Course # and Title: **CC 503: Public Church II**
Instructor: Linda Thomas  Semester/Year: Fall 2020

**Course Description and Rationale**
(Why do we offer this course? Which of LSTC’s degree program learning outcomes does it address?):

**Course Description**
This course is the second of a pair of bookend courses where students assess their progress toward fulfilling curricular learning competencies for the degree program from which they intend to graduate and write a coherent statement of their constructive public church theology.

**Rational**
*Why is this course offered in the curriculum?*
LSTC’s curriculum aims to foster the formation of ministerial leaders for a public church that is impelled by its sense of vocation in the world. This course amplifies the notion that a public church leans toward being a movement of the Spirit through discipleship more than a static organizational structure.

This course meets LSTC’s curricular goals by providing learning opportunities for students to develop and to demonstrate:

- knowledge of and ability to communicate the Christian heritage in its rich diversity (LSTC MATS Learning Outcome #3) and in its Lutheran expressions (LSTC MDiv/MAM Learning Outcome #3); and,

- thinking that is faithful to Scripture, contextually and ecumenically sensitive, intellectually defensible, and creatively engaging a pluralistic world for the sake of the proclamation of the Gospel and the theological life of the church (LSTC MDiv/MAM Learning Outcomes #3 and 4) and for the sake of transformational ministries of teaching and scholarship in the church and beyond (LSTC MATS Learning Outcome #3 and 4).

Although this course is an opportunity to focus on the assessment of competencies and writing a constructive ecclesiology/pneumatology/missiology, it is assumed that each person’s theology is always in reciprocal relationship with spiritual formation, biblical exegesis, and visionary ministerial and public leadership. As such, this course serves LSTC’s curricular goals by providing students the opportunity to integrate the study of the religious heritage with:
• the embodiment of spiritual vitality and personal/professional integrity (LSTC Learning Outcome #1);

• an understanding of the Bible that is thorough and comprehensive (LSTC MATS Learning Outcome #2) in order to effectively communicate and embody the witness of Scripture in ministry (LSTC MDiv/MAM Learning Outcome #2); and

• skills for leadership in worship, preaching, outreach, pastoral care, theological reflection, education, (LSTC MDiv/MAM Learning Outcome #5) and equipping others for ministry (LSTC MDiv Learning Outcome #6).

Course Learning Outcomes (Learners will be able to):
(What difference will this course make to students’ knowledge, skills, attitudes, and practices?)

By completing this course students will be able to:

• Assess competency of curricula goals from first year assessment to current year.
• Taking the IDI to assess cultural competency by comparing results from first year assessment
• Describe and then critically reflect (using action-reflection) on one’s embedded theology
• Describe and then critically reflect (using action-reflection) on one’s deliberative theology
• Construct an ecclesiology/pneumatology/missiology using sources, norms, hermeneutics that arise from the student’s embedded theology, honed by a deliberative theology, using a theological method that articulates the student’s understanding of what is means to be a minister of word and sacrament, minister of word and service, or any other call formally or not formally sanctioned by any ecclesia.
• Apply (through action-reflection) the student’s theological construction to direct engagement with peoples and communities (i.e., the places, spaces, people with the student will interact) so as to understand the student’s ecclesiology through spiritual formation, worship, and participation in social justice actions.
• Debrief Internship - Describe and then critically reflect (using action-reflection) on the theology observed on internship, utilizing methodologies learned from Public Church I (narrative, ethnography, community organizing). Reflect theologically on pastoral experiences—Where/How was God on internship?
• Be exposed to leaders living public church in their communities, and so be inspired to engage in new ways of thinking and being the Church in the world. Find permission or encouragement to use God’s gifts of creativity and joy to actively participate in the work of God’s Spirit in the world and in the Church.

Strategies for Learning):
(How shall we go about achieving these outcomes?)
Students will have ample opportunity to engage those living Public Church in realtime each week, through guest speakers with unique theological perspectives. Students will also engage theological works,
essays, and reflect intentionally on their internship / field work experience. There will be various written assignments and reflections, as well as a final constructive paper.

Assessment:
(How shall we know if we—students and instructors—have been successful in achieving the outcomes?)

Students' work will be assessed by looking at how much the student has learned as demonstrated through participation and engagement in the course, submission of journal entries, posts, papers, completion of the multimedia syllabus accompanied by a final paper that reflects theologically and intersectionally on Public Church. Assessment will focus on the achievement of learning outcome

Bibliography:

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<tr>
<th>Text Title</th>
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And various selected articles posted to LSTC net or the class google document.

Additional information:
This document is subject to change. 8/25/20