

THE CONTENT OF THIS DESCRIPTION IS NOT A LEARNING CONTRACT AND THE INSTRUCTOR IS NOT BOUND TO IT. IT IS OFFERED IN GOOD FAITH AND INTENDED AS A HELPFUL GUIDE TO THE STUDENT.

TITLE: Introduction to Contextual Analysis

TERM: Spring 2020-2021

PROFESSOR: Scott Hagley

CREDIT HOURS: 3

REGISTRATION: LIMITED TO: _____
AUDITORS: _____

UNLIMITED X
NO AUDITORS _____

COURSE DESCRIPTION:

This course offers an orientation to the ways anthropological and sociological approaches to the interpretation of culture contribute to theological reflection with and within particular socio-cultural contexts. Focusing on a particular neighborhood and/or institutional environment, students will become familiar with the techniques and develop the skills to critically consider the missiological, theological, and ethical dimensions of a Christian community in relation to the wider society.

CLASS OBJECTIVES:

- Introduction to the socio-cultural dimensions of theological work
- Gathering, interpreting, and working with quantitative data
- Gathering, interpreting, and working with qualitative data
- Introduction to the different hermeneutic considerations one brings to research, including awareness of one's own social location
- Introduction to the role fieldwork can play in theological reasoning and construction
- Introduction to the histories, concerns, problems, and possibilities within the neighborhoods adjacent to Pittsburgh Seminary

PREREQUISITES: None

REQUIRED TEXTBOOKS/READING:

Required Texts

- Ammerman, Nancy, et.al. *Studying Congregations: A New Handbook.*, Abingdon Press, 1998, ISBN: 978-0687006519, \$21.99
- Moschella, Mary Clark. *Ethnography as a Pastoral Practice*, Pilgrim Press, 2008, ISBN: 978-0829817744, \$23.30
- Ammerman, Nancy, *Congregation & Community*, Rutgers University Press, 1996, ISBN: 978-0813523354, \$34.15
- Additional Readings on myPTS

ASSIGNMENTS & GRADING:

1. Thick Description(s) of Neighborhood and Congregation
2. Fieldwork Presentations
3. Final Integrative Essay

ATTENDANCE: Required.