**Garrett-Evangelical Theological Seminary**

**DM 752 Biblical and Contextual Exegesis for Inclusive Proclamation**

**Summer 2024**

**Instructors:**

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**Office Hours:** By appointment. Students may schedule times to meet with instructors.

**Class Hours**:  9 am CST – 4 pm CST

**Mode:** Online and on-campus synchronous

**Classroom:** TBD and Chapel of the Unnamed Faithful

**Course Description:**

This course offers participants an opportunity to identify their own interpretive strategies for preaching, both in terms of the biblical text and the contemporary community, and to sharpen their ability to bring the biblical text into dialogue with recent critical thought.

**Course Outcomes:**

*As the student fulfills the requirements of this course, the student will learn to…*

1. Develop critical interpretative skills to engage biblical texts and their ancient and contemporary sociocultural contexts, with attention to contemporary issues of gender/sexuality, race/ethnicity, economic inequality, and ecological concerns.
2. Synthesize and integrate these critical interpretative skills into the development and delivery of sermons and subsequent critical reflection upon sermons.
3. Transform biblical texts in responsible ways that are in form, content, and medium appropriate for congregations today.
4. Engage recent critical thought relating to both critical biblical interpretation and homiletics.

*Assessment instruments connected to course outcomes (above):*

1. Reading assignments, pre-class reflection paper, intensive project, final project
2. Intensive project, final project
3. Intensive project, final project
4. Reading assignments, final project

**Class Assumptions and Expectations:**

1. That all students have read and are familiar with the class syllabus and therefore responsible for meeting all class requirements.
2. That all students will attend all class sessions, either on-campus or on-line synchronous, on time and will be prepared to participate fully in class activities.
3. That all students will both consult Moodle for class assignments and be attentive to in-class updates of course information so that all assigned material will be read, all assignments will be completed, and projects delivered as scheduled.
4. That inclusive language (neutral, expansive, or emancipatory) will be used for God and human beings in all written and oral work.
5. That all students understand and adhere to the G-ETS policies on plagiarism noting that in addition to the G-ETS policy on plagiarism, this course defines plagiarism as including words that are spoken. If someone else’s words or ideas are included in or directly shape your spoken assignment, they must be verbally acknowledged in addition to being cited in the manuscript. Failure to do so constitutes an act of plagiarism.
6. **That the schedule and syllabus WILL be modified, and additional material added as professors consider necessary to the course and the development of students.**
7. **That there will be no extensions allowed past the end of the term.**

**Classroom Culture:**

1. **A culture of respect:** Students are expected to follow the direction of the instructors, to be in the classroom or sign-in to the on-line session on time, and to participate with integrity in all class activities, in order to maintain a culture of respect for all participants in the class. In virtual mode, this means that students will remain muted until called on and will have their video unmuted. **All participants, both students and instructors, will respect and use the chosen gender identity of each person.**
2. **Commitment to maintaining expansive space:** In recognition of diversity in all aspects of human identity all participants in the classroom, both students and instructors are to engage each other – the professors, other instructors, teaching assistants and fellow classmates – as colleagues and to develop and maintain a spirit of collaboration within the classroom. Participation in group and class activities must consider the right of every student to be heard equally.
3. **Moodle:** Students are expected to be familiar with theclass schedule, readings and class assignments that have been provided on Moodle. Students will be notified in class of additional class readings and assignments as they are posted. **Where the two sources of information differ, in-class direction overrides the instructions posted on Moodle.**
4. **Computer Access:** All students are expected to ensure that they have the appropriate hardware and software as well as internet connectivity to facilitate fully in synchronous class sessions with both audio and video presence. Only in previously excused emergency situations will students be allowed to participate in online sessions by phone. In such cases, both video and audio capabilities should be available and utilized.
5. **Interruptions:** During synchronous class sessions, students joining the course digitally are required to locate themselves in areas that facilitate participation without interruption due to outside noise, telephone calls, or other issues. During all class sessions, whether in-person or online, students should mute their cellphones and limit outside interruptions.
6. **Accommodations:** Special accommodations will be honored as appropriate while ensuring that all the elements of the course are fulfilled.

**Required Textbooks: (Prices listed reflect the original publisher’s price)**

Cheryl Anderson. *Ancient Laws and Contemporary Controversies: The Need for Inclusive Biblical Interpretation* (New York: Oxford, 2009) ISBN: 0195305507 $45.99/Kindle $34.49

Walter Harrelson. *The Ten Commandments for Today* (Louisville: Westminster John Knox, 2006) ASIN: B0028N6LIM $18.00

Richard Horsley. *Covenant Economics: A Biblical Vision of Justice for All* (Louisville: Westminster John Knox, 2009) ISBN: 0664233953 $24.49

Frank Thomas. *How to Preach a Dangerous Sermon* (Nashville: Abingdon Press, 2018) ISBN: 9781501856839 $18.35

The New Revised Standard Version Updated Edition of the Bible. Please have your NRSVUE Bible available in hard-copy or ready on your computer for use at each class.

**Additional Readings: (provided digitally)**

Selected readings will be drawn from:

Miguel A. De La Torre, ed., *Gonna Trouble the Water: Ecojustice, Water, and Environmental Racism* (Cleveland: Pilgrim Press, 2021).

\_\_\_\_\_\_\_\_\_\_\_. *Liberating Sexuality: Justice Between the Sheets* (Chalice Press, 2016).

\_\_\_\_\_\_\_\_\_\_\_. *Doing Christian Ethics from the Margins* (Maryknoll, NY: Orbis Books, 2014).

 . *Reading the Bible from the Margins* (Maryknoll, NY: Orbis Books, 2002).

**Class Files**

Students will be responsible for viewing class files posted via Moodle. Class files will include digital readings and other assignments.

**Class Assignments and Grading:**

1. Course readings and pre-class assignment: (**Grade 25%)** Students will critically read all required readings prior to attending, reviewing as necessary in order to ensure familiarity during the intensive. Students’ critical interaction with course readings will be assessed through: a) participation in class discussion, b) in all submitted assignments, and c) the pre-class reflection paper.

Students will submit a reflection paper of 1,000 – 1,250 words on June 5. In this paper students will critically engage *Ancient Laws and Contemporary Controversies* with particular attention to their ministry context. Students will attend to the following questions: 1) Which perspectives and commitments do you bring with you as you interpret biblical texts for preaching? 2) Through what process have you traditionally found “meaning” in a biblical text? 3) What issues shape your interpretation of a biblical text for preaching? 4) How are the biblical text and the preaching of the biblical text “authoritative” for you and your community?

All online students are expected to ensure that they have the appropriate hardware and software as well as the internet connectivity to facilitate fully in synchronous class sessions with both audio and video presence. Only in emergency situations will students be allowed to participate in online sessions by phone. In such cases, both video and audio capabilities should be available and utilized.

1. Intensive project: (**Grade 25%**)
	* 1. Students will develop an exegetical worksheet for the same passage which they have worked on during the week, and it will be the basis for their contemporary interpretation. This project will deploy the form provided by instructors prior to class.
		2. Students will develop a contemporary interpretation of a biblical passage utilizing a full pericope. Students will turn in manuscript of their contemporary interpretation to the professors. This will be graded on the following criteria: 1) Effectively transform/contemporize the assigned scripture passage into your congregation’s context and 2) deliver with particular attention to the transformation of form, content, and medium.

1. Final project
	1. Preach/lead and submit a video recording (of the entire worship service) of both a sermon and a contemporary interpretation of the same biblical text. (**Grade 25%**) Students will:
		* + - Turn in complete manuscript of sermon and contemporary interpretation to professors.
				- Students will not submit an exegetical worksheet for this project; however, instructors will be evaluating the sermon looking for tangible evidence of the student having used the skills they developed during the intensive.
				- Develop and deliver your sermon for the congregation in which it is preached.
				- Indicate clearly what style of sermon you understand this to be. The sermon will be evaluated by rubric provided by the instructors.
	2. Along with the sermon and contemporary interpretation, the student will develop a 6-8 page reflection paper following format guidelines. This paper will demonstrate the student’s ability for self-analysis and reflection of the learning. This paper is **not** a recounting of the step-by-step activities of the student’s work, nor is it mere repeating back to the professor of course readings. The reflection paper is a **critical reflection** of both the learning and the process that includes the use of required resources that facilitate engagement. (**Grade 25%**)This reflection paper includes:
		* + - The critical insights that inform the final sermon process.
				- Critical engagement of the course learnings from: course readings, class discussion, on-campus class time, and the individual assignments on which the sermon is based. *It is essential that the work of the course be integrated into the paper.*
2.

In the reflection papers the student is expected to demonstrate **critical analysis** of the sermon process, the course material, and the readings. This course defines critical analysis as including at least three of the four following categories:

* + - * + reporting the thought of others
				+ locating the thought of others within a field of inquiry
				+ taking issue with the thought of others on the basis of personal knowledge or research
				+ offering a creative synthesis of one's own thought and that of others.

**Schedule of Class Sessions**

**Wednesday, June 5**: Pre-class reflection papers are due to both professors.

**Monday, June 10:**

Introductions

Discussion of pre-class assignment

What is inclusive preaching to you?

A conversation about fear

The importance of intersectionality: dynamics of gender/sexuality, race/ethnicity, economic inequality, and ecological concerns

Covenant economics overview

**Tuesday, June 11:**

Critically interpreting ten commandments, module 1

Intersectional analysis, race and ethnicity, module 1

Intersectional analysis, gender and sexuality, module 2

Preaching practice, module 1

**Wednesday, June 12:**

Critically interpreting ten commandments, module 2

Intersectional analysis, economic inequality, module 3

Preaching practice, module 2

**Thursday, June 13:**

Critically interpreting ten commandments, module 3

Intersectional analysis, ecology, module 4

Preaching practice, module 3

**Friday, June 14:** Intensive projects presented in class.

**Friday, August 2:** Final projects are due to both professors.

**Academic Policies**

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one’s coursework:

**Writing**

• Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) All professors are

required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.

• Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)

• Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students’ theological research and writing. See https://www.garrett.edu/studentlife/

student-services “Writing Center” for more detailed information.

**Attendance and Class Participation**

• Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed…. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)

• Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)

• Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

**Academic Accommodations**

• Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

• Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)