

MWP 339 – ARTivism and Proclamation
McCormick Theological Seminary, Chicago, IL
Spring Semester 2023 | Friday / Saturday
Four alternating weekends

Friday: 6:00-9:00p Saturday: 10:00am-5:00pm: 2/10, 2/11, 2/24, 2/25, 3/10, 3/11, 3/24, 3/25

Mixed synchronous:* Scheduled in-person synchronized sessions at MTS or other location for determined period and scheduled video conference class sessions and asynchronous self-directed sessions for determined period.

In addition to the contact hours, student must be ready to dedicate 6 hours per week for the seven weeks of the course (Feb. 6 – Mar. 25) to prepare for class and complete assignments.

** Students unable to join in person may require with instructor's permission for remote participation. Please contact lvalle@mccormick.edu.*

Instructor: Lis Valle

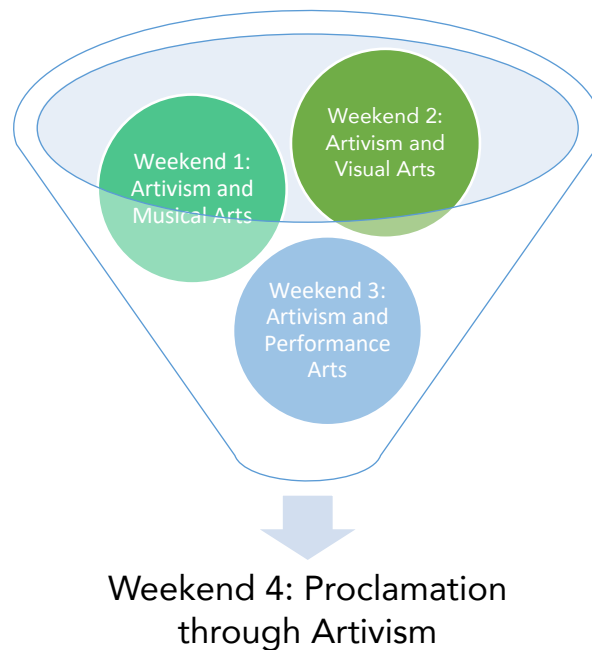
lvalle@mccormick.edu

773-947-6287

Please email for appointments

Course Description

This course is an introduction to the task of proclaiming the good news of divine liberation through "artistic" systems of communication. Students will study the concept of activism and manifestations of its use for communicating religious belief or theological affirmations. Students will generate their own work of art to intervene in a public space articulating theology and justice. They will also develop enough rapport and trust so that they give and receive feedback (peer review) in the preparation and sharing of their own work of ARTivism.



Course Learning Outcomes | *By successful completion (grade A or B) of this course, students will be able to:*

1. Describe and explain works of activism.
2. Recognize works of activism.
3. Explain what is activism and its use for theological proclamation.
4. Create and share a work of activism for theological proclamation, that is, as a medium to proclaim religious beliefs or theological affirmations through “artistic” systems of communication, in the public space.

Degree Learning Outcomes (master’s degree level)

1. Think critically – Students will analyze the issues that afflict a specific community that require intervention.
2. Communicate effectively – Students will articulate theological arguments through the use of art as activism in public spaces connecting them to the issues that affect the specific community.
3. Exhibit pastoral imagination – Students will generate a work of **activism**.

Learning Strategies

To facilitate the teaching and learning processes, we will:

- *Read, analyze, and discuss essays, videos, and works of art that function as activism and/or proclamation.*
- *Write assignments, search for examples publicly available, research sacred texts, design, produce, and share publicly a work of activism.*

Required Texts

1. Kimball, Gayle. *Resist! Goals and Tactics for Changemakers*. 1st edition. Equality=Press, 2018. ISBN 978-0-938795-68-1.
2. Cherry, Kittredge. *Art That Dares: Gay Jesus, Woman Christ, and More* (p. 7). Berkeley, CA: AndroGyne Press, 2007. ISBN 1-933993-29-4. e-ISBN 978-1-944769-04-8 (Kindle) e-ISBN 978-1-944769-05-5 (e-Pub) Ebook version 1.0
3. A good-quality study Bible. Please choose one from the following:
 - ❏ *The New Interpreter's Study Bible: New Revised Standard Version with the Apocrypha*. Edited by Walter Harrelson. Nashville: Abingdon, 2003.
 - ❏ *The Harper-Collins Study Bible: New Revised Standard Version*. Edited by Wayne Meeks. NY: Harper Collins, 1993.
 - ❏ *The Oxford Study Bible: New Revised Standard Version with the Apocrypha*. Edited by M. Jack Suggs, Katharine Sakenfeld, and James R. Mueller. New York: Oxford, 1992.
4. Additional Reading: Short articles, chapters, and essays will be posted on the Alexandria course site.
5. Youtube.com (J. Kwest; Reverend Billy & The StopShopping Choir; news clips)

Learning Assessment

Letter grades for the class are assigned on the basis of the level and quality of submissions of

assignments, presentations, and individual participation in class and workshops.

- 36% **Presence:** Students will be actively present in group discussions. Active presence consists of faithful attendance, active participation in class discussion and active engagement in workshops, regardless of the modality of the activities, whether in person, in synchronous online (via zoom) session, or asynchronous exchange of knowledge (via Alexandria). Participation is assessed based on regular and constructive contribution to discussions/activities, including peer review conversations. Quality of participation is assessed in terms of attention to required resources (essays, videos, etc.), thoughtful and creative reflection on topics/resources, as well as interested attention and response to other students' comments and questions.
- 15% **Scavenger hunt (a.k.a. research and investigation):** For each module (musical arts, visual arts, performing arts), students will locate and share with the class an artifact (song, video, painting, performance, etc.) publicly available that constitutes activism and proclamation. Students must submit the artifact online (via Alexandria) with an initial post of 125-175 words explaining the selection. Students must respond to their peers with subsequent comments (20-80 words). (1 artifact per module = 3 artifacts total)
- 20% **Presentations:** Students will generate presentations on the topic of activism and proclamation: Students will select their preferred medium to submit this assignment (written, audio, video or multimedia). The submission must include:
- ♥ Explanation of the concept of activism
 - ♥ Rationale for the use of activism for proclamation
 - ♥ At least one example of activism used for proclamation
 - ♥ Student's assessment (promises and perils) of the practice
- 29% **Work of activism:** Students will generate a work of activism: Students will select their preferred system of communication (song, visual art, performance) to design, produce, and publicly share a work of activism. Students will proclaim the good news of divine liberation through the articulation of theological arguments through activism connecting them to the issues that affect the specific community in order to heal, challenge, transform, and care for the community. The work of **activism** **must** include:
- ♥ Relevance to an issue affecting the community that will witness the work of activism (must be based on analysis analyze the issues that afflict a specific community that require intervention)
 - ♥ Association of the identified issue with a theological concept
 - ♥ Denunciation of the evil in the world (what breaks God's heart)
 - ♥ Proposal for an alternative order in the world (the justice that God wants in the world)
 - ♥ Interpretation of a sacred text (must be based on careful and thoughtful exegesis/hermeneutic using scholarly accepted methods of biblical interpretation)

A note about the peer review process we will use:

Peer review is a pretty standard method of facilitating some sessions in preaching courses, just

as it is in academia in general. In this course, peer review is part of the dynamic that the teaching and learning community will generate in the classroom. In preaching courses, it is typically done through conversation immediately following a presentation of a student, whether the presentation is partial, as in sharing initial ideas for a sermon (or in this case the work of activism), or final, as in preaching a sermon (in this case formally sharing the finished work of activism). We will develop communally the agreements that will guide the dynamics of our interactions during peer review conversations. In addition, to guide their comments to their peers, students will have the same rubric that the instructor will use to grade the submitted artifacts.

A rubric with the evaluation criteria will be provided for each assignment.

- Please abide by the *Campus Life Handbook* of McCormick Theological Seminary regarding guidelines for research papers, policy on inclusive language and on the proper use and citation of sources.
- Grading Scale:
 - EXCELLENT RANGE: A (93-100%), A- (90-92.9%)
 - GOOD RANGE B+ (87-89.9%), B (84-86.9%), B- (80-83.9%)
 - AVERAGE RANGE C+ (77-79.9%), C (74-76.9%), C- (70-73.9%)
 - FAILURE D (60-69.9%) F (59.9% - 0)
- **Late assignments will not be received unless** previously negotiated with the instructor. Each student may claim "life happens" for only 1 assignment and will automatically get a 4-days extension without need to divulge personal information.

Bibliography

and other recommended books for your future reference:

- Allen, Ronald J., and Diane Turner-Sharazz. *Patterns of Preaching: A Sermon Sampler*. St. Louis, MO: Chalice Press, 1998.
- Brueggemann, Walter. *The Practice of Prophetic Imagination: Preaching an Emancipating Word*. Minneapolis: Fortress Press, 2012.
- Brueggemann, Walter. *The Prophetic Imagination*. 2nd ed. Minneapolis, MN: Fortress Press, 2001.
- Brueggemann, Walter. *The Prophetic Imagination*. Philadelphia: Fortress Press, 1978.
- Coleman, Will. "Rap and Preaching": *Journal for Preachers*, 21 no 2 Lent 1998, p 15-19.
- Fusco, Coco. *Corpus Delecti: Performance Art of the Americas*. London; New York: Routledge, 2000.
- Gharavi, Lance, ed. *Religion, Ritual, and Performance: Acts of Faith*. Routledge Advances in Theatre and Performance Studies; 22. New York: Routledge, 2012.
- hooks, bell. *Teaching To Transgress: Education as the Practice of Freedom*. New York, NY: Routledge, 1994.
- Juergensmeyer, Mark. *Terror in the Mind of God : the Global Rise of Religious Violence*. 3rd ed. Berkeley: University of California Press, 2003.
- Kienzle, Beverly Mayne, and Pamela J. Walker. *Women Preachers and Prophets Through Two Millennia of Christianity*. Berkeley, CA: University of California Press, 1998.
- Kimball, Gayle. "Communication Techniques for Changemaking." In *Resist! Goals and Tactics for Changemakers*. 1st edition; Kindle edition. Equality=Press, 2018.
- Madigan, Shawn., and Benedicta Ward. *Mystics, Visionaries, and Prophets: A Historical Anthology of Women's Spiritual Writings*. Minneapolis: Fortress Press, 1998.
- McMickle, Marvin Andrew. *Pulpit & Politics: Separation of Church & State in the Black Church*. Valley Forge. PA: Judson Press, 2014.
- McMickle, Marvin Andrew. *Where Have All the Prophets Gone?: Reclaiming Prophetic Preaching in America*. Cleveland, OH: Pilgrim Press, 2006.
- Sánchez, David A.. *From Patmos to the Barrio: Subverting Imperial Myths*. Minneapolis: Fortress Press, 2008.
- Saunders, Stanley P., and Charles L. Campbell. *The Word on the Street: Performing the Scriptures in the Urban Context*. Grand Rapids, MI: Wm. B. Eerdmans Pub, 2000.
- Smith, Christine M. (Christine Marie). *Preaching as Weeping, Confession, and Resistance : Radical Responses to Radical Evil*. 1st ed. Louisville, Ky: Westminster/Knox Press, 1992.

- Stojanovic, Nevena. "On The Humanities In The Internet Era: Radical Performance Art, Cyber-Migrancy, And Guillermo Gómez-Peña's La Pocha Nostra" in *The St. John's University Humanities Review*, Spring 2017 | 63 – 76.
- Taylor, Diana, and Roselyn. Costantino. *Holy Terrors : Latin American Women Perform*. Durham: Duke University Press, 2003.
- Taylor, Diana. *Performance*. Durham: Duke University Press, 2016.
- Taylor, Diana. *The Archive and the Repertoire : Performing Cultural Memory in the Americas*. Durham: Duke University Press, 2003.
- Tisdale, Leonora Tubbs. *Prophetic Preaching: A Pastoral Approach*. Louisville, KY: Westminster John Knox Press, 2010.
- Wilcox, Melissa M. *Queer Nuns: Religion, Activism, and Serious Parody*. New York: New York University Press, 2018.

Websites and Video Clips

- Amnezac (www.fulana.org) <https://youtu.be/p3027337BE> (accessed March 22, 2020).
- Amnezac - subtítulos en español (www.fulana.org) <https://youtu.be/RfMK4XmBFPU> (accessed March 22, 2020).
- <https://www.youtube.com/user/reverendbillytalen>
- Watch activist remove Confederate flag at S.C. Capitol. https://youtu.be/8yNMvun_2FA (accessed March 22, 2020).
- Selena mural in Pilsen supports local businesses. <https://youtu.be/XvEp3wISLkU> (accessed March 22, 2020).
- The Sisters of Perpetual Indulgence. <https://www.thesisters.org/> (accessed March 22, 2020).
- Yohana Junker: On Art, Religion, and The Poetics of Resistance. <http://www.yohanajunker.com/> (accessed March 22, 2020)