Course Profile

Course # and Title  ML 512 Women Preaching, Preaching Women  
Instructor: Kimberly Wagner  Semester/Year: January 2020

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

This course aims to help students engage both the history and the practice of preaching, thinking specifically about the work, words, and history of women preaching from biblical times until the present day. This course will integrate historical study with the practice of preaching. Throughout the course we will listen to the voices and study the history of women and femme preachers, noting how their work contributed to the history of Christian preaching in America. In studying this history, we will especially consider how these women found authority to preach when not granted such authority by the institutional church. Alongside the history of women preaching, we will also engage in the practice of preaching as a class, particularly focusing on Scripture including or about women. We will uncover the history of interpretation in relation to contemporary concerns and practice together how we might give voice to the women of Scripture in preaching.

As a 500-level preaching course, students should meet the Exemplary/Excellent Competencies in Preaching:

- Demonstrate clarity in claiming preaching as call from God through the church that evokes joy and awe. Preaching as spiritual discipline/form of prayer
- Demonstrate the ability to interpret scripture in ways that generate new insights into text and context. Sermon express gospel as good news that addresses people’s lives in timely, particular ways; assembly motivated to act and experience Christ as present and active
- Demonstrate the ability to preach a unified message that builds anticipation in hearers; in imaginatively constructed; in which image and metaphor are used artistically.
- Demonstrate the ability to employ diverse methods of delivery.

In addition to these specific competencies for preaching, students should also achieve additional competencies in History and Theology as well as Cultural Context. In relation to History and Theology, students should “strengthen their faith formation, theological identity, and vocational clarity by learning and teaching, [and] preaching…in ways that creatively relate foundational theological texts, traditions and practices of the Christian faith to exigent questions and issues in contemporary contexts” (see History and Theology Exemplary/Excellent in MDiv, MAM, and MA Competency Rubric). Likewise, students should grow in their understanding of cultural context as they “articulate and model faithful embodiment of the gospel in ways that are culturally sensitive and inclusive” as well as are able to “understand, critically assess, and adequately reconstruct contemporary, broadly cultural-historical traditions” (see Cultural Context Exemplary/Excellent in MDiv, MAM, and MA Competency Rubric).
Course Learning **Outcomes** (Learners will be able to):
(What *difference* will this course make to students’ knowledge, skills, attitudes, and practices?)

By the conclusion of this course, students should be equipped to:
- Articulate and discern the role of the preacher and a theology of preaching
- Engage Scriptures including or about women in ways that are meaningful and productive for preaching
- Craft clear sermons that are appropriate to a particular congregation and are faithful to a particular text
- Analyze forms of authority and apply such analyses to multiple historical examples of women preachers.
- Articulate the importance of the life and work of women preachers in history.
- Evaluate their own place in preaching history and appreciate the legacy of women and femme preachers.

**Strategies for Learning:**
(How shall we go about achieving these outcomes?)

Students will achieve the above learning outcomes through full participation in:
- Weekly reading assignments
- Presentation and paper on a historical preaching figure
- In-class Sermon
- Final Video Sermon
- Offering thoughtful, encouraging, and constructive feedback to preaching colleagues
- Class participation in conversation and small group work

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

Students will be offered verbal feedback from preaching colleagues as well as verbal and written feedback from the professor on the in-class sermon. The student will receive written feedback from the professor on their final sermon. This feedback allows students to continually grow, experiment, and develop as preachers. Students will be given verbal and written feedback on their presentation and paper on a historical preaching figure. Students will also be assessed on their contribution to the class and comments to their preaching colleagues.
Bibliography:

All texts will be posted on the course site as articles.

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<tr>
<th>Text Title</th>
<th>Author</th>
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Additional Information:

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