

**Seminary of the Southwest
TE4310 Womanist Theological Ethics:
Deconstructing White Supremacist Space
Cheryl A. Kirk-Duggan
Fall 2019**



Course Information

TE4310 Theological Ethics I
Meeting times: T2:00-4:45
Meeting Place: McDonald 210A

Instructor Contact Information

Dr. Cheryl A. Kirk-Duggan
Office: Rather House 106
Phone: (512) 472-3133 ext 313
Email: cheryl.kirk-duggan@ssw.edu
Office hours: by appointment

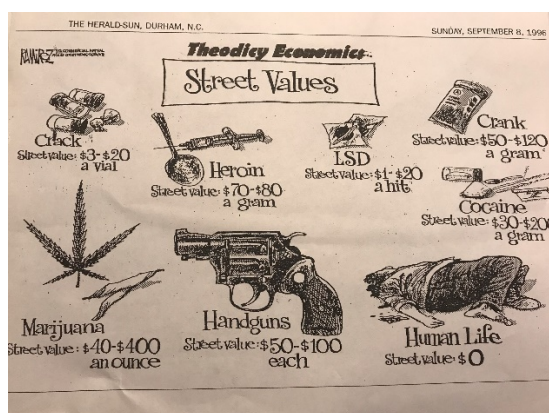
Course Description

Black, brown, and native persons, particularly women/girls, and LBGTQIA bodies experience impoverishment because of socio-economic life experiences; have been discounted, abused, marginalized, and pushed to the edges of society where impoverishment is a brutal reality, viewed as property, criminalized, and eradicated via state-sanctioned execution due to their embodiment. Socio-political educational systems often subject them to miseducation, deny them due process, and blame them for the national ills signified by the motto MAGA. This course engages multiple texts, scripture, literature, film, music, socio-political movements, and art to explore the violent system that grounds theological, psycho-socio-economic, and political oppression: white supremacist patriarchal misogyny, and the resulting intergenerational trauma, from a Womanist theological ethics perspective. The course heightens student awareness of systemic oppression and prepares them to discern and analyze systemic, structural and related personal issues that disrupt Christian theological ethics. Such practices ultimately practices idolatry, and robs God of the beauty of all Creation.

Course Learning Objectives

Students who successfully complete this course will be able to:

1. Articulate the presence of white supremacist patriarchal misogyny in the church and thus, the vocation of ministry
2. Describe central elements of a Womanist theological approach to ethics
3. Engage interdisciplinary ethical methodologies arising from experiential awareness, contexts, identity, and sociocultural history
4. Articulate the connection between Christian and Womanist ethics, beliefs and practices.
5. Apply a variety of tools and concepts to the task of moral formation and decision making, including happiness and goodness, narrative and virtue, deliberation and improvisation.



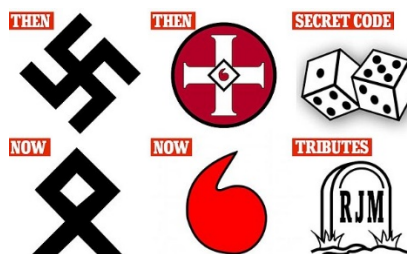
Required Text(s) and/or Reading(s)

1. Brown Douglas, Kelly. 2015. *Stand Your Ground: Black Bodies and the Justice of God*.
2. Coates, Ta-nahesis. 2017 *We Were Eight Years in Power: An American Tragedy*.
3. Phillips, Nichole. 2018. *Patriotism Black and White; the Color of American Exceptionalism*.
4. Stevenson, Brian. 2014. *Just Mercy: A Story of Justice and Redemption*.
5. Cannon, Katie, Emilie Townes, and Angela Sims, ed., *Womanist Theological Ethics: A Reader*
6. Thandeka. 2000. *Learning to Be White: Money, Race, and God in America*.
7. DiAngelo, Robin and Michael Eric Dyson. 2018. *White Fragility: Why It's So Hard for White People to Talk About Racism*.
8. Hood, Robert E. 1994. *Begrimed and Black: Christian Traditions on Blacks and Blackness*.
9. Menakem, Resmaa. 2017. *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. 2017.
10. Morrison, Toni. 1993, 2007 repr. *The Bluest Eye*

Student Performance Evaluation Criteria

1. **Vocabulary - - 15% of grade (Objectives 1-3, Group Project):** Students create a working list of 25 terms combined on whiteness, white supremacy, patriarchy, misogyny and culture to be used in their Philosophy video script, which allows students to think through how to live responsibly in Christ within the context of white supremacist patriarchal misogyny. This paper demonstrates the appropriate use and understanding of this language. **Due: 9/17**
2. **Philosophy Video (Learning Objective 4-5) – 15% of grade:** Students create an 8-10 minute video that states your personal philosophy of whiteness, white supremacy, patriarchy, misogyny and culture geared toward how you do ministry. Use a burning issue that has emerged within class and include a section of how you will address these issues with congregants as priest/educator. **Due 10/8**
3. **Sermon (Learning Objects 1-5) 15% of grade:** Students are to write a sermon manuscript, based on a periscope one can use to proclaim the Gospel of Jesus Christ as response to white supremacist patriarchal misogyny. Provide an introduction that lays out student's methodology. Manuscript: 4-6 pages, double spaced 12 point font. Due **10/29**
4. **Social Media Power Point (Learning Objectives 1-5; Group Project) - 15% of grade:** Students create a 25 slide power point that (1) defines social media, including showing the variety of types; (2) and then follows by showing how they could engage persons around white supremacy patriarchal misogyny based upon course content. **Due 11/12.**
5. **Final Research Paper (Learning Objectives 1-5. Group Project) Group Project) - 15% of grade:** Students create a 25 slide power point that (1) defines social media, including showing the variety of types; (2) and then follows by showing how they could engage persons around white supremacy patriarchal misogyny based upon course content. **Due 12/10**
6. **Attendance and Participation (Learning Objectives 1-5) - 10% of grade:** Attendance and Participation (10% of grade): Attendance and informed participation in each class is required. Please notify the professor if you must be absent due to sickness or emergency. For more information, see this [description and rubric](#) as well as the seminary attendance policy below.

This interdisciplinary course operates in seminar style; each student participates as part of a 3-4 person cohort, for the semester; each cohort is responsible for one set of readings to share during our weekly discussions. Each cohort works together on group assignments.



Meeting Schedule

DATE	TOPIC	READINGS AND ASSIGNMENTS (SUPPLEMENTAL READINGS ON POPULI)
HEIGHTENING AWARENESS		
8/27	Exploring the Trajectory	Mapping white patriarchal supremacy domestically, globally; The harsh tentacles of Enslavement Sharing our stories; Exploring the Intersectionality of Oppression
9/3	Pathological Roots	Douglas, <i>America's Exceptionalism</i> , intro, chp 1 (pp 44) Thandeka, <i>White, Abuse</i> , chps 1 & 2 (pp 41) Hood, <i>Intro, Shades of Blackness</i> intro, chp 1 (pp 44)
9/10	White Supremacy: Required!!!	Thandeka, <i>Class, Loss, Victim</i> , chp 2, 3, 4 (pp 60) DiAngelo & Dyson, <i>Challenges of Talking: Racism & White Supremacy</i> , intro, chp 1 & 2 (pp 38) Hood, <i>Africa & Christian Tradition; Blackness as Evil</i> , chp 2-3 (pp 46)
WOMANIST THEOLOGICAL ETHICS: METHODOLOGY		
9/17	Tools for Critical Analysis	Philips, <i>Preface, Religion, Race, Region, preface</i> , chap 2; 27 pp) Cannon, Townes, Sims, <i>Preface, Racism and Economics, Ethics as an Art</i> preface, chp 1, 3 (pp 45) Floyd-Thomas, "Introduction," from <i>Mining the Motherlode</i> (On Populi)
9/24	Lens and Biases	Floyd-Thomas, et al. <i>Deeper Shades of Purple</i> , Intro, and Definitions (On Populi) Cannon, Townes, Sims, <i>Unearthing Ethical Treasures, Ethical Mediators, Reorientation</i> , chp 14, 15, 16 (30 pp) Douglas, <i>The Black Body, Guilty Body</i> , chp 2 (pp 41)

DATE	TOPIC	READINGS AND ASSIGNMENTS (SUPPLEMENTAL READINGS ON POPULI)
SOCIO-CULTURAL/HISTORICAL CONTEXT		
10/1	Seeing Concretized Oppression despite In the Beginning God: all made VERY good (Gen 1: 31)	DiAngelo & Dyson, <i>How Racism Shapes Lives of White people, Anti-Blackness</i> chps 4, 6 (29 pp) Phillips, <i>Conjuring Black Evangelicalism</i> , chp. 4 (pp 48) Phillips, <i>Made in the USA</i> , chp 5 (pp 29)
10/8	Roots: Justifying Terrorism against Black folk	Douglas, <i>Manifest Destiny War</i> , chp 3, (pp, 42) Coates, <i>Intro, Notes from First Year</i> , Intro, chp 1 (pp, 32) Morrison, <i>Autumn</i> , pp 1-37 (pp. 37)
WOMANIST THEOLOGICAL ETHICS: PRAXIS		
10/15	READING WEEK Oppression Causes Embodied Pain and Grief	Menakem, <i>Preface, Body, Blood</i> , preface, chp 1 (pp 38)
10/22	Engaging Oppression	Cannon, Townes, Sims, <i>Rereading, Loves & Troubles, Called Beloved</i> , chps 4, 6, 11 (pp 40) DiAngelo & Dyson, <i>Racial Triggers, White Fragility</i> , chp 7, 8, 9 (pp 23) Phillips, <i>For God & Country</i> , chp 6 (pp 30)
10/29	Languages of Oppression and Identity	Hood, <i>Blackness & Sanctity</i> , chp 4 (pp 23) Cannon, Townes, Sims, <i>Black and Blues</i> , chp 8 (pp 22) Coates, <i>Notes from Second Year</i> , chp 2 (pp 22)
11/5	More Contradictions	Hood, <i>Ham's Children</i> , chp 7 and Epilogue (pp 34) Stevenson, <i>Higher Ground, Players, Stand</i> , Intro, chps 1, 2 (pp 43) Morrison, <i>Autumn</i> , Winter, pp. 38-58; 61-80) (pp 39).
INTERSECTIONALITY OF WHITE SUPREMACIST PATRIARCHAL MISOGYNY		
11/12	Improvisation, Impressions, Impiety	Morrison, <i>Winter</i> , pp. 61-93 (pp. 23) Menakem, <i>Black, White, Blue; Body to Body</i> chp, 2, 3 (pp 29) Coates, <i>Notes from Third Year</i> , part 1; (pp 61-69) <i>Notes from Fourth Year</i> , chp 4 (total pp 29)
11/19	United States of Amnesia:	DiAngelo & Dyson, <i>White Fragility, Rules of Engagement</i> ,

DATE	TOPIC	READINGS AND ASSIGNMENTS (SUPPLEMENTAL READINGS ON POPULI)
	Fear Trumps Love	<i>White Woman's Tears</i> , chp 9, 10, 11 (pp 23) Coates: <i>Notes from Fifth Year; Notes from Sixth Year</i> , Part 1 c 5; 151-161(pp 46) Menakem: <i>Bodies: Violation, Fragility, White Supremacy, Change</i> , chps 6, 7, 8 (pp 31)
11/26	Thanksgiving	NO CLASS
12/3	Witness, Whiteness, New Mercies	Coates, <i>Notes from Seventh Year</i> , 211-36, 274-81 (pp, 32) Menakem, <i>Whiteness without Supremacy, Reshaping, Healing</i> , c. 21-23; <i>Toward Growth</i> , pp 305-6 (total pp 33) Stevenson, <i>All God's Children, Song of Sorrow</i> , chp 8, 16 (pp. 41)
12/10	Personal/Communal Questions, Covenants, Responses	Morrison, <i>Spring, Summer</i> pp 187-195, 204-216 (pp 20)

Academic Honesty Policy

All members of this community, including any student from any program who attends courses at Seminary of the Southwest are expected to practice academic honesty and to hold one another accountable to this mark of scholarly inquiry. Plagiarism is the act of presenting the work of another as if it were one's own. It includes quoting, paraphrasing, summarizing or utilizing the work of others without proper acknowledgment. See the Academic Honesty Policy in Academic Code for more details.

Attendance Policy

Regular attendance is required in order to receive a passing grade. No more than four absences for any reason will be allowed during the term, if a student is to pass the class. In the case of extreme hardship or emergency the professor may make exceptions, subject to the approval of the Academic Dean. Please inform the professor if you must be absent. If you miss a class, the instructor may assign you additional work to substitute for the activities and discussions you missed.

Center for Writing and Creative Expression

The Center for Writing and Creative Expression (CWCE) provides support to all SSW students in all phases of the research and writing process. It offers one-on-one consultations, long-term writing partnerships, Friday afternoon writing workshops, topical writing circles, and print and online resource libraries. To schedule an appointment with a writing consultant or to learn more about CWCE services, please visit their webpage at <https://ssw.edu/academics/writing-center/> email them at writing.center@ssw.edu.

Conversation Covenant

A seminary community is a school of inquiry and interpretation: inquiry into the mystery of God in Jesus Christ and interpretation, in both action and reflection, of God's creative and redemptive love. Frank, confident, and trustful conversation is an essential part of our common learning. Often, though, we are led into difficult, even disturbing, conversations as we bring the length and breadth of our assumptions, hopes, opinions, and certainties, into the formative power of Christian faith. Avoiding the issues around which passion and disagreement reside might well be an easier path, but commitment to remaining in conversation with one another despite our differences is part of our calling as disciples of Jesus Christ.

Copyright Policy

Regarding all materials made available to the class on Moodle: The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Credit Hour Policy

The seminary standard for one credit hour consists of a minimum of one fifty-minute hour per week of in-class instruction and a minimum of two hours of outside work for the student over 13 weeks, plus either a 14th week of instruction or a week of out-of-class independent learning in which exams are taken or papers are produced. A three-credit course thus assumes six hours of work per week outside of class.

Disability Policy

Every reasonable effort, within the limits of the resources available to the Seminary and to the individual Professor, will be made to accommodate students with recognized physical disabilities and diagnosed learning disabilities such as dyslexia. See Academic Code for more information on the seminary's disability policy.

Grading Policy

This course will be graded on a letter grade system.

- A Advanced: outstanding in all respects
- A- Advanced: outstanding in most respects
- B+ Proficient: proficient in all respects with some outstanding elements
- B Proficient: proficient in all respects
- B- Proficient: proficient in some respects but with some clear weaknesses
- C+ Developing: showing development but lacking proficiency

- C Developing: showing a basic level of development sufficient to pass a course but not sufficient to display proficiency in a program
- F Beginning: beginning level work that does not display sufficient knowledge to pass the course or assignment.

Late Work

In order to assure fairness for students who turn in assignments on time, any assignment turned in late will not be eligible for a grade above “B.” An exception may be made in the case of unforeseeable emergencies (such as serious illness or death in the family).

Video and Audio Recording

Video and audio recording of lectures and class discussions are allowed only with permission from the professor. When allowed, all recordings of class lectures are the professor’s intellectual property. You may share the recordings with fellow students enrolled in the course, but the recordings may not be publicly disseminated in any way, including postings in any electronic media or communications. You may not make or share recordings of other students without their permission.



Selected, Supporting Bibliography

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