

- Employ interdisciplinary intersectional approaches and integrate theory and praxis, theology and ethics, spirituality, scholarship and community engagement.
- Create a community of learners and seekers who are able to work in collaboration with one another, with experts in the field and on the ground (including Poverty Scholars), and who can bring their course learning to a larger public in their own communities.
- Articulate how the issues explored in the course relate to their vocational journey and ministries.
- Build their capacity to design a personalized educational plan, in consultation with their advisor, so as to deepen their knowledge, skills, and strategies for religious leadership and/or ministry that counters oppressions and creates just and sustainable communities.

LEARNING OUTCOMES

At the conclusion of this course, students will:

- Have gained a deeper understanding of the causes and the impact of poverty, and be able to discuss and analyze the ways poverty manifests intersecting oppressions and injustices related to: race, class, gender, gender expression, environmental racism, immigration, ageism and ableism.
- Have learned and practiced an approach to scholarship and epistemology that privileges the knowledge, experience, and agency of those most directly affected by specific injustices and who are engaged in resisting/countering those injustices.
- Have deepened their capacity to respond to intersecting oppressions grounded in spiritual values, sacred texts, and religious practices.
- Have developed a plan for how they will deepen their anti-oppressive work during their studies at SKSM.

PROCEDURE

This course will be heavily based on class discussion in a variety of formats. We will engage synchronously on Zoom for two hours each day from 9-11am Pacific Standard Time and also engage asynchronously. It will also involve multimedia presentations, Q & A sessions with the instructor and a guest speaker, movie screenings, class exercises, striving to respect a multiplicity of learning styles and perspectives. It will also include brief opening rituals at the beginning and

closing of each day led by students and at the end of our synchronous online time will involve student presentations.

LEARNING STYLES AND SPECIAL NEEDS

Within the intensive format, a diversity of learning styles and perspectives will be engaged. Students with special needs or learning disabilities that need to be accommodated to maximize their learning should identify those needs to the instructors a month before the intensive week. Communication well in advance of the first day of the intensive will be helpful to assure adequate planning and preparation for special needs.

GRADING/EVALUATION

In keeping with Starr King's educational philosophy, this course is offered on a credit/no-credit basis (grade recorded on the GTU system as P/F). The instructors will provide a narrative evaluation of your work which will assess holistically your performance in the different areas and requirements outlined below. Elements for the assessment of students will include class attendance, class participation, evidence of critical engagements with required readings, writings, Moodle postings and the performance of the class as a whole. **As counter-oppressive religious leadership is best if done not in solitude but as a collective endeavor, we will place high value on collaborative learning** by making it one of the evaluative criteria for the class. This will include the way we challenge ourselves to learn together as a group.

If you need or desire to receive letter grades please notify the instructors. For people requesting letter grades, we follow PSR guidelines (<http://www.psr.edu/grades>).

Class Attendance - Attendance and participation in class discussions are essential components of this course, and all students are required to attend the synchronous portion of the course as well as engage in a timely fashion online. Please be on time. Please refrain from texting, e-mailing or surfing the Internet for personal reasons during class. If you are waiting for an important call (e.g. as a chaplain, on a family emergency), please notify the instructor prior to the synchronous class session.

Class Participation - It is absolutely essential to individual and group learning that you approach the beginning of this course having completed the required readings (books and articles), and turned in an autobiographical introduction before our time together, thus prepared to engage in group discussions.

Credits and workload: **3 credit graduate class.**

PREREQUISITE READING ASSIGNMENTS:

Required Books:

Please read and critically engage **the four texts** below (as well as the multiple chapters/articles available online) **before the beginning of the course**. Please note that in class we will focus more closely on *Pedagogy of the Poor*, *Trauma Stewardship* and *My Grandmother's Hands*.

Willie Baptist and Jan Rehman. *Pedagogy of the Poor: Building the Movement to End Poverty*. New York: Teacher's College Press, 2011. 978-0807752289 \$31.95

Angela Y. Davis. *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*. Chicago, IL: Haymarket, 2016. ISBN 978-1-60846-564-4 \$15.95

Resmaa Menakem. *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Las Vegas, Nevada: Central Recovery Press, 2017. pap. ISBN 9781942094470. \$17.95; ebk. ISBN 9781942094487.

Laura Van Dernoot Lipsky and Connie Burk. *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. San Francisco: Berrett-Koehler Publishers; 2009. 978-1576759448 \$19.95

Strongly suggested:

Greg Jobin-Leeds and AgitArt. *When We Fight We Win! Twenty-First Century Social Movements and the Activists that Are Transforming Our World*. New York, NY: The New Press, 2016. ISBN 978-1-62097-093-5 \$17.95

Tiny a.k.a. Lisa Gray Garcia. *Criminal of Poverty: Growing Up Homeless in America*. San Francisco: City Lights; 2006. 10:1-931404-07-0 \$ 15.95

ARTICLES:

Please read and critically engage **the articles** below **before the beginning of the course**. I recommend you take notes for use in various class exercises online with your classmates. All of these articles are available on Moodle in pdf format. Please **go to Moodle and enroll in RSFT 1017 – ECO Core Intensive**. If you are an entering student and do not have a Moodle account yet, please contact the instructor ASAP. You will receive the articles via email.

Please focus first on:

Di Angelo, Robin, "White Fragility" *The International Journal of Critical Pedagogy*, Vol. 3, No. 3, 2011, 54-60.

Farajaje-Jones, Elias (Ibrahim Farajajè), "Queering Religious education: Teaching the R(evolutionary) S(ub)versions! or Relax!...It's Just Religious Ed," Fah Lecture, in UNitarian Universalist Selected Essays, 2001, UUMA, Boston, MA, 2001, 13-37.

Then continue with the following:

Bounds, Elisabeth M. "Gaps and Flashpoints. Untangling Race and Class," in *Disrupting White Supremacy from Within*, edited by Jennifer Harvey, Karin Case, and Robin Gorsline. Cleveland, Ohio: Pilgrim Press, 2004, 123-141.

Clare, Eli. "Home." In *Exile and Pride: Disability, Queerness, and Liberation*. Brooklyn, NY: South End Press, 1999, 9-13.

Harper, Amie "Breeze." "Veganism Should Always Trump Intersectionality: Make Veganism Great (and White) Again!" in The Sistah Vegan Project, May 21, 2016, <http://www.sistahvegan.com/2016/05/21/veganism-should-always-trump-intersectionality-make-veganism-great-and-white-again/>

Harvey, Jennifer. "Race and Reparations: The Material Logics of White Supremacy," in *Disrupting White Supremacy from Within*, edited by Jennifer Harvey, Karin Case, and Robin Gorsline. Cleveland, Ohio: Pilgrim Press, 2004, 91-122.

Hill Collins, Patricia and Sirma Bilge. *Intersectionality*. Cambridge, UK: Polity Press, 2016, 1-30 and 63-87.

Hix, Lisa. "Interview with Leroy Moore, Founder of Krip Hop Nation. KQED Arts, February 14, 2011,

<https://www.kqed.org/arts/2011/02/14/interview-with-leroy-moore-founder-of-krip-hop-nation/>

Jones, Patrice. "Intersectionality and Animals," in *Vine Sanctuary News*, October 11, 2013, <http://blog.bravebirds.org/archives/1553>

Lester, Rita, "The Nature of Nature: Ecofeminism and Environmental Racism in America," in *Gender, Ethnicity and Theology: Views from the Other Side*, Rosemary Radford Ruether, ed. Fortress Press, 2002, pp. 230-246.

Lettini, Gabriella, "Engaging the Moral Injuries of War: A Call to Spiritual Leaders," *Reflective Practice*, Volume 33, (2013), 37-46.

Martindill, Michele. "'Sexy at 70' and 'Grumpy Old Vegans: Ageist Stereotypes in the Vegan Movement," *Vegan Feminist Network*, May 16, 2015, <http://veganfeministnetwork.com/tag/ageism/>

McIntosh, Peggy, "White Privilege: The Invisible Knapsack"

Rieger, Jorge. *Remember the Poor: The Challenge to Theology in the Twenty-First Century*. Harrisburg: PA: Trinity, 1998, pp. 127-163.

Schneider, Laurel C. "What Race is your Sex?" in *Disrupting White Supremacy from Within*, edited by Jennifer Harvey, Karin Case, and Robin Gorsline. Cleveland, Ohio: Pilgrim Press, 2004, 142-162.

Smith, Andrea, "Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing" in *Color of Violence: The INCITE! Anthology*, South End Press, 2006.

Smith, Andrea, "U.S. Empire and the War against Native Sovereignty", in *Conquest: Sexual Violence and American Indian Genocide*. Cambridge: South End Press, 2005.

Kwok, Pui Lan, *Postcolonial Imagination and Feminist Theology*. Louisville: Westminster John Knox, 2005, pp.125-167; 209-230.

"Understanding Gender" <https://www.genderspectrum.org/quick-links/understanding-gender/>

Walsh, Elizabeth, "Why We Need Intersectionality to Understand Climate Change," in *Intercontinental Cry*, June 8, 2016, <https://intercontinentalcry.org/need-intersectionality-understand-climate-change/>

Welch, Sharon D. "Ethics Without Virtue," in *Sweet Dreams in America: Making Ethics and Spirituality Work*. New York, NY: Routledge, 1999, 119-136.

PREREQUISITE WRITING ASSIGNMENT:

To be completed before the course and due on August 3, 2020

Autobiographical introduction - Please write a 4-5 page essay reflecting on the way spirituality and justice work have connected and/or disconnected in your own life. What are traditions/influences/sources/experiences/people that have most shaped your spirituality and your connection with justice work at different moments in your life and that brought you at SKSM?

Format: Essays should double-spaced, font Times New Roman 12, with 1 inch margins. Please remember to insert your name, title and number of the course, title of the assignments, date and page numbers. Please insert your last name in the name of the file. Footnotes should be in Turabian.

Please remember that this is a "public" document read by faculty and students: share only what you feel comfortable sharing at this time.

- **Due August 3.** Please post on Moodle as a **Word document**, in the Autobiographical Introduction Forum.
- Please come to our first class on Monday August 10th prepared to introduce yourself verbally for 2-3 minutes on the basis of the content of your paper.

Leading one of our ritual moments: our work will be grounded in rituals and spiritual practices at the beginning and at the end of each day. Please go on Moodle and sign up on the Google doc sign-up sheet. Collaboration is highly suggested.

FINAL PAPER: Due Tuesday September 1st, 2020

Please write a **7-9 page integrative reflection** on your major learnings in this course. Please make sure to address the following questions:

- What authors impacted you the most and why? Please engage with at least three of the authors read.
- How do you plan to engage intersectionally poverty, economic and racial justice in your studies and in your present and future ministry? How will you work with your advisor and mentors to implement some of your ideas?
- How do you plan to maintain a sustainable life-style during your studies and in your present and future ministry? How will you work with your advisor and mentors on this goal?

NOTE: Essays should be double-spaced, font Times New Roman 12, with 1 inch margins. Please remember to insert **your name, title and number of the course, title of the assignments, date and page numbers. Please insert your last name in the name of the file.** Footnotes should be in Turabian.

Paper delivery: Please post all written assignments in Moodle. Please have the Subject Line contain: Your last name_ECO_Final. Please post the papers **by the deadline:** All papers will receive comments through Moodle separate from the final narrative evaluations.

Due: Tuesday September 1st, 2020

ADDITIONAL RESOURCES

SUGGESTED BIBLIOGRAPHY:

If you have completed the recommended readings and still have time to dedicate to this course, these readings will offer useful additional material:

Pimpire, Stephen. *A People's History of Poverty in America*. New York: New Press, 2008.

Farajaje-Jones, Elias. "Breaking Silence: Toward an In-the Life Theology" In *Black Theology: A Documentary History. Volume two: 1980-1992*. James H. Cone and Gayraud S. Wilmore eds. Maryknoll, New York: Orbis, 1993, 139-159.

Macy, Joanna. "The Ecological Self: Modern Ground for Right Action" In *Readings in Ecology and Feminist Theology*. Mary Heather MacKinnon and Moni McIntyre eds. Kansas City: Sheed and Ward, 1995, Ch. 21, 258-269.

Harrison, Beverly. "The Power of Anger in the Work of Love" In *Making the Connections: Essays in Feminist Social Ethics*. Boston, Beacon Press, 1985.

Leonard-Wright, Betsey. *Class Matters: Cross-Class Alliance Building for Middle Class Activists*. Gabriola Island: BC: New Society Publishers, 2005.

Smith, Chip. *The Cost of Privilege: Taking On the System of White Supremacy and Racism*. Fayetteville, NC: Camino, 2007.

Soelle, Dorothee, *The Silent Cry: Mysticism and Resistance*. Fortress Press, ISBN: 0-8006-3266-4, \$25.

Regina M. Schwartz. *The Curse of Cain: The Violent Legacy of Monotheism*. Chicago: The University of Chicago Press, 1997. 978-0226742007

Tracy West, *Disrupting Christian Ethics: When Racism and Women's Lives Matter*. 2004 Westminister John Know Press, 0-664-22959-X, \$30.

SELECTED FILMOGRAPHY

***Frozen River* by Courtney Hunt, USA, (2009). Class, gender, race, colonialism**
The Edukators, by Hans Weingartner, Germany (2005). Class

***Matewan, West Virginia*, by John Sayles, USA, (1987). Class and race**
The Pawnbroker, by Sidney Lumet, USA (1964). Race, class, faith traditions

La Promesse (The Promise), by Jeanne-Pierre and Luc Dardenne, Belgium (1996). Race, class, immigration

Rosetta, by Jeanne-Pierre and Luc Dardenne, Belgium/France (1999). Poverty, homelessness.

Together (Tillsammans) by Lukas Moodysson, Sweden (2000). Gender, class, sexual orientations, radical politics

Free Land: A Hip Hop Journey from the Streets of Oakland to the Wild Wild West by Ariel Luckey

Living Broke in Boom Times: Lesson from the Movement to End Poverty, by Peter Kinoy and Pamela Yates, USA, 2007. 73 min. *We will watch it in class*.

Antonia's Line, by Marleen Gorris, Netherlands, 1996, 102 min. Gender, sexual orientation, re-imagining power

Soldiers of Conscience, by Gary Weimberg and Catherine Ryan, USA, 2008, 65 min. War

Sleep Dealer by Alex Rivera, USA/Mexico, 2008. 90 min. Immigration, poverty, colonialism

Bamako, by Abderrahmane Sissako, Mali/France/U.S., 2006, 108 min. Colonialism, poverty, truth commission

Bitter Bread/Pane Amaro: The Italian American Journey by Gianfranco Norelli, USA, 2009, 103 min. Immigration, poverty, class

2009.

Sankofa, by Haile Gerima, 1993. Germany, Ghana, USA, UK. 125 min. Slavery, racism

COURSE CALENDAR

Intensive Weeks

Note: The following outline is a draft, subject to revision and fine-tuning as we proceed through the two weeks, respond to emergent issues, and pursue our learning goals.

ECO CORE INTENSIVE August 2020 SCHEDULE (subject to change)

WEEK 1

Monday: Building an ECO Learning Community

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Opening Ritual
Introduction to the class- Goals for the Week
- 9:15-9:30 Syllabus Review
- 9:30-9:45 Rules of Agreement of our Learning Community
- 9:45-10:15 Trauma Stewardship Exercise- 10 min journaling and sharing in small groups
- 10:15-10:50 Begin Student introductions based on 3-5 page autobiographical paper
- 10:50-11:00 Student led closing ritual

Asynchronous

- Please post in 100-250 words what you have learned about yourself regarding exposure to trauma. Please note this will be in a public forum and share as appropriate for your own care.

Tuesday: Building an ECO Learning Community

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Opening Ritual
Introduction to the class
- 9:15-10:45 Introduction continue based on 3-5 page autobiographical paper
- 10:50-11:00 Student led closing ritual

Asynchronous

- Post in 100-250 words what you have learned about multiple oppressions
- What are you learning about multiple oppressions given the embodied experiences of fellow student spiritual journeys and the readings?
- Watch: *Living Broke in Boom Times*
- Journal - free flow for 10 minutes in response to watching the movie

Wednesday: Engaging Poverty Scholarship

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Student Led Opening Ritual

- Introduction to the day
- 9:15-9:30 Circle Process: What did we witness in the movie?
- 9:30-10:30 am Pacific Standard Time- Online session about the Poverty Initiative with the Kairos Institute
- 10:15-10:45 Council Process
- 10:50-11:00 Student led closing ritual

Asynchronous

- Reflective Exercise: Please post a 100-250 word response in Moodle under the Heading “Poverty Scholarship Discussion” to having watched the movie *Living Broke in Boom Times* and engaged in live conversation with Kairos Institute during our class together.
- Separately please post a one line post in “Daily Take Away:”
- What is it you want to remember most? What were you most struck by?

Thursday: Making the Connections

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Student Led Opening Ritual
- 9:05-9:15 Introduction to the day
- 9:15-10:15 Small Group Breakout Sessions on Readings
- 10:15-10:50 Group Reports back to whole class- 5 minutes each
- 10:55-11:00 Student led closing ritual

Asynchronous

- Read the Green Cross Academy Standards of Self Care
- Spend 10 minutes journaling about your insights from the Green Cross reading and post in Green Cross any new insights regarding self care commitments
- Post 100-250 word reflection on break out sessions on class readings. What are you discovering? What challenges you? What questions do you have?

Friday: Preparing to Visit a Local Community Site In Your Context and “Listening With Our Hearts” and/or visiting a website dedicated to poverty scholarship

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Student Led Opening Ritual

- Introduction to the day
- Preparing for a site visit in one's own context (or visit of website of organization)
- Discussion
- 10:50-11:00 Student led closing ritual

Asynchronous

- Review your notes and post a 100-250 word post – What are you learning about different ministries? Is anything shifting within you? What are you considering?

WEEK 2

Monday: Check in & Reflective Exercises in Learning Community

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Opening Ritual
Introduction to the class- Goals for the Week
- 9:15-9:45 Check ins- How are we doing?
- 9:45- 10:15 Reflective Exercises- Which readings impacted you the most? Can you articulate why? Share in break out groups
- 10:15- 10:50 Open discussion
- 10:50-11:00 Student led closing ritual

Asynchronous

- Post your 10 favorite quotes- each from a different required reading (texts, chapters, and articles)- cite the author, source and page number

Tuesday: Making the Connections - Critical and Constructive Theology

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Student Led Opening Ritual
- 9:05-9:15 Introduction to the day
- 9:15-10:15 Small Group Breakout Sessions on Readings
- 10:15-10:50 Group Reports back to whole class- 5 minutes each
- 10:55-11:00 Student led closing ritual

Asynchronous

- Post 100-250 word reflection on break out sessions on class readings. What are you discovering? What challenges you? What intrigues you and draws your curiosity?

Wednesday: Grandmothers Hands

- 9:00 Student Led Opening Ritual
- Introduction to the day
- 9:15-10:00 Group by group discussion of Grandmothers Hands
- 10:00- 10:30 Large Group Circle Process: What did we learn? One brief comment per student
- 10:50-11:00 Student led closing ritual

Asynchronous

- Reflective Exercise: Please post a 100-250 word response in Moodle under the Heading “Grandmothers Hands” What are you learning about embodied racism?
- Journal: What exercises were the most challenging? What are you learning about your own body?
- Prepare for your student presentation

Thursday: Student Presentations from our time together

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- 9:00 Student Led Opening Ritual
- Introduction to the day
- 9:15-10:30 Student Presentations
- 10:30- 10:50 Circle Format- one line each student- What impacted you the most from today?
- 10:50-11:00 Student led closing ritual

Asynchronous

- Reflective Exercise: Please post a 100-250 word response in Moodle under the Heading “Reflections and Insights from Student Presentations”
- What are your current insights? Have your internal inclinations toward ministry been broadened or revised? If so, can you articulate in more detail?

Friday: Integration Time & Discussion, Q & A Regarding Final Integrative Assignment

AM Synchronous Online 9:00-11:00 am Pacific Standard Time

- Opening Spiritual Practice, 9:00 a.m.

- Introduction to the day
- 9:15-9:45 Integrative Reflective time: 10 minutes of journaling, 20 minutes in break out with small groups - What worked? What was challenging? If no thoughts about process, please use your time to engage the Asynchronous journaling assignment below
- 9:45-10:30 Introduction to the Integrative Reflection Assignment and Q & A about the Final Assignment
- 10:30-11:00 Student led closing ritual- Expression of Gratitude

Asynchronous

- Journal for 10 minutes your feelings after the end of class. Think about and consider drafting a rough sketch of a possible outline for your final paper. Choose which readings you would like to use and choose a theme of the final paper that calls to you and your vocation without overthinking or doubting yourself.
- Begin to write your final integrative reflection essay

Integrative Period

In the three weeks following the conclusion of the intensive, class participants will have opportunities to continue interacting and reflecting. The Moodle site will remain open for you to post follow-up comments to our class work and further responses to the posted articles. Posting on Moodle is optional yet encouraged.

You are invited to post your final integrative reflections on Moodle. I will leave the course open until the end of September, so you may have a chance to read the final papers of your classmates. Posting your final is optional.