

# SYLLABUS DRAFT

COURSE: PREACHING LIBERATION

Monday - Friday 9:00am – 1:00pm; Summer 2012

Instructor: Rev. Dr. Donna Allen [RevDonnaAllen@yahoo.com](mailto:RevDonnaAllen@yahoo.com) (510) 593-5602

## COURSE DESCRIPTION

Preaching Liberation will explore the theory and hermeneutics that informs liberation theology with particular focus on the implications for preaching. The course is designed to develop a process for preaching with emphasis on liberation theology for the novice or seasoned preacher. Students will have an opportunity to preach in class. The methodology for sermon construction will include 'listening' or perceiving liberation in diverse cultural context through a critical examination of four movies, "In Time", "La Mission", "Rain" and "The Encounter". The premise of the course is that as we listen for liberation in sacred text and the lived experience we learn the language of liberation and can therefore preach it with authenticity and transformative power.

## COURSE OBJECTIVES

- (1) to evaluate critically the historic and contemporary issues related to liberation theology and community, preaching and text, and the person of the preacher;
- (2) to help the student perceive liberation in sacred text and the lived experience such that they can construct a liberation homiletic.
- (3) to formulate a praxis oriented definition of preaching and liberation preaching for varied preaching contexts;
- (4) to help the student discover his or her own exegetical and interpretive method of sermon preparation that is liberation oriented;
- (5) to practice critical reflection of sermons and sacred texts as spiritual formation.

## LEARNING OUTCOMES

At the conclusion of this course students will be able to: (1) articulate their own understandings of liberation preaching based on their social locations, contexts, denominations and traditions; (2) develop sermons according to a liberation oriented critical exegetical and interpretive method; (3) discuss the importance of perceiving liberation in sacred texts and lived experience; (4) demonstrate improved ability to prepare and deliver sermons; (5) offer critical reflection of sermons as a type of spiritual formation and equip their communities for liberation praxis.

## REQUIREMENTS

Class attendance – a student missing more than 1 class sessions will not pass the course.

CLASS PARTICIPATION – is a critical component of this course and each student is expected to participate in the, in class assignment of discussing our perception of liberation ( meaning liberation theology or praxis) in sacred text and in the lived experience. Students are also expected to participate in class discussions regarding required readings, films, lectures and critical reflection of peer sermons.

## ASSIGNMENTS

Students taking the course for credit are required to preach one (12 -15 minute) sermon to the class. The sermonic text will be selected from any of the scriptures examined in the textbook *Israel's Wisdom Literature*, by Dianne Bergant.

Discussion Reflection & Question - students are to prepare a one - two page (typed, single spaced) reflection statement and one discussion question stemming from their critical reflection of each daily reading assignment, for a total of four papers. Your reflection paper should include:

- (1) a brief summary of the reading and;
- (2) a particular issue raised for you by the reading. Be specific about the liberation theology or preaching issue that intrigued you. What issues of definition, relevance, application, sermonic potential etc. does the reading evoke for you? and;
- (3) identify one insight or perspective the reading did not address. Students should be prepared to share their insight in the class discussion.

Liberation Perception Reflections - students will maintain a list of occasions while in the class wherein they had a new or renewed perception or understanding of liberation in the lived experience and or in sacred texts. Students may maintain this list in a journal format. Time will be allotted in each class session for entrees. The reflections will be shared as part of the closing class emancipatory praxis exercise.

## EVALUATION

Class Attendance: 10 points

Class Participation: 25 points

Sermon: 25 points

Discussion Questions: 20 points (5 points each)

Liberation Perception Reflections: 20 points

## PSR GRADING AND PLAGIARISM POLICY

Please refer to this website for Plagiarism Policy: <http://www.psr.edu/grades>

## TEXTBOOKS

Diane Bergant, *Israel's Wisdom Literature: A Liberation-Critical Reading* (Minneapolis MN, Augsburg Fortress , 1997)

Stacy M. Floyd-Thomas and Anthony B. Pinn, *Liberation Theologies In The United States: An Introduction* (New York and London, New York University Press, 2010)

## CALENDAR OF ASSIGNMENTS

Monday - Please read for class: the Introduction - Chapter 2, of Floyd-Thomas and Pinn, *Liberation Theologies In The United States: An Introduction*

Tuesday - Please read for class: Chapters 3 - 5, of Floyd-Thomas and Pinn, *Liberation Theologies In The United States: An Introduction*, and the Introduction of Bergant, *Israel's Wisdom Literature: A Liberation-Critical Reading*.

Wednesday - Please read for class: Chapters 9 - 10, of Floyd-Thomas and Pinn, *Liberation Theologies In The United States: An Introduction* and select a scripture from *Israel's Wisdom Literature: A Liberation-Critical Reading* and read corresponding chapter.

Thursday - Please read for class: Chapters 6 - 8, of Floyd-Thomas and Pinn, *Liberation Theologies In The United States: An Introduction*

Friday - in class preaching

### Sermon Evaluation

25 points - Superb work in all areas of sermon development: exegetical work, theological development, sermon content, sermon form, delivery and embodiment.

23 - 24 points - Excellent work in all areas of sermon development.

20 - 22 points - Excellent work in most areas of sermon development and adequate work in others.

17 - 19 - points - Very good work in all areas of sermon development. Adequate work in all areas of sermon development.

15 - 18 - points - Work that shows a beginning grasp of sermon development, but needs improvement and additional study to reach a level of adequate mastery.

12 - 14 - points - Work that indicates significant lack in understanding all elements of sermon development.

9 - 11 - points - Poor work in all areas of sermon development. Extremely poor work in all areas of sermon development.

0 points - No sermon preached.

### Final Letter Grade - points

97-100...A+	87-89...B+	77-79...C+	67-69...D+
94-96...A	84-86...B	74-76...C	65-66...D-
90-93...A-	80-83...B-	70-73...C-	Below 65...F

## **English as Second Language (ESL) Policy for PSR**

1. Upon request by the ESL student to the PSR faculty, the faculty member will extend the deadline for papers one week to allow time for editing. 2. Upon request by the ESL student, PSR faculty will allow twice as much time for ESL students to complete in-class written exams.

## **The PSR curriculum aims to develop Progressive Christian leadership in students. A Progressive Christian leader:**

1. Is rooted in Christian tradition
  - Has the ability to re-appropriate tradition for new times/places
  - Can critically analyze texts and traditions
2. Understands the contextual nature of knowing and understanding
  - Understands one's own perception is limited
  - Understands the reality and value of multiple perspectives
  - Understands ambiguity and complexity and can hold the tensions related to difference can critically evaluate a context and respond
3. Is self aware/spiritually grounded
  - Has an engaged spirituality
  - Is self-reflective and reflexive
4. Works in partnership
  - Is actively involved in ecumenical and interfaith conversations
  - Appreciates the value of diversity and moves beyond appreciation to engagement
  - Is socially connected and can work collaboratively
  - Is competent in cross-cultural situations
  - Nurtures the development of leadership in others
5. Can envision and engage in the creation of a more just world
  - Holds a liberation perspective
  - Has a global consciousness
  - Works for social change and has a systemic perspective
  - Is involved in institutional transformation