</td>
<td>4068</td>
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<td></td>
<td>DMIN Project-Hybrid</td>
<td>0</td>
<td>Lincoln Galloway</td>
<td>Hybrid DMIN Program Students Only</td>
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<tr>
<td>Fall 2016</td>
<td>TDI</td>
<td>4090</td>
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<td></td>
<td>Dissertation Research</td>
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<tr>
<td>Fall 2016</td>
<td>TDI</td>
<td>4098</td>
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<td></td>
<td>DMIN Project</td>
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<tr>
<td>Fall 2016</td>
<td>TDS</td>
<td>3002</td>
<td></td>
<td></td>
<td>United Methodist Polity</td>
<td>2</td>
<td>Jack Jackson</td>
<td>Online</td>
<td>Online</td>
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<tr>
<td>Fall 2016</td>
<td>TDS</td>
<td>3018</td>
<td></td>
<td></td>
<td>Mission in World Perspectives (Meets August 31-September 4, 2016. Online Through Fall Semester)</td>
<td>3</td>
<td>Jack Jackson</td>
<td></td>
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<tr>
<td>Fall 2016</td>
<td>TDT</td>
<td>3011/4011</td>
<td></td>
<td></td>
<td>Introduction to Jainism</td>
<td>3 or 4</td>
<td>Sushama Parekh</td>
<td>6:30-9:20</td>
<td>TU</td>
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<tr>
<td>Fall 2016</td>
<td>TDT</td>
<td>3024/4024</td>
<td></td>
<td></td>
<td>Foundations of Hindu Art in South and Southeast Asia</td>
<td>3 or 4</td>
<td>Deepak Shimkhada</td>
<td>6:30-9:20</td>
<td>M</td>
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<tr>
<td>Fall 2016</td>
<td>TEC</td>
<td>3001</td>
<td>01</td>
<td></td>
<td>Introduction to Christian Ethics</td>
<td>3</td>
<td>Robert Doyle</td>
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**FALL 2016**

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FALL 2016

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</table>
### FALL 2016

#### TUESDAY
- **9:00-10:00** Ts501/601 Syrian Arabic: Arabic 1A-3 Units - Helene Mavani
- **10:15-11:15** BMU3006 Beginning Arabic: Arabic 1B-3 Units - Munir Shaikh
- **11:30-12:30** BMU3008 Intermediate Arabic: Arabic 2A-3 Units - Thomas Thompson
- **1:00-2:00** BMU3009 Intermediate Arabic: Arabic 2B-3 Units - Thomas Thompson
- **2:15-3:15** BMU3010 Advanced Arabic: Arabic 3A-3 Units - Thomas Thompson
- **3:30-4:30** BMU3011 Advanced Arabic: Arabic 3B-3 Units - Thomas Thompson

#### WEDNESDAY
- **8:00-9:00** TWP3013-01 Preaching in the Context of Worship – 3 Units - Rosemary Ruether
- **9:15-10:15** TWP3013-02 Preaching in the Context of Worship – 3 Units - Rosemary Ruether
- **10:30-11:30** TWP3013-03 Preaching in the Context of Worship – 3 Units - Rosemary Ruether
- **11:45-12:45** TWP3013-04 Preaching in the Context of Worship – 3 Units - Rosemary Ruether

#### THURSDAY
- **8:00-9:00** TSC3032/4032 Spiritual Care Units - Universidad de Granada
- **9:15-10:15** TSC3033/4033 Religion and Inequality-3 or 4 Units - Hesham Lotfy
- **10:30-11:30** TSC3034/4034 Integrative Psychotherapy (First Year)–3 or 4 Units - Hesham Lotfy
- **11:45-12:45** TSC3035/4035 Integrative Psychotherapy (Second Year)–3 or 4 Units - Hesham Lotfy

#### FRIDAY
- **8:00-9:00** TCE3080-02 Formation: Field Experience-3 or 4 Units - Mary Kuhns
- **9:15-10:15** TCE3080-03 Formation: Field Experience-3 or 4 Units - Mary Kuhns
- **10:30-11:30** TCE3080-04 Formation: Field Experience-3 or 4 Units - Mary Kuhns
- **11:45-12:45** TCE3080-05 Formation: Field Experience-3 or 4 Units - Mary Kuhns

#### HYBRID
- **8:00-9:00** TTP3003-01 Introduction to Hebrew Bible in Theological Reflection-3 Units - Rosemary Ruether
- **9:15-10:15** TTP3003-02 Introduction to Hebrew Bible in Theological Reflection-3 Units - Rosemary Ruether
- **10:30-11:30** TTP3003-03 Introduction to Hebrew Bible in Theological Reflection-3 Units - Rosemary Ruether
- **11:45-12:45** TTP3003-04 Introduction to Hebrew Bible in Theological Reflection-3 Units - Rosemary Ruether

#### ON-LINES
- **9:00-10:00** TDS3002 United Methodist Poetry-2 Units - Robert Doyle
- **10:15-11:15** TDS3003 United Methodist Poetry-2 Units - Robert Doyle
- **11:30-12:30** TDS3004 United Methodist Poetry-2 Units - Robert Doyle
- **12:45-1:45** TDS3005 United Methodist Poetry-2 Units - Robert Doyle

#### COURSES
- **8:30-9:30** TSP5303/4303 Whitehead’s Philosophy of Science-3 or 4 Units - Thomas Thompson
- **9:45-10:45** TSP5304/4304 Whitehead’s Philosophy of Science-3 or 4 Units - Thomas Thompson
- **10:50-11:50** TSP5305/4305 Whitehead’s Philosophy of Science-3 or 4 Units - Thomas Thompson
- **12:00-1:00** TSP5306/4306 Whitehead’s Philosophy of Science-3 or 4 Units - Thomas Thompson

#### CONTACTS
- **9:00-10:00** TSC3032/4032 Spiritual Care Units - Universidad de Granada
- **10:15-11:15** TSC3033/4033 Religion and Inequality-3 or 4 Units - Hesham Lotfy
- **11:30-12:30** TSC3034/4034 Integrative Psychotherapy (First Year)–3 or 4 Units - Hesham Lotfy
- **12:45-1:45** TSC3035/4035 Integrative Psychotherapy (Second Year)–3 or 4 Units - Hesham Lotfy
### Bayan Intensive Hybrid Classes:

**Week 1:**
- **September 18-23**
  - BCS3117 Islamic Cultural Heritage-3 Units-Susan Douglass-3:00pm-8:00pm
  - BIR3100 Abrahamic Faiths in Conversation-3 Units-Reinhard Krauss-8:00am-1:00pm

**Week 2:**
- **September 25-30**
  - BTS3100 The Qur’an: Composition, Collection and Teachings-3 Units-Joseph Lumbard-8:00am-1:00pm
  - BLA3105 Non-Profit Leadership and Management-3 Units-Necva Ozgur-3:00pm-8:00pm

**Online Courses Cont..**
- TWR3030 Understanding Islam in the American Religious Landscape-3 units-Munir Shaikh

### Episcopal Theological School Courses:

The Episcopal Theological School semester will begin before the Claremont School of Theology semester. Students are expected to attend all ETSC classes and to adhere to all ETSC registration and class attendance regulations. Classes will begin on Friday August 19, 2016. The last day to add ETSC courses is Friday August 26, 2016 by 4:00pm.

#### Episcopal Theological School Teaching Weekends:

- **Friday Evening:** 7:00-10:00pm
- **Saturday Morning:** 8:00-11:00am
- **Saturday Afternoon:** 1:00-4:00pm

#### Academy of Jewish Religion/CA Courses:

See AJR/CA Class Schedule
**Winter 2017**

*Indicates courses that are not offered by Claremont School of Theology. Claremont School of Theology has cross-registration agreements with Claremont Graduate University, the Academy of Jewish Religion, California, University of the West and St. Athanasius & St. Cyril Coptic Orthodox Theological School. Courses from these institutions may be listed below as a courtesy to Claremont School of Theology students. If you click on the “Materials” link of a class offered by one of these institutions in the Student Portal and no books are listed, you must follow up directly with that institution to get the book list per class.

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Spring 2017

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Spring 2017

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Spring 2017
*Indicates courses that are not offered by Claremont School of Theology. Claremont School of Theology has cross-registration agreements with Claremont Graduate University, the Academy of Jewish Religion, California, University of the West and St. Athanasius & St. Cyril Coptic Orthodox Theological School. Courses from these institutions may be listed below as a courtesy to Claremont School of Theology students. If you click on the “Materials” link of a class offered by one of these institutions in the Student Portal and no books are listed, you must follow up directly with that institution to get the book list per class.

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<td>Interspiritual Education and Pedagogies: Building up Categories of Religion</td>
<td>Najeeba Syeed</td>
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<td>Spiritual Formation Seminar</td>
<td>Sheryl Kujawa-Holbrook</td>
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<td>The Way of Radical Compassion</td>
<td>Alane Daugherty</td>
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<td>Your Brain on God? Neuroscience &amp; Spiritual Contemplative Practices</td>
<td>Andy Dreitcer</td>
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<td>Christian Spiritualities Across the Ages</td>
<td>Andy Dreitcer</td>
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<td>Discernment-Based Strategic Leadership (Meets 8:30-11:30 January 9-13. Online Through Spring Semester)</td>
<td>Frank Rogers</td>
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<td>Reformation and Emerging Church Movements: Comparative Study and Practical Application</td>
<td>Thom Johnson</td>
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<td>Workshop in Theological Writing (Meets 4:00-6:00 on 1/23, 1/30, 2/6, 2/20, 2/27, 3/6, 3/20)</td>
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<td>TTW</td>
<td>208</td>
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<td>Workshop in Theological Writing (Meets In Person 1:00-1:45 on January 10. Online Through Spring Semester)</td>
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<td>TUS</td>
<td>3005/4005</td>
<td>09</td>
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<td>LGBTQI Rights</td>
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<td>TUS</td>
<td>3045/4045</td>
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<td>Introduction to Christian Worship and the Arts (Meets 2:30-6:00 on Tuesday January 10th. Meets 2:00-6:00 on Wednesday-Saturday January 11-14. Online through Spring Semester)</td>
<td>Kathy Black</td>
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<td>TWR</td>
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<td>The Future of Religions: The Baha’i Faith</td>
<td>Roland Faber</td>
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<td>8:30-11:20</td>
<td>TUE</td>
<td>TIR327/427 Religion: The Orthodox Christian Faith</td>
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<td>TUS3005/4005 LGBTQI Rights</td>
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<td>TIR327/427 Religion: The Orthodox Christian Faith</td>
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**SPRING 2017**

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**Monday**

- **8:30-11:20**
  - **TIR3015-01 Introduction to Theological Writing**
  - **TIR3901-01 Historical Theology**
- **9:00-11:50**
  - **TIR3015-01 Introduction to Theological Writing**
  - **TIR3901-01 Historical Theology**
- **10:00-12:50**
  - **TIR3015-01 Introduction to Theological Writing**
  - **TIR3901-01 Historical Theology**
- **11:00-12:50**
  - **TIR3015-01 Introduction to Theological Writing**
  - **TIR3901-01 Historical Theology**
### SPRING 2017

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<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td>BTS3000/4000 The Qur'an: Composition, Collection and Teachings-Hamid Mavani</td>
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<td>BTH3052/4052, BPH3001/4001 Global Islamic Ideologies and Movements-3 or 4 Units-Ozgur Koca</td>
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**Bayan Intensive Hybrid Classes:**

**Week 1**
- **February 4-11**
- BHS3113 History of Islam-3 Units-Osamir Anjum-8:00am-1:00pm
- BWP3184 Preaching and Public Presentation of Islam-3 Units-Bayan Staff-3:00pm-8:00pm

**Week 2**
- **February 11-18**
- BCS3114 Islam in America-3 Units-Zareena Grewal-3:00pm-8:00pm
- BSC3168 Counseling Muslims-3 Units-Hamada Hamid-8:00am-1:00pm

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**Episcopal Theological School Courses:**

The Episcopal Theological School semester will begin before the Claremont School of Theology semester. Students are expected to attend all ETSC classes and to adhere to all ETSC registration and class attendance regulations. Classes will begin on Friday ??? The last day to add ETSC courses is Friday ??? by 4:00pm.

**Episcopal Theological School Teaching Weekends:**

All courses require the permission of the Dean of the Episcopal Theological School.

**Friday Evening:** 7:00-10:00pm  
TBD

**Saturday Morning:** 8:00-11:00am  
TBD

**Saturday Afternoon:** 1:00-4:00pm  
TBD
Course Descriptions
Fall 2016

BCS3117 Islamic Cultural Heritage
This course provides an introduction to the development of Muslim civilization and its cultural interactions on the world stage in the realms of religion, science, economics, and the arts. The major medium of the course will be to sample classical Islamicate texts in a variety of genres, including religious writings, poetry, maqamat, frame tales, scientific writings, travel accounts, letters, and other primary sources useful to educators in their work. These also include material culture and influences on ceramics, metal works, calligraphy, textiles, and architecture.

BIR3100 Abrahamic Faiths in Conversation
This course introduces students from a variety of academic, cultural, and religious backgrounds to an analysis of the complex interrelatedness of Islam, Christianity, and Judaism. These faiths are treated as living traditions whose historical origins, current interactions, and future development are major factors which will continue to shape the spiritual, cultural, political and economic aspects of human civilization. The course features exploration, analysis, and critical examination of how the Abraham narrative originated, developed throughout history in various religious, cultural, and political contexts, and continues to exert a powerful influence on the self-understanding and the actions of half of the world’s population.

BIS3162 Bayan Integrative Seminar II
This course seeks to help students develop MA projects that do not fall into the traditional research thesis model. It will primarily survey practical strategies for 'hands-on' research, flexible methodological techniques, ethical conditions for engagement with diverse faith and/or social communities, and possible outcomes of the project that follows the MA work.

BLA3006/4006 Islamic Leadership and Spirituality
This course will provide an overview of models of religious leadership in the Muslim context from both a historical perspective as well as a contemporary one. Students will study texts that describe the core principles of leadership and spirituality within the Muslim context and will build up a practical skill set needed to operate as a leader in contemporary Muslim settings with a focus on interfaith relations, US public affairs, gender equality, young leaders development, board development, and communications. Ultimately, students will gain an understanding of their leadership style and define their vision and goals. The course will examine other models of leadership among both secular and religious groups.

BLA3105 Non-Profit Leadership and Management
This course will examine how Muslim American organizations and leaders have articulated the experience of living as a minority community in increasingly pluralistic society, both from an indigenous African-American and convert perspective and from that of recent generations of immigrants. Students will study opportunities and limits to social integration, political activism, and civic engagement emanating from religious identity and experiences as well as from the dominant cultural and political framework. Students will gain understanding of the role of religion and religious communities in the public square.

BMU3006 Beginning Arabic: Arabic 1A
In this online course, students will cover material corresponding to the first semester of university-level introductory Arabic. A communicative, student-centered approach is used to cultivate basic listening, speaking, reading and writing proficiency. Instruction begins with a review of the Arabic alphabet and script, and rules for pronunciation. The course textbook and companion website are supplemented by additional vocabulary and grammar rooted in classical Arabic. Multimedia resources reinforce learning and practice through activities, writing exercises, conversations and presentations. The course involves self-paced learning based on pre-recorded video lessons, homework assignments, and live online sessions with the instructor. In the summer intensive, on a daily basis students are expected to work through two hours of pre-recorded content, meet with the instructor online for at least one hour, and complete about seven hours of homework.

BMU3009 Intermediate Arabic: Arabic 2A
In this online course, students will cover material corresponding to the first semester of university-level intermediate Arabic. Students will cultivate enhanced listening, speaking, reading and writing proficiency. The course textbook and companion website are supplemented by brief classical and modern texts for reading comprehension and discussion. Multimedia resources reinforce learning and practice through activities, writing exercises, conversations and presentations. The course involves self-paced learning based on pre-recorded video lessons, homework assignments, and live online sessions with the instructor. In the summer intensive, on a daily basis students are expected to work through two hours of pre-recorded content, meet with the instructor online for at least one hour, and complete about seven hours of homework.

BMU 3019/4019 Sunni-Shia Relations
This course will address the emergence of sectarian divisions amongst Muslims in the classical period, and the subsequent development of doctrinal and legal materials sustaining these identities. Historical examples of coexistence and conflict will be analyzed, and more recent efforts to promote intra-faith respect and cooperation will be evaluated.

BSF3007/4007 Islam and Mysticism
This course seeks to engage the mystical interpretations of Islam (Sufism) as one of the most important historical manifestations of the Islamic experience. Themes explored in this class include the tradition of love mysticism embodied by Rumi, institutionalization of Sufism, relationship of the Qur’an and Prophetic experience to Sufi teachings, and transformation of the ego-self in light of human/divine love. Emphasis is on primary Sufi texts from the formative period of 800-1300.

BTH3018/4018 Contemporary Islamic Thought
Over the last two centuries, Muslim scholars and intellectuals have sought to engage with and respond to the specific challenges of “modernity, “secularization,” “Western hegemony,” and other extrinsic factors. We will examine a range of influential thinkers and texts that have shaped the discourse on “reform,” “revival,” and “reconstruction of Islam.” The thinkers’ key ideas and themes will be studied in the context of their own particular time and circumstances. The course will begin with Jamal al-Din al-Afghani and his student Muhammad Abduh, who exemplify early modern Islamic thought. Other major figures to be considered will be selected from the following: Rashid Rida, Ahmad Khan, Shibli Nu’mani, Muhammad Iqbal, Abul A’la Mawdudi, Sayyid Qutb, Fazlur Rahman, Ali Shariati, Ayatollah Khomeini, Husein-Ali Montazeri, Mehdi Shamsuddin, Husayn Fadlallah, Abdolkarim Soroush, Mohsen Kadivar, Mojtabah Shabestari, Nasr Abu Zayd, Mohammed Arkoun, Nurcholish Madjid, Taha J. Al-Alwani, Tarqiq Ramadan, Muhammad Shahrur, Yusuf al-Qaradawi, Rashid al-Ghanouchi, Hasan al-Turabi, Abdullahi An-Na’im, Khaled Abu El-Fadl, Mohammad Hashim Kamali, Abdulaziz Sachedina, Sherman Jackson, S. H. Nasr, Riffat Hassan, Amina Wadud, Lila Abu Lughod, and Fethullah Gülen.
BTH3025/4025 Islamic Theology and Philosophy
A survey of the development of the major characteristics of Islamic thought as manifested in the three primary domains of Islamic literature: theology, philosophy and mysticism. We will examine the theories articulated by prominent figures and the movements they engendered which crystallized into various schools and traditions in Islam. Same as BPH3000/4000.

BTS3100 The Qur’an: Composition, Collection and Teachings
This course will familiarize students with the role of the Quran in everyday Muslim life and thought. It will introduce students to the collection, compilation and standardization of the Quran, and its main features, structure, and themes. We will examine the manner in which the Quran discusses the nature of God, the relationship between the Divine and the human, the phenomena of prophethood and of other religions, as well as death and afterlife. Concluding lectures will focus upon jihad and warfare, social justice, and gender relations.

TCE3080 Formation: Field Education I
In consultation with the Director of Field Education, students are placed in ministry settings for 10-12 hours per week from September through mid May. The concurrent weekly seminar emphasizes reflection on the practice of ministry as experienced in the field education setting. There will be pre-class assignments. Sakai site will be open one month before class.

TCE3086 MA Internship
MA students may take TCE3086 as an elective for one or two semesters, with their advisor’s permission. For 3 units of credit, requirements include a semester-long 8-hour per week internship placement or its equivalent and a 3-hour weekly seminar or its equivalent arranged as a directed study. Supervised placements are available and can be developed in a variety of settings including social service, justice and advocacy, non-profit management, health services, and campus ministry. Religious, interreligious, and secular organizations can be considered as placement sites. Students are responsible for arranging their internship placements, with consultation and support from the Director of Field Education. Placement arrangements should be completed at least two months before the planned start date.

TCE3090 Advanced Field Education
MDIV students who want more practicum experience may take up to 6 units of advanced field education, arranged in consultation with the Director of Field Education. Reflective work is usually done individually, arranged as a directed study.

TCS3058/4058 Introduction to Ancient and Contemporary Holy Lands
Visit selected traditional holy and archaeological sites associated with Christian, Jewish, and Islamic faiths in Israel, Palestine and Jordan, and engage contemporary participants in peace-making processes (Israeli and Palestinian). Participants will sign up for the class once in either Fall 2016, Winter 2017 or Spring 2017 and travel January 3-13, 2017 or January 3-16, 2017 for an extended trip to Petra. Travel Costs: $4191. An additional charge of $1288 for the trip to Petra.

TCT3015 Becoming a Public Scholar
What does it mean to be a public scholar in the 21st 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.

TCT3024/4024 Third World Feminist Theologies: Asia, Africa and Latin America
This course on emerging feminist theologies of Latin America, the Middle East, Africa and Asia is designed to familiarize students with the literature of feminist theology in four regions. Feminist theologies in Latin America, the Middle East, Africa and Asia will be studied in their social and cultural context. Feminist theologians will be discussed in relation to the social and cultural history of their region, their relation to first and third world feminist movements and to the liberation struggles and liberation theologies of their areas. The emphasis will be on Christian feminists, but will also include feminist work by women in other religions of the regions: Islam, Judaism, Hinduism, Buddhism, indigenous religions, Feminist theologians of the Third World will be shown to be creating a new synthesis of feminist and liberation revisions of Christian theology in the context of both the challenges of social oppression and cultural-religious pluralism of their societies.

TDS3002 United Methodist Polity
An examination of United Methodist theology focusing on the early Wesleyan movement and major theological transitions in the 19th and 20th centuries.

TDS3018 Mission in World Perspectives
This course examines theological, biblical, and historical foundations for Christian mission. Current practices and models of mission are analyzed and critiqued, with a special emphasis on the history of role of mission in the country or region visited for the course. Students will articulate a theology of mission, and develop a practice of mission, appropriate for local congregations. This course is designed to meet various denomination requirements for mission, including that of the United Methodist Church. This class will involve travel to different parts of the globe and students will be responsible for travel costs and personal expenses (including food) during the course.

TDT3011 Introduction to Jainism
Jainism is a small but influential Indic tradition centered on nonviolent living. This class will provide a comprehensive introduction to the history, tenets, scriptures, practices, culture, and contemporary activism of lived Jainism around the world.

TDT3024/4024 Foundations of Hindu Art in South and Southeast Asia
TEC3001 Introduction to Christian Ethics
This course serves as an introduction to the field of Christian ethics. Students will become familiar with sources for Christian ethical reflection; contemporary issues and global contexts; and relevant scholarship.

TEP1033 Major Christian Doctrines
A study of the major theological doctrines of the Christian faith, particularly as they have been expressed in the liberal, neo-orthodox, and evangelical theological traditions of the Church, for the purpose of understanding the task of theology, its doctrinal formulations, and their systematic interrelationship. Permission of the Dean of the Episcopal Theological School at Claremont Required.
TEP1035 Introduction to Ethics
Utilizing the conceptualities of three distinct ethical traditions, namely, utilitarian ethics, deontological ethics, and the ethics of virtue, this course will study the normative role of Christian ethics in both private and public spheres of human living. Pre-requisite: TEP1034. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1036 Old Testament I
The first course in the Old Testament sequence examines the formation of Torah (the Pentateuch), the formation of the world (Genesis 111), and the formation of a people as told in the patriarchal stories (Genesis 1250). The Exodus journey is examined in terms of the reformation of a people, identity through obedience, and journey's end as beginning again (Deuteronomy). The conquest and settlement of the Promised Land, with its emergent political institutions, are studied (Josuah and Judges), and then we move on to examine the rise and fall of the monarchy (the Books of Samuel and Kings). Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1038 New Testament I
The first course in the New Testament sequence covers all of the canonical and some extracanonical Gospels, examining the religious and cultural traditions behind these writings, and discussing the theological problems arising within them. Special attention will be given to the relations between John and the Synoptics, and between Jesus and the narratives about him. The texts will be approached from a literary and historical perspective, studying and comparing their content, background, genre, structure and provenance, and analyzing them with the help of critical methods of interpretation. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1043 Religious Education
This class is an exploration of philosophical and theological dimensions of religious education with attention to the planning and practice of educational ministry in the local church. The major activities of the course involve studying various ways educators have reflected on religious education, considering key perspectives and issues that shape one's approach to religious education, and developing strategies for educational ministry for specific congregational contexts. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1050 Global Anglicanism I
This course is the first in a two course sequence covering history and theology of the worldwide Anglican Communion, with specific emphasis on the Episcopal Church. Students will study the major elements of the English Reformation, including the significance of the Reformation period in understanding contemporary Anglicanism. Major theological issues and parties will be examined, including the Evangelical Revival, Oxford Movement and Social Gospel, as well as colonial Anglicanism and the development of the Episcopal church up to the Civil War period. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1053 Introduction to Episcopal Worship
This course will offer students the opportunity to explore the origins and development of the liturgy with emphasis upon the Eucharist and baptism as the foundational sacraments of the church. Significant emphasis will be placed upon methodologies and strategies for designing Episcopal liturgies in both traditional and innovative formats. In addition, students will learn the basics of how to officiate in worship and the interrelationship of lay, diaconal, and priestly responsibilities with Episcopal worship as framed by the principles of the 1979 Book of Common Prayer. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1054 Preaching: Introduction and Practicum
The aims of this course include grounding the student in the history of oral interpretation of the scriptures, familiarizing the student with the various functions of preaching through Christian history, and introducing the student to the art and craft of preaching as it is practiced in episcopal parishes today. In addition, the student will be encouraged to begin exploration of his or her preaching voice through a series of exercises and reflections, and to develop greater confidence and imagination as a preacher. Pre-requisite: TEP1039 and TEP1053. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1057 Mission and Ministry of the Church
This course will offer students the opportunity to explore a variety of approaches to mission and ministry with special emphasis upon baptismal ministry as the focal point of current models of mission and missiology within the Episcopal Church. The class will discuss the church's commitment to the Millennium Development Goals and ways in which church leaders can support a model of the Christian life that affirms ministry as active engagement with the world. Discussions of important issues related to multi-cultural and intercultural ministry, small church and emergent church ministry, and models for mutual ministry and area ministry being utilized within the Episcopal Church will also be critical elements of the course outline. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TEP1058 The Function of Scripture in the New Testament
Scripture is full of itself. It is a trait of Scripture, all of it, to build on prior oral or written traditions. This is true of both testaments, but especially of the second. The course will approach its topic with the understanding that the Christian second testament is a part of Hellenistic Jewish sectarian literature. The ways in which Scripture functioned in such literature will be explored. The work for the course may be called "comparative midrash." Where pertinent we will compare how First Testament traditions functioned in the Jewish literature of the time to see more clearly how early Christians argued their case for belief in what they believed God was doing in their time through Jesus and in the Early Church. In consideration of time restraints the focus of the course will be on the function of the Scripture (early Greek translation of the Hebrew Bible) in the work of Luke. Permission of the Dean of the Episcopal Theological School at Claremont Required.

TES3051/4051 Bio-Ethics and Bio-Technology: Dilemmas in Medicine, Science and Society
Advances in medicine, and science more generally, have raised perplexing ethical questions. Seminarians will face these issues and must be prepared to answer them. They include abortion, euthanasia, debilitating diseases, quality of life, and end-of-life care. But urgent issues of access to quality health care, religious differences, racism, treatment of the poor, medicating children, experimentation on humans (and animals) and malpractice also arise. Bioethics also extends to the environment and to society as a whole.

THB3002 Biblical Hebrew I
The beginning level of reading biblical Hebrew.

THB3007 The Hebrew Bible in Context: An Introduction
An introduction to the study of the Hebrew Bible for MA/MDIV students.
THB3034/4034 Social Scientific Method for Biblical Studies
Biblical literature not only reflects a social context but also provides evidence for understanding the many societies depicted. This course will study the social realities of ancient Israel. Special attention will be given to the methodological principles for social-scientific interpretation of texts and contexts, integrating insights from sociology, anthropology, political science, economics, psychology, geography, and critical social theory.

THB4004 Form Critical Method
A doctoral seminar in the theory and application of form-critical exegesis from its origins in the late-nineteenth century through the present. Prerequisites: Hebrew, German and doctoral standing. Knowledge of Hebrew, French and German Required.

THB4056 Women in the Book of Exodus
This course will explore the book of Exodus through the lens of the female characters.

TIE 3002/4002 Seminar in Interreligious Education
This course will focus on the theology, philosophy and pedagogy of interreligious education. Students projects may focus on theological or philosophical topics and/or the practical application of interreligious education to specific contexts and age groups, such as young people.

TIS3062 Integrative Seminar II
This course seeks to help students develop MA projects that do not fall into the traditional research thesis model. It will primarily survey practical strategies for "hand-on" research, flexible methodological techniques, ethical conditions for engagement with diverse faith and/or social communities, and possible outcomes of the project that follows the MA work.

TIS3076 M.A. Research Colloquium II
The M.A. Research Colloquium is a two semester sequence that will help students to research, design, and write a strong thesis or final project/paper that summarizes student learning in relation to each person's educational and vocational goals. The first semester is designed to help students develop good research skills and an understanding of various research methodologies. The second semester provides an understanding of the basic components of a graduate level summative research paper and helps students complete a first draft.

TNT3027/4027 The Beloved Disciple: John and the Johanine School
Explores the early Christian literature under the name of the apostle John: the Gospel of John, the Letters of John, the Acts of John, and the Apocryphon of John.

TNT3084 Greek I
Basic Grammar for the beginning level of reading biblical Greek.

TNT3092/4092 Gnosticism
An investigation of the rise of Gnosticism and its various expressions from pre-Christian times into the second Christian century.

TPS3003/4003 Whitehead Research Seminar: Process and Reality

TRE3001 Introduction to Religious Education
This course provides students with a basic introduction to religious education within faith communities. It is designed to give students skills to facilitate religious education in a range of contexts as well as locate and develop resources and ideas to enhance educational ministries. This course will also examine religious education from the perspective of historical and contemporary models. Multicultural education will be addressed.

TRE/TIR3079/4079 Comparative Religious Practices of Restorative Justice Pedagogies and Education: The End of Punishment
Communities across the globe are struggling with the development of alternatives to punitive approaches to justice. How can we begin to form restorative justice alternatives that are grounded in various religious educational models, theologies and practices? This course will examine contextual modalities for teaching restorative justice, developing restorative justice programs and organizing communities for activism on issues related to the field of restorative justice.

TSC3032/4032 Spiritual Care and Counseling for Death, Dying and Bereavement
Study of the dynamics of grief and mourning and of appropriate spiritual care and counseling with the bereaved in the context of religious communities, chaplaincy and spiritually integrative counseling.

TSC3033/4033 Religion and Psychology
The purpose of this course is to investigate the human functioning and nuances of religious experience towards a deeper understanding of humanity and the complexities of religion. The course will survey religious experience from a variety of perspectives, including historical, socio-cultural, interfaith dialogue—namely Judaism, Christianity, and Islam, and the psychology of meaning-making.

TSC3041 Internship in Spiritually Integrative Counseling (First Year)
Required clinical training for M.A. students in the spiritually integrative counseling track. Completion of one unit of Clinical Pastoral Education and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as Interns/Residents at The Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late August with a required 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 one 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 supervision, and other training meetings as required. $1300 lab fee and the cost of training psychotherapy required. Pre-requisite, TSC3005, TSC3006.
TSC3044 Internship in Spiritually Integrative Counseling (Second Year)
Required clinical training for M.A. students in the spiritually integrative counseling track. Completion of one unit of Clinical Pastoral Education and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as Interns/Residents at The Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late August with a required 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 one 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 supervision, and other training meetings as required. $1300 lab fee and the cost of training psychotherapy required. Pre-requisite: TSC3005, TSC3006

TSC4044 Residency in Spiritually Integrative Psychotherapy (First Year)
Required clinical training for D.Min and Ph.D students in the spiritually integrative psychotherapy track. Completion of one unit of Clinical Pastoral Education and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as Interns/Residents at The Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late August with a required 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 supervision, and other training meetings as required. $1300 lab fee and the cost of training psychotherapy required.

TSC4047 Residency in Spiritually Integrative Psychotherapy (Second Year)
Required clinical training for D.Min and Ph.D students in the spiritually integrative psychotherapy track. Completion of one unit of Clinical Pastoral Education and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as Interns/Residents at The Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late August with a required 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 supervision, and other training meetings as required. $1300 lab fee and the cost of training psychotherapy required.

TSF 3008 Formation: Spiritual Practices
This course provides an exploration of spiritual practices that foster wise, empowered, non-reactive, spiritually-grounded, compassionate engagement with all of life. Topics for attention may include vocation, spirituality, and the experience of theological studies. The primary ‘text’ is the student’s life -- including, e.g., the ‘interior landscape,’ relationships, and issues related to transforming/repairing/healing the world. Course work focuses on appropriately engaging spiritually formative practices of one’s own tradition(s) and other traditions through individual and/or group processes. There will be no pre-class assignments. Sakai site will be open one month before class starts. Students can count on small group meetings online every two weeks, dates to be determined by small groups to be assigned during the intensive.

TSF3010/4010 Multi-Religious Contemplative Capacities for Engaged Compassion
‘Basic Human capacities’ (e.g., attention, emotion, memory, imagination, sensations) play a role in the contemplative practices of every religion. True? If so, how? This course will explore such practices from various spiritual traditions, as well as neuroscientific understandings of these practices, in order to grasp how they contain certain ‘basic human capacities’ and how they may cultivate ‘engaged compassion.’ Students engage in practices if/as comfortable.

TSF3022/4022 Embodied Spirituality: Psycho-Physiology of Contemporary Practice
This course explores-in theory and in practice- the psycho-physiological foundations and adaptations that occur through routine contemplative practice. If focuses first on the psychological and physiological systems that are activated through habitual, harmful and reactive emotional states, and subsequently on the adaptations and healing processes, including those in behavior and perception, of those systems through intentional contemplative practice. The course of the course will be on scientific background, as well as practical understanding. Differences between forms and foundations of various practices, as well as the physiological implications of each, will also be highlighted. Attention will be given to critical analysis of which practices may be most beneficial, under what circumstance, by those in helping professions

TTH3002 Prophet and Pastor: Introduction to Dietrich Bonhoeffer
This course examines theological and practical insights into the role of prophet and pastor using the model and witness of Dietrich Bonhoeffer, famous Lutheran theologian and pastor. It will offer an introduction to Bonhoeffer’s life, work and ministry through the use of DVD’s, dramatic presentations, his writings and letters from prison. Students will be given tools to analyze and perceive their own role as prophet and pastor in their own ministry context. This course is designed to meet denomination requirements for the Luther year in the Evangelical Lutheran Church of America and provide an introduction of Lutheran theology to non-Lutheran students.

TTH3019/4019 Advanced Topics in Black and Womanist Theology: Contemporary Womanist Religious Scholarship
Since James H. Cone published Black Theology and Black Power in 1969, black theology has grown into a worldwide theological movement. From the early debates among Cone, Gayraud Wilmore, Charles Long and J. Deotis Roberts, black theology now encompasses succeeding generations, humanists, non-Christians and the significant critical and constructive movement of womanist religious scholarship. This course will examine specific topics or scholars in black and womanist theologies. Prerequisite: Basic knowledge of black and womanist theologies before enrolling in the class. This can be demonstrated by previous coursework or completed reading of the following books: Preferred: James H. Cone’s A Black Theology of Liberation, Delores S. Williams’s Sisters in the Wilderness; Accepted: Dwight N. Hopkins’s Introducing Black Theology of Liberation and Stephanie Mitchell’s Introducing Womanist Theology. We will examine womanist religious scholarship across methodological approaches – theology, ethics, pastoral care, religious education, etc. This course will survey new constructions in womanist religious scholarship with attention to how they relate to canonical womanist religious and contemporary social issues.
TTH3036/4036 Systematic Theology
Theology means "God Talk". But can we "talk" what must infinitely surpass our understanding? What would we say in the face of multiple possibilities in which people experience this infinite reality we name "God"? How would we think of the multiplicity of 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 addressed them by adventurously testing the most influential responses that Christians have given to them. This course will "seek understanding" (fides quaerens intellectum) of these questions by exploring the variety of Christian understandings of God, god's relation to the world, Christ, the Spirit, Trinity, creation, the intercultural and interreligious contexts of the Church, and the quest for God's kingdom-to-come. The class encourages students to address these topics in relation to contemporary intellectual, cultural, ethical, social, and political issues, as well as its application to practical and ministerial situations.

TTH3067/4067 The Problem of Evil: Theological and Pastoral Responses
More people leave religion because of evil than for any other reason. Perhaps no challenge is more difficult to answer: why would a good God allow horrible, pointless suffering? After understanding all that's meant by evil, we will explore the strongest responses that have been made in past and present, and across the world's traditions. It's not just about theory; its about the entire way 'religion' is understood, and how faith is lived out in the world today.

TTW206 Workshop in Oral Communication for International Students
Concentrates on improving oral/aural skills needed to succeed in participating in classroom discussions and giving presentations at Claremont School of Theology. Focuses on pronunciation, vocabulary, speaking and listening comprehension. Required for all International Students. Credits for this course cannot be used to fulfill degree requirements.

TTW208 Workshop in Theological Writing
Helps students develop grammatical and rhetorical skills to communicate effectively in written English in a theological context. May be repeated as necessary. Credits for this course cannot be used to fulfill degree requirements.

TUS3046/4046 Religion, Poverty and Inequality
The course will examine interreligious perspectives on poverty and their response to the rise in contemporary forms of poverty as highlighted by the Occupy movement in the U.S.

TUS3077/4077 Immigration as a Human Rights Crisis
This course will examine immigration within the context of globalization, which has created unprecedented migratory movements around the world. However, while capital can flow freely, people are bound by national boundaries that result in many becoming permanent noncitizens in the countries in which they reside. This leaves them vulnerable to multiple forms of exploitation that are in violation of international human rights.

TWP3013 Preaching in the Context of Worship
Introduces students to the fundamentals of the art and craft of preaching within the context of worship. Prerequisite: TWP3015 or permission of the instructor.

TWR3031 Understanding Islam in the American Religious Landscape
This course covers the origins, key historical milestones, and institutional developments of Muslims in North America. Students will develop a critical understanding of internal and external discourses regarding the presence of Islam in the West. The political, social and cultural features of diverse Muslim American communities will be examined in the light of common narratives regarding multiculturalism, immigration enfranchisement, and social mobility. Finally, the place of Muslims in the American public square will be explored.
Winter 2017

K431 Group Dynamics and Small Group Care and Counseling Toward Healing

K435 Research Methods and Project Seminar
This course is required for students in the DMIN in Practical Theology in Korean Contexts program. The course instructs D.Min. students with regard to the conceptualization, associated research and writing, and program requirements for the D.Min. Project. Attention is given to: choosing a focused problem to be researched; qualitative research methods, including formulation of research design; bibliographic research methods; structuring the written form and argument of the D.Min. Project; writing a literature review; and proper documentation.

LANG100 Non-Credit Workshop in German
The focus of the course is to refresh one's beginning knowledge of German in order to learn strategies for reading scholarly work in preparation for the language examinations at Claremont School of Theology, and Claremont Graduate University. Actual texts from authors in the students' subject areas are used for learning the syntax and grammar of German. Strategies for learning both vocabulary and the navigation of a dictionary of at least 1600 pages help students move quickly through the language. An examination is given at the conclusion of the workshop. A $260 non-credit fee is due at the time of registration. No auditors will be allowed to register for this course.

TCS3058/4058 Introduction to Ancient and Contemporary Holy Lands
Visit selected traditional holy and archaeological sites associated with Christian, Jewish, and Islamic faiths in Israel, Palestine and Jordan, and engage contemporary participants in peace-making processes (Israeli and Palestinian). Participants will sign up for the class once in either Fall 2016, Winter 2017 or Spring 2017 and travel January 3-13, 2017 or January 3-16, 2017 for an extended trip to Petra. Travel Costs: $4191. An additional charge of $1288 for the trip to Petra.

TIR 3001/4001 Interreligious Dialogue and Leadership
This course gives students an opportunity to gain and practice skills in interreligious leadership for faith communities, in neighborhoods, and across religious groups throughout the world. It is the assumption of this course that dialogical skills are integral for religious (and humanistic) leadership in increasingly pluralistic societies. The course assumes that dialogical encounter takes place at different levels of societies-personal and interpersonal, in local communities, among members of different religious traditions in formal official national and international gatherings, and in political affairs, both local and global. Further, interreligious dialogue is a form of appreciative engagement that occurs across ethnicity, gender, social class, sexual identity, nationality, language, theological stance, etc.

TIS4005 DMIN Thesis & Project Research Seminar
This course is required for students in the DMIN Mentoring program. The DMIN Thesis and Project Research Colloquium provides DMIN students with a basic introduction and orientation to the tasks and requirements of the DMIN project. The course will review the necessary tasks of research, writing, presentation, documentation and bibliographic forms that the research project will require.

TIS4080 Resources and Documentation for Doctoral Students
This non-credit intensive is required for new students entering Ph.D. programs. All other Ph.D. and DMIN students are encouraged to attend. Research methods and resources available in preparation for qualifying exams, major papers, and dissertations are reviewed. Use of documentation software (Endnote, Refworks, etc.) is briefly discussed. Major bibliographic styles (Chicago, SBL, and APA) are presented in some detail, and documentation issues—including plagiarism, copyright, fair use, and permissions—are explored.

TRE3040 Vocational Praxis
This is a required course for all Master's of Divinity students in their final year at Claremont School of Theology, 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 Claremont School of Theology, focused in particular on the Master of Divinity 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.

TTH3054/4054 Asian and Asian American Biblical Hermeneutics
Cultural readings and interpretations of the Bible have gained more and more attention in the field of biblical studies in the last two decades. In this course, students will be introduced to the practices, methods, and theory that constitute Asian and Asian American biblical hermeneutics. Close attention will be given to the interpretation of specific texts and students will be encouraged to explore implications for teaching and preaching in their particular contexts.
Assignment and live online sessions with the instructor. In the summer intensive, on a daily basis, students are expected to work through two
translation exercises, conversations, and presentations. The course involves self-paced learning based on pre-recorded video lessons, homework
assignments, and live online sessions with the instructor. In the summer intensive, on a daily basis, students are expected to work through two hours of pre-recorded content, meet with the instructor online for at least one hour, and complete about seven hours of homework.

This course is designed to expose students to both the theory and practice of speaking publicly about Islam. Although particular attention will be
given to the art of giving khutbah, this course will also prepare the students to address a variety of audiences and contexts, including; speaking to
the media, to interfaith communities, to international audiences, and to civic groups.

BHS3113 History of Islam
This course places Islam within a world historical framework. The course outlines the rise of the Umayyad; the Abbassid empire and successor states; the Crusades, Reconquista and Mongol invasions; the contexts of Muslim sectarianism; trade and exchange in the Mediterranean and Indian Oceans; the gunpowder empires; Ottoman-European relations; and the anti-colonial intellectual and political responses of new Muslim nation-states. The course provides a foundation for understanding contemporary Muslim societies and transnational Islam.

BIS3161 Bayan Integrative Seminar I
This course seeks to help students develop MA projects that do not fall into the traditional research thesis model. It will primarily survey practical strategies for 'hands-on' research, flexible methodological techniques, ethical conditions for engagement with diverse faith and/or social communities, and possible outcomes of the project that follows the MA work.

BMU3007 Beginning Arabic: Arabic 1B
In this online course, students will cover material corresponding to the second semester of university-level introductory Arabic. A communicative, student-centered approach is used to cultivate greater listening, speaking, reading, and writing proficiency. Instruction covers more complex verbal forms, phrases, parts of speech, and sentence structures. The course textbook and companion website are supplemented by additional vocabulary and grammar rooted in classical Arabic. Multimedia resources reinforce learning and practice through activities, writing exercises, conversations, and presentations. The course involves self-paced learning based on pre-recorded video lessons, homework assignments, and live online sessions with the instructor. In the summer intensive, on a daily basis, students are expected to work through two hours of pre-recorded content, meet with the instructor online for at least one hour, and complete about seven hours of homework.

BMU3010 Intermediate Arabic: Arabic 2B
In this online course, students will cover material corresponding to the second semester of university-level intermediate Arabic. Students will cultivate functional listening, speaking, reading, and writing proficiency. The course textbook and companion website are supplemented by brief classical and modern text readings for reading comprehension and discussion. Multimedia resources reinforce learning and practice through activities, translation exercises, conversations, and presentations. The course involves self-paced learning based on pre-recorded video lessons, homework assignments, and live online sessions with the instructor. In the summer intensive, on a daily basis, students are expected to work through two hours of pre-recorded content, meet with the instructor online for at least one hour, and complete about seven hours of homework.

BSC3168 Counseling Muslims
This course will familiarize students with the basic concepts of mental health to facilitate their collaboration with multidisciplinary teams (including both primary health and mental health professionals) serving the emotional health needs of Muslim communities. The course aims to do the following: (1) to provide students with a general awareness of the cultural factors particular to Muslim communities they will serve (2) to provide students with the specific skills they will need to serve individuals in mental health treatment contexts and (3) to teach students to recognize when they need to make referrals to mental health professionals.

BSF3037/4037 Muslim Spirituality Among the Religions of the World
This course is intended to be an introduction to Islamic spirituality. We will have a number of readings from Muslim mystics, philosophers and theologians (such as al-Ghazali, Ibn Sina, Ibn Arabi, Rumi, Ahmad Sirhindi, Molla Sadra, Said Nursi, S. Hussein Nasr, Fethullah Gulen etc.) to familiarize ourselves with the major figures, issues, texts, and nomenclature of Islamic spirituality. We will also indicate some venues in which Islamic spirituality can be read in comparison with other religious traditions.

BTH3052/4052 Global Islamic Ideologies and Movements
This course is designed to be an introduction to the major figures, issues, movements, and ideologies, of the 20th century Islamic world. Through an examination of the works of key Muslim philosophers and theologians (such as Jamal al-Din al-Afghani, Muhammad Abduh, Muhammad Qub, Mawdudi, Syed Hossein Nasr, Hasan al-Banna, Tariq Ramadan, Fethullah Gulen, Abdulkerim Surush, Mohammad Arkoun etc.), we will analyze various trends in response to the challenges of modernity, postmodernity, and colonialism.

BTS3000/4000 The Qur’an: Composition, Collection, and Teachings
This course will familiarize students with the role of the Quran in everyday Muslim life and thought. It will introduce students to the collection, compilation and standardization of the Quran, and its main features, structure, and themes. We will examine the manner in which the Quran discusses the nature of God, the relationship between the Divine and the human, the phenomena of prophethood and of other religions, as well as death and afterlife. Concluding lectures will focus upon jihad and warfare, social justice, and gender relations.

BWP3184 Preaching and Public Presentations of Islam
This course is designed to expose students to both the theory and practice of speaking publicly about Islam. Although particular attention will be given to the art of giving khutbah, this course will also prepare the students to address a variety of audiences and contexts, including; speaking to the media, to interfaith communities, to international audiences, and to civic groups.
TCE3075 Religious Leadership
An introduction to contemporary approaches to leadership practices and basic essential administrative tasks and processes in churches and non-profit organizations. Course outcomes include knowledge and skill in these areas as well as understanding of cultural, contextual, and ethical issues and implications. There will be pre-class assignments. Sakai site will be open one month before class starts.

TCE3081 Formation: Field Education II
In consultation with the Director of Field Education, students are placed in ministry settings for 10-12 hours per week from September through mid May. The concurrent weekly seminar emphasizes reflection on the practice of ministry as experienced in the field education setting. There will be pre-class assignments. Sakai site will be open one month before class starts. Prerequisite: TCE3080.

TCE3086 MA Internship
MA students may take TCE3086 as an elective for one or two semesters, with their advisor’s permission. For 3 units of credit, requirements include a semester-long 8-10 hour per week internship placement or its equivalent and a 3-hour weekly seminar or its equivalent arranged as a directed study. Supervised placements are available and can be developed in a variety of settings including social service, justice and advocacy, non-profit management, health services, and campus ministry. Religious, interreligious, and secular organizations can be considered as placement sites. Students are responsible for arranging their internship placements, with consultation and support from the Director of Field Education. Placement arrangements should be completed at least two months before the planned start date.

TCE3090 Advanced Field Education
MDIV students who want more practicum experience may take up to 6 units of advanced field education, arranged in consultation with the Director of Field Education. Reflective work is usually done individually, arranged as a directed study.

TCS3000 Formation: Cultural Competencies
The focus of this course is to enable students to do theological reflection on vocation from the perspective of critical multiculturalism; that is, vocation both as the call to personal transformation and to action as God’s agents of change and transformation within human societies.

TCT3009/4009 History of African-American Islam
This course considers the practice of Islam in African American communities. It begins with the historical legacy of the surviving Muslims who came ashore as African slaves and their perseverance to remain Muslim. The class explores the historical and theological development of various African American Islam – Nation of Islam, Sunni, Moorish Science Temple, Five Percent Nation, multiple belonging. We examine the distinctive ways that Islam and African American history and culture intersect around topics such as: charismatic leadership, institution building, black nationalism, globalization, the role of gender, sexuality and feminism, hip hop and penitentiary conversions. This course will have guest speakers and an experiential component that includes visit to specific mosques/ worship centers around Los Angeles.

TDS3039 Christian Evangelism
This course examines theological, biblical, and historical foundations for evangelism. Current practices and models of evangelism are analyzed and critiqued. Students will develop and articulate a theology and practice of evangelism appropriate for a community of faith. This course is designed to meet denominational requirements for an evangelism course, including that of the United Methodist Church.

TES3062/4062 Race, Sexuality and the U.S Prison Regime
This course introduces students to key issues and controversies in debates about mass incarceration by examining its entanglement with systems and processes of race, migration, subjectivity, knowledge, property, and sexual citizenship. The course challenges linear narratives of racial, political, and legal progress in the U.S. and addresses the role that religious ideas play in enabling and perpetuating mass incarceration, as well as important resources that religion can offer to address its many injustices.

TES3067/4067 Animal Theology and Ethics: Rethinking Human Animal Relations
A philosophical and theological exploration of the moral status of nonhuman animals and the nature and extent of human obligations to them. Questions to pursue include the following: How should we regard nonhuman animals theologically? Which uses of animals are morally permissible? Is activism on behalf of animals best pursued on a welfarist or rights model? Should Christians be developing animal rites, liturgies, prayers, and blessings? Perspectives to be considered include utilitarian, deontological, ecofeminist, care theory, mainline Protestant, evangelical, Catholic, and process.

TES3096/4096 Ethical Theory: Meta-ethics
Specific questions of good and bad or right and wrong (e.g., about abortion or war) are the matter of applied ethics. When we ask more general questions about ethical properties (e.g. what makes something good or bad, right or wrong?), we move into the realm of normative ethical theory. When we concern ourselves further with the status of morality or ask ourselves what sort of activity morality is, we move into the terrain of metaethics (e.g., are moral judgments true or false, objective or subjective and relative, and can they be established in the same ways that empirical and scientific claims can)? This course will focus on the third set of questions (metaethics); a companion course focuses on the second set (normative ethics). It is designed for serious students in ethics. Theories and concepts to be discussed include the following: moral relativism, nihilism, expressivism, non-cognitivism, error theory, realism and anti-realism, ethical naturalism, intuitionism, moral motivation, and value theory. We will also consider the kinds of metaethical claims that are often made in various religious traditions.

THB3003 Biblical Hebrew II
Continuing Study of Biblical Hebrew

THB3049/4049 The Bible and Immigration

THB4033 Aramaic
This course aims to give students a working knowledge of biblical Aramaic, enabling them to read all the passages in the Hebrew Bible where Aramaic is employed. The course focuses on building a comprehensive vocabulary of biblical Aramaic, understanding its grammar and syntax, and applying this knowledge to the translation of the relevant texts in Daniel and Ezra. The purpose of this course is not only to enable students to work from the original language in all parts of the Hebrew Bible but also to lay a linguistic foundation for any subsequent study involving Aramaic texts. Knowledge of Biblical Hebrew is a prerequisite.

THB4070 Redaction Critical Method: Isaiah
A study of Redaction Critical Theory and its application in biblical exegesis, with special attention to the Book of Isaiah. Prerequisites: Doctoral standing or permission of the instructor; knowledge of Hebrew, German and French.
The horizon of exo-life can offer when it is applied to religious self-understanding. Limitation of such a vision throughout different religious traditions, the constraints it puts on religious worldviews and doctrines, and the insight become a more pressing issue today: How to think about creation, the human predicament, salvation, universality and eschatological visions in life and even human-like or strange forms of intelligence in the universe for ages, the impact this possibility might have on religious identities has become an opportunity to enter into conversation with religious pluralism.

Visit selected traditional holy and archaeological sites associated with Christian, Jewish, and Islamic faiths in Israel, Palestine and Jordan, and additional charge of $1288 for the trip to Petra.

By the end of the course the student will have read the core literature of the New Testament and will be able to locate important texts in the books that they represent. Students develop competency to conduct research that involves systematic analysis, using empirical research methods. While both quantitative and qualitative research approaches are valuable, students will primarily learn the qualitative approach, increasingly used in Practical Theology research. Students will design a research study, conduct qualitative research, and compose a qualitative research report. Students may use the course assignment to develop the research methods section of their dissertation. (Note: Successful passing of the course does not guarantee the dissertation committee's acceptance of students' dissertation proposal.)

This survey course introduces students to the history of American religions from First Peoples to the present, including theological themes, religious movements, key texts, spiritual practices and local religious life. Reading in primary texts is required. Traditions studied include First Peoples, Christianity, Judaism, Buddhism, Islam, and Hinduism. The course will assume that history is not merely a collection of facts or famous persons but an opportunity to enter into conversation with religious pluralism.

This course seeks to help students develop MA projects that do not fall into the traditional research thesis model. It will primarily survey practical strategies for "hand-on" research, flexible methodological techniques, ethical conditions for engagement with diverse faith and/or social communities, and possible outcomes of the project that follows the MA work.

This class will study the grammar and syntax of selected passages of the Greek New Testament. The goal of the class will be to understand the meaning of the Greek text at a level that is not always clear in translation. It will treat passages that illustrate the genius and complexity of the Greek language. It will also address the most important issues in textual criticism.

This course is designed to introduce students to the study of the New Testament and includes an overview of its Greco-Roman and Jewish contexts, intense exposure to New Testament literature, and in introduction to critical methods for interpretation, especially historical and literary criticisms. The by the end of the course the student will have read the core literature of the New Testament and will be able to locate important texts in the books that they represent.

This course is required for the Hybrid Doctor of Ministry Program in Spiritual Renewal, Contemplative Practice & Strategic Leadership. It will be offered across a 3-year cycle and will include face-to-face workshops during the on campus intensives. Students will integrate and apply the work of the program to practical research in their own ministry contexts.

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Visits selected traditional holy and archaeological sites associated with Christian, Jewish, and Islamic faiths in Israel, Palestine and Jordan, and engage contemporary participants in peace-making processes (Israeli and Palestinian). Participants will sign up for the class once in either Fall 2016, Winter 2017 or Spring 2017 and travel January 3-13, 2017 or January 3-16, 2017 for an extended trip to Petra. Travel Costs: $4191. An additional charge of $1288 for the trip to Petra.

This course seeks to help students develop MA projects that do not fall into the traditional research thesis model. It will primarily survey practical strategies for "hand-on" research, flexible methodological techniques, ethical conditions for engagement with diverse faith and/or social communities, and possible outcomes of the project that follows the MA work.

This course is designed to help students develop good research skills and an understanding of various research methodologies. The second semester provides an understanding of the basic components of a graduate level summative research paper and helps students complete a first draft.

This course is required for the Hybrid Doctor of Ministry Program in Spiritual Renewal, Contemplative Practice & Strategic Leadership. It will be offered across a 3-year cycle and will include face-to-face workshops during the on campus intensives. Students will integrate and apply the work of the program to practical research in their own ministry contexts.
TTH3086/4002 Eco-Process Theology
Eco-Process Theology is not an application but the essence of a process theology that is concerned with the universal relationality of the world of
events in their intertwining, evolution, emergence, and sustainability. The ecological question is pressing and a theological contribution urgent. In
the series of great philosophical and theological contributions, Pierre Teilhard de Chardin and Alfred N. Whitehead occupy a special place in
advocating an evolutionary ecology—not just as a scientific reality to be considered by theology, but as a deeper revelation of the nature of reality
as such—that, if it really were taken seriously, must change our philosophical understanding of the world we live in and our theological
reconstruction of religious orthodoxies. In contrasting their thought with others, e.g., Deep Ecology, a new conceptual and spiritual framework
might arise that, in a profound sense, can be called “eco-centric” in nature. Their ecological impetus unites them in a new understanding of
Divine Love as love of the Earth with all its theoretical, practical, and spiritual consequences to live in a Universe in Process.

TRE3059/4059 Interspiritual Education and Pedagogies: Busting up Categories of Religion
As the current interfaith movement and education fields stand, communities that identify as religiously hybrid and/or from indigenous roots are
often left uncounted or invisible. This course will offer theories of spiritualities, hybridities, and religions that are inclusive of communities whose
existence challenge current construction in the study of religion. Particular attention will be paid to the educational systems that exist within the
communal spaces of these communities and practical methods of study and implementation of programs to meet community needs.

TSC3004 Theories and Practices of Spiritual Care
Introduction to the theories and practices of spiritual care.

TSC3042 Internship in Spiritually Integrative Counseling (First Year)
Required clinical training for M.A. students in the spiritually integrative counseling track. Completion of one unit of Clinical Pastoral Education
and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as Interns/Residents at The
Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late August with a required
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 one 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 supervision, and other training meetings as required. $1300 lab fee and the cost
of training psychotherapy required. Pre-requisite: TSC3005, TSC3006

TSC3045 Internship in Spiritually Integrative Psychotherapy (Second Year)
Required clinical training for M.A. students in the spiritually integrative counseling track. Completion of one unit of Clinical Pastoral Education
and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as Interns/Residents at The
Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late August with a required
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 one 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 supervision, and other training meetings as required. $1300 lab fee and the cost
of training psychotherapy required. Pre-requisite: TSC3004, 3005 or TSC3006.

TSC4045 Residency in Spiritually Integrative Psychotherapy (First Year)
Required clinical training for D.Min and Ph.D students in the spiritually integrative psychotherapy track. Completion of one unit of Clinical
Pastoral Education and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as
Interns/Residents at The Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late
August with a required 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 supervision, and other training meetings as required. $1300 lab fee and the cost
of training psychotherapy required.

TSC4046 Residency in Spiritually Integrative Psychotherapy (Second Year)
Required clinical training for D.Min and Ph.D students in the spiritually integrative psychotherapy track. Completion of one unit of Clinical
Pastoral Education and an evaluation acceptable to the professors of spiritual care and counseling are prerequisite. Students serve as
Interns/Residents at The Clinebell Institute (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late
August with a required 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 supervision, and other training meetings as required. $1300 lab fee and the cost
of training psychotherapy required.

TSF3009/4009 Spiritual Formation Seminar
The Seminar on Spiritual Formation focuses on the specific processes and contents of intentional spiritual formation, including faith
communities, formation from an interreligious perspective, inter-spirituality, intentional communities like the new monasticism, spiritual
practices and rules of life, spiritual direction and covenant groups, retreats, cultural immersion experiences and social justice projects, and finally,
spirituality for ministers, educators and leaders. For the purposes of this class, “spiritual formation” is interpreted broadly to include a variety of
ways formation occurs both inside and outside faith communities, including daily work, classroom experience, scriptural study, spiritual
direction, retreats, family rituals, etc.
TSF3015/4015 Your Brain on God? Neuroscience & Spiritual Contemplative Practices
What do current neuroscientific studies and understandings 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.

TSF3019/4019 Christian Spiritualities Across the Ages
This course surveys notable spiritualities from early Christianity to the present, attending to their spiritual practices, theologies, views of the person, understandings of the movements of the inner life, and socio-historical contexts. Students will bring their own spiritual traditions and vocational aspirations into conversation with the spiritualities and spiritual practices that have served as the roots of (or contrasted with) many contemporary forms.

TSF3036/4036 The Way of Radical Compassion
This course is part of a compassion formation pilot project with international participants. The formation process is grounded in the teachings of Jesus, who promoted a spiritual path of radical compassion rooted in contemplative encounters with an all-inclusive sacred Source and embodied in compassionate action that extends toward all-one's self, one's neighbor, even one's enemies. This course does not so much study compassion; it teaches how to be a compassionate presence in the world.

TSF4043 Discernment-Based Strategic Leadership
This course explores the contributions of spiritual discernment processes, contemplative practice, and compassionate relationality to organizational leadership. Topics will include grounded and generative approaches to strategic visioning, decision-making, conflict transformation, team-building, and creating organizational cultures that promote compassion, dignity, empowerment, effectiveness, and personal and social renewal.

TTH3028 Reformation and Emerging Church Movements: Comparative Study and Practical Application
The purpose of this course is to provide an introductory understanding of the Reformation Church Movement in contrast to the Emerging Church movement and examine their theological impact and practical ramifications on church and society. Particular focus will be given on how the Reformation changed the mission of ministry for clergy and laity, and evaluate its lasting effect on this same mission today. This course will compare the major spokespersons of the Reformation to those in Emerging Church Movement to see how their message compares and is implemented.

TTW208 Workshop in Theological Writing
Helps students develop grammatical and rhetorical skills to communicate effectively in written English in a theological context. May be repeated as necessary. Credits for this course cannot be used to fulfill degree requirements.

TUS3005/4005 LGBTQI Rights

TUS3045/4045 Interreligious Justice Movements
This course will examine a wide range or 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.

TWP3015 Introduction to Christian Worship and the Arts
In a time of rapid cultural change, worship too will change, often in ways we can predict only with difficulty. The best way to prepare for a dynamic future is to ground ourselves solidly in our liturgical heritage, including the worship forms which we have received from others, both in the past and in the diverse contemporary churches; to learn to think analytically and theologically about worship; and to develop resources needed to create and lead original worship services appropriate to our evolving communities of faith. Students enrolled in the intensive hybrid section (TWP3015-01) are expected to have “access” to a local congregation as a dialogue partner for several assignments during the on-line portion of the class (know the congregation’s context and worship practices, be able to interview the pastor/lay, arrange to have a service held in the church at a time other than Sunday morning). There are reading assignments you will be expected to complete before attending the on-campus intensive week of the hybrid course in January. The pre-assignments are posted in the Pre-Assignment tab in the left hand column in the Sakai course site.

TWR3037/4037 The Future of Religions: The Baha'i Faith
The Baha'i Faith is in its own understanding the newest of the world's universal religions. Although still nascent, but with a wide distribution throughout continents, countries, ethnicities, cultural and religious backgrounds only second to Christianity, it offers unique resources for social, cultural and interreligious discourses on pressing global issues today and a renewal of life to which only mystical and spiritual wisdoms can contribute. This course will explore the becoming, origins and developments of the Baha'i Faith, its persistent and still ongoing struggles with persecution, its structures and essential elements of spiritual life, its founders, its revelation, vast sacred text and thought as well as its worldwide reception. In introducing to a faith tradition of non-violence and universal peace, interreligious integrity and spiritual renewal, this course offers the unique opportunity to witness religion in the making today.