

## **Process and Liberation Theologies E/T 422INT**

**Meadville Lombard Theological School**

**Spring 2012 Intensive: March 26-30**

**Drs. Sharon Welch and Michael Hogue**

This team-taught course in Process and Liberation theologies will be run as an intensive graduate seminar. Four purposes organize the course: 1) to acquaint students with the classic themes and ideas of process and liberationist theological traditions; 2) to critically juxtapose the classic themes within these traditions with more recent interventions (both within and beyond theology); 3) to test and trouble both the classical and more contemporary expressions of process and liberationist theology in light of contemporary social and political movements; 4) and finally, to facilitate student integration of the varieties of process and liberationist thinking into their religious work—as religious leaders, activists, thinkers.

As a seminar, students will be expected to contribute significantly to the content and shape of the course. By the first session of the class, students should have thoroughly read and taken notes on all of the readings. In addition to this, students should come to class with a case study of a contemporary political or religious movement, preferably one with which they are involved or one which is accessible to them. The case study should include: a narrative description of the movement that includes attention to such things as the cause / issue that brought it into being, its demographic make-up, strategies, mission, history of actions, leadership and governance structure, communications, setbacks, failures and successes. These case studies, along with others provided by the instructors, will provide the “laboratory” for the course readings and discussion. You have multi-media free-reign. The instructors are not looking for you to analyze or work through the case theologically, just to present an interesting narrative, which will provide a context for class discussion and constructive work. A portion of your grade will be based on this work. Students will present these cases during class sessions.

No advance familiarity with process or liberation theology is required. Students should purchase or borrow Catherine Keller’s *On the Mystery*, William Connolly’s, *A World of Becoming*, Barbara Holmes’s *Race and the Cosmos* and Robert Mesle’s *Process-Relational Thinking*. In addition to these books, selections will be posted to LiveText from J.K. Gibson-Graham, Vern Neufeld Redekop, Marcella Althaus-Reid, Sharon Welch, Barabara and John Ehrenreich, William Schulz, Anthony Appiah and Gustavo Gutierrez.

**Course Requirements:** 1 page bio, due by Feb 15, posted to LiveText; Selection of Case-Study and notification to Instructors by March 1; Case Study Presentation (in-class); Completion of All Reading; Viewing of documentary about Pete Seeger, *Power of Song* (Time TBD for conference call discussion of Seeger documentary); 10-15 page paper that presents theological, political and/or philosophical analysis of the case study you presented during class, drawing from class readings, discussions and lectures. Due April 30. *No extensions or incompletes will be granted for this course, except in the case of major personal or family emergency.*

**Outline of readings and class sessions will be posted by Dec. 15.**

**Students experience learning challenges for various reasons.** If you need course adaptations or accommodations because you are differently abled, please contact us as soon as possible. Likewise, see us if you encounter difficulty with the course or feel that you could be performing at a higher level, or have a learning style issue that provides a challenge. As your instructors, our obligation is to ensure that the work you encounter is relevant to your needs and accessible. Unless you come to see us about these or other related issues, we will assume that your learning needs are being met.