Objectives:
The purpose of this course is 1) to teach integrative modes of learning about ministry, vocation, pastoral identity, and communal practice and 2) to reinforce the values of collegiality and of peer learning for future work in ministry.

The focus of integrative study this semester will be racism/antiracism. Through readings and discussion we will examine racism/antiracism, including white power and privilege, multiculturalism and “radical welcome.” We will examine these issues from historical, biblical, theological-ethical, and socio-political perspectives, considering the implications for congregational life.

Policies:
Regular attendance is expected. While genuine emergencies and significant illnesses will be treated compassion, you should make this class a priority throughout the semester. Please contact the instructor as soon as you know that you will be absent in order to make arrangements to make up the work that you miss. Excessive absences will result in a lower, or even failing, grade.

Plagiarism is a serious offense. You are expected to be familiar with and to abide by the seminary’s policy on plagiarism and cheating. If you have any questions about when and how to cite sources, please see the instructor.

Free and open discussion is essential to the educational process. You are expected to treat one another in a respectful manner, especially when you disagree. You are also expected to maintain confidentiality with regard to in-class discussions. If you want to reflect with others who are not members of our class on issues that come up in class, please do so in a way that does not identify specific individuals.

Course outline with reading assignments:
Jan 23 Spellers, Introduction
   Casting a vision, inviting in to conversation
Jan 30 Spellers, Part I
   Setting theological context
Feb 6 Barndt, Introduction; Encounter, Lyon
   Explaining focus on racism
Feb 13 Barndt, Chapter 1
   Exploring the history of racism
Feb 27 Barndt, Chapter 2
   Defining racism, establishing a common analysis
March 5  Barndt, Chapter 3  
White power and privilege  
**1000-word paper**  

March 12  Barndt, Chapter 4; *Encounter*, Miller  
Individual racism, socialization  

March 26  Barndt, Chapter 5; *Encounter*, Burrow  
Institutional racism  

Apr 2  Barndt, Chapter 6  
Cultural racism  

Apr 9  Law, Chapters 1-3  
Culture and power, exploring Biblical texts  

Apr 16  Law, Chapters 4-6  
Culture, power and leadership, exploring Biblical texts  

Apr 23  Law, Chapters 7-8  
Case study  
**Oral reports on other racial-ethnic groups**  

Apr 30  Barndt, Chapter 7  
Dismantling racism  

May 7  Spellers, Part II  
Applying Barndt’s analysis to congregations  
**1500-word integrative paper**  

Assignments:  
1. Review Barndt’s discussion of the relationship between White Power and White Privilege, paying special attention to his utilization of Clark’s definition of the latter on page 96 and the starter list of privileges listed on page 98. Reflect also on the discussion of the relationship between Rights and Privileges on 97ff. Having done so, ascertain through conversation with family members the ways in which the three scenarios on page 101 (with related questions) apply to your family in its various branches. Then, in a paper of 1000 words, address the following questions: As a result of your conversation, what answers can you give to the questions in point two on page 102? And taking the inventory on page 106 of Barndt as a guideline, what is your assessment of the way the elements identified have influenced the course of your life? The paper will be due at the beginning of class on Wednesday, March 5.
2. Prepare a 5-minute oral report on a specific racial/ethnic group other than your own, using reserve readings and/or other library research which answers the following questions:
   - What experiences of alienation have impacted this racial/ethnic group?
   - How has the church helped and hindered the experiences of marginalization?
   - What challenges as a pastor, given your racial-ethnic group, do you have in responding to this group?
The selection of racial/ethnic groups will be determined within each group. The reports will be given in class on Wednesday, April 23.

3. Your final assignment is to write a 1500-word integrative paper that focuses on racism/antiracism in your particular faith community. The paper should focus on a single congregation in which you were or are an active participant, with attention to denominational issues and initiatives as appropriate. Drawing on the insights and perspectives you have encountered in the class, this paper should incorporate concrete historical, biblical, theological-ethical, socio-political analysis and personal reflection. Your paper should be both descriptive (e.g., How are we an anti-racist community? What elements of racism remain?) and prescriptive in scope (e.g., What more needs to be done? Identify some concrete steps you would recommend to your faith community.). You might find it helpful to keep a journal throughout the course to record ideas and information that you might want to use in this paper. This assignment is due the last day of class.

Textbooks:

On Reserve: