Course Profile

Course # and Title: CC 301: Public Church I
Instructor: Marvin Wickware
Semester/Year: Spring 2021

Short Description (1-2 Sentences):
This course introduces students to some of the theological commitments and practical skills that are at the heart of Public Church. The course will guide students through practices of gathering information about and building relationships in their neighborhoods, taking risks in engaging people in conversations about faith and life in the world, exploring creative ways of communicating the gospel, and reflecting on the relations between these experiences and their various calls to ministry.

Delivery Mode:
Online: synchronous class sessions (Wed. 2:30-4pm) and asynchronous podcast

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

This course introduces students to some of the theological commitments and practical skills that are at the heart of Public Church. The course will guide students through practices of gathering information about and building relationships in their neighborhoods, taking risks in engaging people in conversations about faith and life in the world, exploring creative ways of communicating the gospel, and reflecting on the relations between these experiences and their various calls to ministry.

This course addresses the following learning outcomes for each degree program.

MDiv learning competencies:
1) Personal and Spiritual Formation: Conveys a developed sense of being a person created and called to live ethically in community; (ELCA) Conveys a developed sense of being created and called to give witness to Jesus Christ, Trinitarian faith, care for creation, and community with human neighbors.
   - Identifies and accepts a call to some form of ministerial leadership
   - Connects personal faith and public witness
3) History & Theology: Draws the wisdom of our forebears in the faith in history and theology into active engagement with emerging challenges.
   - Identifies criteria /norms used in own analysis and assessment
5) Cultural Context: Manifests the ability to know, interpret, and affect particular situations, values, and meanings through methodologically grounded historical, socio-cultural, ethical readings/analysis of one’s own denomination and broadly cultural-historical traditions within and around each of these competencies.
   - Examines a neighborhood
   - Builds local relationships
   - Empathizes with the meanings and values others share
• Creates, implements, and progresses a plan to increase level of cultural competence using the Intercultural Development Plan as a guide

MAM learning competencies:
1) Personal and Spiritual Formation: Conveys a developed sense of being a person created and called to live ethically in community; (ELCA) Conveys a developed sense of being created and called to give witness to Jesus Christ, Trinitarian faith, care for creation, and community with human neighbors.
   • Identifies and accepts a call to some form of ministerial leadership
   • Connects personal faith and public witness
3) History & Theology: Draws the wisdom of our forebears in the faith in history and theology into active engagement with emerging challenges.
   • Identifies criteria /norms used in own analysis and assessment
5) Cultural Context: Manifests the ability to know, interpret, and affect particular situations, values, and meanings through methodologically grounded historical, socio-cultural, ethical readings/analysis of one’s own denomination and broadly cultural-historical traditions within and around each of these competencies.
   • Examines a neighborhood
   • Builds local relationships
   • Empathizes with the meanings and values others share
   • Creates, implements, and progresses a plan to increase level of cultural competence using the Intercultural Development Plan as a guide

MA learning competencies:
1) Personal and Spiritual Formation: Conveys a developed sense of being a person created and called to live ethically in community.
   • Connects religious commitments, public witness, and academic pursuits
3) History & Theology: Draws the wisdom of our forebears in the faith in history and theology into active engagement with emerging challenges.
   • Identifies criteria /norms used in own analysis and assessment
4) Cultural Context: Manifests the ability to know, interpret, and affect particular situations, values, and meanings through methodologically grounded historical, socio-cultural, ethical readings/analysis of one’s own denomination and broadly cultural-historical traditions within and around each of these competencies.
   • Examines a neighborhood
   • Builds local relationships
   • Empathizes with the meanings and values others share
   • Creates, implements, and progresses a plan to increase level of cultural competence using the Intercultural Development Plan as a guide

Course Learning Outcomes (Learners will be able to):
(What difference will this course make to students’ knowledge, skills, attitudes, and practices?)
Learners will be able to:
   1) articulate an understanding of Public Church
   2) relate one of their key theological commitments to their understanding of Public Church
   3) articulate a plan to deepen and develop their intercultural competence
   4) obtain and analyze data of a neighborhood by initiating conversations and researching neighborhood history and organizations
5) demonstrate an ability to listen and accurately communicate an understanding of people’s stories
6) demonstrate an ability to discern the values and self-interests of others through one-to-one meetings
7) demonstrate an ability to connect their own values and self-interests to those of others through a story of self, us, and now
8) consider a wide range of contemporary social issues through a Public Church framework
9) articulate the relevance of public church methods to their understanding of Public Church

**Strategies for Learning**: (How shall we go about achieving these outcomes?)
- Course readings
- Podcast (w/ Dr. Kimberly Wagner, continuation of podcast included in ML 301)
- Small group discussions
- Large group discussions
- Public Church statement: Students will write a short paper in which they articulate their understanding of public church and relate it to one of their key theological commitments.
- Assignments associated with each of the public church methods covered in the course (ethnography, community organizing, narrative)

**Assessment** : (How shall we know if we—students and instructors—have been successful in achieving the outcomes?)
- Written feedback on students’ presentations and final project
- Class discussions
- Feedback sessions: At the end of the first week of the course, the instructor will take a small amount of class time to solicit feedback.

**Bibliography**: No books will need to be purchased for this course.

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**Additional information:**

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