Submission to the Magnolias Project

Syllabus for the Course, *Prophetic Ministry: Public Witness, Protest Arts & Preaching*

Sunggu Yang, PhD
School of Divinity

Below, I highlighted three class sections in YELLOW, which reflect my learning from the Magnolias Project seminars: 1) Just War, Anti-War, Pacifism & Terrorism, 2) Environmental Ethics & Climate Change, and 3) Food Justice & Homeless Ministry. In the Anti-War section, I discuss how wars, especially nuclear and chemical weapons used in wars, can be catastrophic on the natural environment and sustainability efforts. In the Environmental Ethics & Climate Change, I specifically focus on various sustainability issues around the globe. And last, the Food Justice & Homeless Ministry section explores how local faith communities can challenge food-related sustainability issues and perform effective ministries for the people living under the immediate impact from food injustice.
Prophetic Ministry
Public Witness, Protest Arts & Preaching

| Mon. & Wed.  
| 12:30-1:45PM  
| Classroom 201  
| General Elective: RC & GS |

CONTACT INFORMATION
Instructor: Sunggu Yang, PhD  
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Office Hours: Tuesdays & Thursdays, 09:00am-10:50am; others by appointments

COURSE INTRODUCTION
Prophetic Ministry is the core of Christian life and the Christian church’s raison d’être throughout the history dating back to the biblical periods. What is prophetic ministry? It is a ministry seeking justice, reconciliation, and peace of the broken world and restoration of the suffering Mother Nature, with the Divine-inspired, compassionate mind and heart. In the recent history of the U.S. (and of the world), particularly in the 20th and 21st centuries, we have witnessed the rapid rise of prophetic ministry as an effective and transformative social force, well-exemplified in Mother Teresa’s Calcutta ministry, Rev. King’s Civil Rights Movement and Southern Christian Leadership Conference, Rev. William Barber’s Moral Mondays, Father Romero’s protest on the violation of human rights, Rev. William Slope Coffin’s preaching at the Riverside Church, Pablo Picasso’s Guernica, Byung Mu Ahn’s Minjung Theology and its related social movement, Pope Francis’ critique on the climate change, etc. Given the urgency and positive impact of prophetic ministry, this course navigates three prominent forms of prophetic ministry, namely, public witness (either verbal, written, or performed), protest arts (e.g., film, music, painting, photography, posters and placards, digital media, graffiti, cartoons, installation arts, etc.), and prophetic preaching. Students will explore biblical, theological, historical, ethical, philosophical, political, social, economic, and ecological aspects of social issues and relevant prophetic ministry in the given three forms. Throughout the semester students will write one social witness statement, produce one protest art piece, and deliver a prophetic sermon (and write another sermon) in class.
PREREQUISITE

There are no prerequisites for this course.

COURSE GOALS

- Introduction to biblical, theoretical, and historical fundamentals of prophetic ministry
- Study of prophetic ministry in various social, political, and global contexts, focusing on key figures
- Praxis of prophetic ministry in three prime forms: social witness, protest arts, and preaching

COURSE REQUIREMENTS AND EVALUATION

Note: All assignments must be submitted as per the schedule unless explicitly changed by the instructor. Late assignments will result in a grade reduction (5% deduction of the total grade per each). Unless otherwise specified, assignments should be submitted on Sakai. Students are responsible to ensure submission of assignments if they are absent from class on the date on which the assignment is due.

A. Sermon #1 (20%): The students will write their first prophetic sermons and submit on Sept. 28. Refer to one of King’s prophetic sermons as an example (click: https://www.youtube.com/watch?v=1jey1AH3bUI). The sermon’s length should be limited to 1,500-1,800 words; absolutely no more than 1,800 words). This sermon will be automatically put into the evaluation process toward Prophetic Preaching Symposium held during the Festival Week of Prophetic Ministry (Nov. 7-10). 7-8 students will be selected for delivery and compensated with an endowment of (click) Preaching God’s Transforming Justice, Three-Volume Set: A Lectionary Commentary. The students each will choose a sermon topic (e.g., war, environment, economic justice, immigration, gun-control, sexuality, climate change, race relation, and many others) and a sermon text. The Festival Week Organization Team will initiate the selection process. Please know that the selected sermons are not the only sermons that get higher grades. The selection will be based on many other criteria such as the diversity of topics. Also, know that sermons will be also selected from Divinity students who will submit theirs for the Symposium.

- Sermon evaluation criteria: Research on and knowledge of the topic. Relevance between the text and the topic. Theological reflection on the topic.

B. Public Witness Statement (30%): The students will write a public witness statement of his or her own topic choice (e.g., a petition letter to a state senator on climate change or a public address). Refer to one of Rev. Barber’s public addresses as an example (click: http://www.naaccpnc.org/address_moral_action_on_climate_change or http://www.uua.org/statements/reproductive-justice; many other examples are available on the same website; also refer to this one). The length of the statement, letter, or address can vary, less or more than 1,000 words, but definitely no more than 1,200 words). Each
student will present their public statement in classroom as scheduled at the beginning of the semester.

- Public Statement evaluation criteria: Research on and knowledge of the given topic. Theological reflection on the topic. Strong persuasive arguments on the position that the author takes.

C. Protest Arts (20%): The students will produce/perform/present his or her protest art piece for public display during the Festival Week (e.g., short film, mural and graffiti, placard, spoken word, tapestry, four window-cut cartoon, monologue performance, a series of photos, crafts, songs, clothing, architecture, dancing, large painting, etc.). Here is a cartoon example: [http://www.sltrib.com/opinion/3554015-155/bagley-cartoon-a-christian-nation](http://www.sltrib.com/opinion/3554015-155/bagley-cartoon-a-christian-nation). Each student can choose a different art form depending on his or her talent. The students will present their art works as scheduled during Unit Two of the course (before or after the Fall Break). The topic is open; students choose. All art works, if possible, will be displayed during the Festival Week. The Organization Team will plan the art display as the Festival dates approach.

- The students should submit 1-2 single-spaced workshop paper on their art works, explaining the reason for the topic selection, the art production process, the message of the art work, etc.
- Submit all art works to Sakai, if possible. In cases of painting, tapestry, crafts, etc., photograph them and submit the digital images.

D. Sermon #2 (20%): The students will write their second prophetic sermons and preach in class as scheduled at the beginning of the semester. The sermon’s length should be limited to 1,200-1,500 words; absolutely no more than 1,500 words). This second sermon will not be a part of the Festival Week. The students each will choose a sermon topic different from their first one and also a different sermon text.

- Sermon evaluation criteria: Research on and knowledge of the topic. Relevance between the text and the topic. Theological reflection on the topic.

**GRADING AND DISTRIBUTION**

- Sermon #1: 20%
- Public Witness Statement: 30%
- Protest Arts: 20%
- Sermon #2: 20%
- Attendance: 10% (see the attendance policy on page 21)

A: 94-100
A+: 90-93
B+: 85-89
B: 83-85
B-: 80-82
C: 70-80
D: 60-70  F: Below 60

**REQUIRED BOOKS** (Book Store; Hardcopies Library-Reserved)

- George W. Forell and James M. Childs, *Christian Social Teachings: A Reader in Christian Social Ethics from the Bible to the Present* (Fortress, 2012)

**REQUIRED BOOK CHAPTERS** (All chapters available on ZSR Online Course Reserves. Read assigned chapters or pages only each week. Readings on Sakai are marked with )

- Water Brueggemann, *Prophetic Imagination* (Fortress, 2001), Chapters 3 “Prophetic Criticizing” and 7 “A Note on the Practice of Ministry”
- Lina Dencik and Oliver Leistert, *Critical Perspectives on Social Media and Protest: Between Control and Emancipation* (Rowman & Littlefield International, 2015), Chapter 2, pp. 35-52

**RECOMMENDED BOOKS**

- Hardeep Phull, *Story behind the Protest Song: A Reference Guide to the 50 Songs That Changed the 20th Century* (Greenwood, 2008)
COURSE SCHEDULE

Disclaimer: Certain articles, photos, and video clips carry highly graphic images and languages—bloody, violent, sexual, disfigured, demeaning, dehumanizing, deadly, etc. Thus, the students are free to skip those educational materials if/whenever they feel uncomfortable. Also, the students are free to take a self-claimed break from class (5 to 10 minutes) whenever they feel that they find themselves that uncomforting situation during any class sessions. Please note that those materials are NOT included in order to intentionally disturb the minds of the students, but ONLY to show and learn the serious brokenness of the world that we as prophets of Christ are called to transform. Our sincere prayers and hearts go to all those inflicted with humankind-caused violence both in the U.S. and around the world, to women and men, plants and animals, and eventually the planet earth itself.

UNIT ONE
PUBLIC WITNESS STATEMENT WRITING

WEEK 1 INTRODUCTION TO PROPHETIC MINISTRY

AUG 29. Rationale “Change the World”

- Course introduction
- Talks on prophetic ministry experiences
- In class, watch Bhopal Disaster by Dow Chemical
- Watch at home: https://www.youtube.com/watch?v=iKFtzIjclio
- Read: Brueggemann, Chapter 7 “A Note on the Practice of Ministry”
- Read: Campbell, Chapter 1 “Not Against Enemies of Blood and Flesh”
- Forell & Childs, pp. 246-251 (Rauschenbusch)

AUG 31 Biblical Foundation for Prophetic Ministry

Readings

- Forell & Childs, pp. 2-15, 246-251

Dues/Tasks

- Come to class prepared to discuss the relevance of so-called “prophetic texts” to the social context of the 21st century. Are they still viable or idiosyncratic? Are they only for Christians or also for the general public? Bring on your own thoughts!
• Three presentation dates for Public Statement, Protest Arts, and Preaching will be assigned for each student.
• Discussion on public witness statements
• Dr. Yang’s Message Clip from the D.C.

**WEEK 2 Economic Justice & Labor Movement**

**SEP 5. Labor Holiday (University Classes Meet)**

**SEP 7. Economic and Labor Justice**

**Readings**

• Forell and Childs, pp. 218-239
• Lampert, Chapter 8 on Haymarket, pp. 71-85
• Read this informative article: http://www.vox.com/2016/5/23/11704246/wealth-inequality-cartoon
• Read about Middle Class: http://www.theatlantic.com/magazine/archive/2016/05/my-secret-shame/476415/?utm_source=Sailthru&utm_medium=email&utm_campaign=4%2F20%2F16&utm_term=Vox+Newsletter+All
• Read about capitalistic mentality: https://medium.com/@joe_brewer/the-mental-disease-of-late-stage-capitalism-4a7bb2a1411c#.y0e83hrlp
• Contemplate on: https://twitter.com/fightfor15/status/655403357939593216
• Watch: https://www.youtube.com/watch?v=bmiTVyOCQk

**Dues/Tasks**

• Come to class prepared to discuss the readings
• Student presentation on public witness statement 1 & 2

**WEEK 3: Feminist & Womanist Voices and Just/Anti- War**

**SEP 12. Feminist & Womanist Voices**

**Readings**

• Forell and Childs, pp. 298-345
• Lampert on Public Ritual, Chapter 21 and 22, pp. 224-234, 235-241
2016 FALL

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- Watch: https://www.youtube.com/watch?v=OSpQfvd_zkE
- Watch: http://www.history.com/topics/holidays/womens-history-month/videos/aint-i-a-woman
- Browse: http://nmwa.org/explore/exhibitions/current-exhibitions
- Browse: http://www.huffingtonpost.kr/2016/03/08/story_n_9406532.html

Dues/Tasks

- Come to class prepared to discuss the readings
- Student presentation on public witness statement 3 & 4.

SEP 14. Just War, Anti-War, Pacifism & Terrorism

Readings

- Forell and Childs, pp. 54-56, 94-95, 160-161, 475-490
- Friends/Quakers: http://www.afsc.org/key-issues/issue/peace-policy-advocacy
- Lampert on War, Chapter 27, 287-295
  https://www.youtube.com/watch?v=wPxrghxtTRs
- Lampert on War, 220-223
- Lampert on Anti-Nuclear Weapons, Chapter 25, 263-268 (for IMAGES)
- Ecumenical Accompaniment: https://www.eappi.org/en/about
- Song: https://www.youtube.com/watch?v=t_YXSHkAahE
- Watch: http://www.cnn.com/2015/06/22/world/kim-phuc-where-is-she-now/

Dues/Tasks

- Come to class prepared to discuss the readings
- Student presentation on public witness statement 5 & 6.

WEEK 4: Race Relation & Human Sexuality

SEP 19. Race Relation

Readings

- Forell and Childs, pp. 207-212, 346-362
- Lampert, Chapter 12 on The Lynching Crisis, pp. 121-134
- Lampert, Chapter 18 on New World Together, pp. 188-198
- Read: https://sojo.net/articles/how-blacklivesmatter-changed-my-theology/one-year-later-evolution-movement
- Watch: https://www.youtube.com/watch?v=x0dok6hvsco
- Watch: https://www.youtube.com/watch?v=iFPWwx96Kew

**Dues/Tasks**

- Come to class prepared to discuss the readings
- Student presentation on public witness statement 7 & 8

**SEP 21. Human Sexuality (LGBTQI Community)**

**Readings**

- Forell and Childs, pp. 53-54, 377-385
- Browse: http://conta.cc/1ZDGEzm
- Watch Danish Girl trailer: https://www.youtube.com/watch?v=y05rhjjzcCk
  “God created me as a woman . . . the doctor is curing me of the sickness that was my disguise.” (1:37:00; in movie)
- Watch: https://www.youtube.com/watch?v=5frn8TAlew0
- Watch: https://www.youtube.com/watch?v=V6AQyBEN5fM

**Dues/Tasks**

- Come to class prepared to discuss the readings
- Student presentation on public witness statement 9 & 10

**WEEK 5: Environmental Ethics and Biomedical Ethics**

**SEP 26. Environmental Ethics & Climate Change**

**Readings**

- Forell and Childs, pp. 410-441
- Pope Francis, Laudato Si, Introduction #1-17, Chapter 1 #17-61; http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html
- North Carolina Issue: http://www.ucc.org/other_flints_environmental_injustice_in_north_carolina
• Refer to UN: http://www.cop21paris.org/

**Dues/Tasks**

• Come to class prepared to discuss the readings
• Student presentation on public witness statement 11 & 12

**SEP 28. Biomedical Ethics (Health Care Justice and Reproductive Justice)**

**Readings**

• Forell and Childs, 442-474
• Read: http://www.uua.org/statements/reproductive-justice (reproductive justice statement)

**Dues/Tasks**

• Come to class prepared to discuss the readings
• Student presentation on public witness statement 13 & 14
• Practice of a group lobby interview with the state senator (a scenario is given in class)

**WEEK 6: Social Justice Art, Food Justice & Homeless Ministry**

**OCT 3. Lecture on Social Justice Art: Exploration of various protest art forms (See recommended books on p. 4)**

**Readings**

• Chaps. 4 & 6 in James R. Nieman and Thomas G. Rogers, *Preaching to Every Pew* (Fortress, 2001)
• Chaps. 1 and 2 in Eunjoo Mary Kim, *Preaching in an Age of Globalization* (WJK Press, 2010)

**Dues/Tasks**

• Student presentation on public witness statement (15)
• In-class multi-cultural preaching workshop: Writing a short homily for a multicultural context

OCT 5. Food Justice & Homeless Ministry

Readings

• Lampert, Chapter 7 on Urban Living, pp. 60-69
• Read: “Food Justice and Christian Ethics”
• Read: The newspaper from the Shanley couple (will be distributed)
• Read: https://iconicphotos.wordpress.com/2009/08/12/vulture-stalking-a-child/
• Photos and Bread for the Word Pamphlets from D.C. and Fightfor15 in class

Dues/Tasks

• Guest Lecture

UNIT TWO
PRODUCTION OF PROTEST ARTS

WEEK 7: Prison/Legal Justice

OCT 10. Guest Lecture

OCT 12: Prison/Legal Justice

Readings

• Krier Mich, 65-86
• Equal Justice Initiative: http://www.eji.org/ and
  http://racialinjustice.eji.org/timeline/2010s/
• Quakers: http://www.quakersintheworld.org/quakers-in-action/26 and
  http://www.quakersintheworld.org/quakers-in-action/78

Dues/Tasks

• Student protest art presentation (1, 2)

WEEK 8: Immigration Issues and Human/Sex Trafficking

OCT 17. Immigration Issues & First Nations
Readings

- Lampert, Chapter 27, 279-286
- Lampert, Chapter 17, 177-187
- Watch: https://www.youtube.com/watch?v=FNlJpTzh5CE
- First Nation Video: https://www.youtube.com/watch?v=EK4fCv5ekzI
- See: http://www.huffingtonpost.com/entry/yannis-behrakis-photos-2015_us_5679bcc2e4b014efe0d739a0?utm_hp_ref=photography
- See: https://www.zapiro.com/cartoons/100912st

Dues/Tasks

- Student art presentation (3, 4)
- Roundtable Talk on five socio-ecclesial codes as Asian American faith fundamentals

OCT 19. Human/Sex Trafficking & HIV/AIDS

Readings

- Lampert, Chapter 24 on AIDS, 252-262 (also see https://en.wikipedia.org/wiki/Gran_Fury)
- Read: http://www.thebody.com/content/art38646.html
- Read: http://www.garlandjarmon.com/churchandhiv/

Dues/Tasks

- Student art presentation (5, 6)

WEEK 9: Interfaith Relation and Children's Rights

OCT 24. Interfaith Relation & Global Community

Readings

- Brexit:
Dues/Tasks

- Student art presentation (7, 8, 9)
- Given the different religious thoughts and ritual practices among the three religious groups, can you imagine an interfaith or interreligious worship service designed and practiced for them all? Is it possible or not? If so, how? If not why?

OCT 26. Children’s Rights & Anti-Gun Activism

Readings

- Read about children’s rights:
  - http://www.hrw.org/topic/childrens-rights
- Read about Sandy Hook Elementary School: http://www.newyorker.com/magazine/2014/03/17/the-reckoning
- Watch
  - https://www.youtube.com/watch?v=6X7cVDxYd6A

Dues/Tasks

- 1st Book Review Due: Roundtable Talk on book review

WEEK 10: Civil Rights Movements & Arab’s Spring Democracy Movement

OCT 31. Civil Rights Movements & Arab’s Spring Democracy Movement

Readings

- Lampert on Women Suffrage, Chapter 11, 111-120
• Lampert on Chicano Civil Rights, Chapter 23, 242-251
• Go to EJI History Highlight
• Read: https://connectedincairo.com/2015/08/06/did-social-media-cause-the-egyptian-revolution/
• Read: http://www.sourcewatch.org/index.php/Arab_Spring
• Read: 45-49 http://edoc.hu-berlin.de/miscellanies/arabspring-41600/43/PDF/43.pdf,
• Read: http://warscapes.com/art/revolutionary-graffiti-egypt
• Read: http://www.smithsonianmag.com/arts-culture/egypts-murals-are-more-than-just-art-they-are-a-form-of-revolution-36377865/?no-ist
• Watch: http://www.choices.edu/resources/twn/twn-egypt-graffiti.php

Dues/Tasks

• Student art presentation (10, 11, 12)
• Given the different religious thoughts and ritual practices among the three religious groups, can you imagine an interfaith or interreligious worship service designed and practiced for them all? Is it possible or not? If so, how? If not why?

Nov. 1. Prophetic Preaching

Readings (Chapters from ZSR Online Reserves)

• Leonora Tisdale, Prophetic Preaching (WJK Press, 2010), Chapter 3 “Strategies”
• Water Brueggemann, Prophetic Imagination (Fortress, 2001), Chapters 3 “Prophetic Criticizing” and 7 “A Note on the Practice of Ministry”
• Charles Campbell, Preaching Fools (Baylor University Press, 2012, ZSR Online), pp. 181-216

Dues/Tasks

• Student art presentation (13, 14, 15)
• Given the different religious thoughts and ritual practices among the three religious groups, can you imagine an interfaith or interreligious worship service designed and practiced for them all? Is it possible or not? If so, how? If not why?
UNIT THREE
PROCLAMATION OF PROPHETIC PREACHING

WEEK 11: Festival Week of Prophetic Ministry: Art Display, Concert, Preaching Symposium

NOV 7: Prophetic Preaching Symposium 1
NOV 9: Prophetic Preaching Symposium 2

WEEK 12: Student Preaching 1-6

NOV 14: Student Preaching 1-3
NOV 16: Student Preaching 4-6

WEEK 13: Thanksgiving Week

NOV 21: No Class
NOV 23: No Class

WEEK 14: Student Preaching

NOV 28: Student Preaching 6-8
NOV 30: Student Preaching 9-11

WEEK 15: Student Preaching

DEC 5: Student Preaching 12-13
DEC 7: Student Preaching 14-15 & Course Evaluation

Additional Topics

1. Presidential Election

- Hilary & Trump: http://www.newyorker.com/cartoons/daily-cartoon/thursday-march-3rd-trump-clinton-make-america-sane-again?mbid=nI_160303_Daily&CNDID=39471932&spMailingID=8617941&spUserID=MTE0MzE0NDMwODM0S0&spJobID=880364587&spReportId=ODgwMzY0NTg3S0

- http://www.newyorker.com/humor/daily-shouts/presidential-posters?mbid=nI_160303_Daily&CNDID=39471932&spMailingID=8617941&spUserID=MTE0MzE0NDMwODM0S0&spJobID=880364587&spReportId=ODgwMzY0NTg3S0
2. Privacy & National Security

- [http://www.newyorker.com/cartoons/daily-cartoon/thursday-february-25th-apple-encrypted-phone?mbid=nl_160225_Daily&CNDID=39471932&spMailingID=8588855&spUserID=MTE0MzE0NDMwODM0S0&spJobID=862519832&spReportId=ODYyNTE5ODMyS0](http://www.newyorker.com/cartoons/daily-cartoon/thursday-february-25th-apple-encrypted-phone?mbid=nl_160225_Daily&CNDID=39471932&spMailingID=8588855&spUserID=MTE0MzE0NDMwODM0S0&spJobID=862519832&spReportId=ODYyNTE5ODMyS0)
- Snowden Movie Trailer (2016): [https://www.youtube.com/watch?v=QlSAiI3xMh4](https://www.youtube.com/watch?v=QlSAiI3xMh4)
- Citizen Four (2014): [https://www.youtube.com/watch?v=XiGwAvd5mvM](https://www.youtube.com/watch?v=XiGwAvd5mvM)

3. Pope Francis


4. Protest Music Video

- Beyonce’s Formation: [https://www.youtube.com/watch?v=LrCHz1gwzTo&list=PL-E79MQ72MqVQWkmv0BEY0wXMc-hCTqHg&index=2](https://www.youtube.com/watch?v=LrCHz1gwzTo&list=PL-E79MQ72MqVQWkmv0BEY0wXMc-hCTqHg&index=2)
- Lady Gaga on Rape: [https://www.youtube.com/watch?v=ZmWBrN7QV6Y](https://www.youtube.com/watch?v=ZmWBrN7QV6Y)

5. Dancing as protest

- [https://www.youtube.com/watch?v=NCywrTrqkMw](https://www.youtube.com/watch?v=NCywrTrqkMw)

6. Poetry

- Words of Protest, Words of Freedom: Poetry of the American Civil Rights Movement and Era
## Public Statement Presentation Schedule

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<th>Date</th>
<th>Topic</th>
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<td>Sepp. 7 (1 &amp; 2)</td>
<td>1. Economic Justice</td>
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<td>2. Civil Rights</td>
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<td>Sept. 12 (3 &amp; 4)</td>
<td>3. Feminist Voice</td>
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<td>4. Womanist Voice</td>
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<td>Sept. 14 (5 &amp; 6)</td>
<td>5. Just/Anti War</td>
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<td>6. Nuclear Weapons</td>
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<td>Sept. 19 (7 &amp; 8)</td>
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<td>8. LGBTQI Community</td>
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<td>Sept. 21 (9 &amp; 10)</td>
<td>9. Environment (Climate Change or others)</td>
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<td>10. Biomedical Issues (Health Care or Reproductive Justice)</td>
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<td>Sept. 26 (11 &amp; 12)</td>
<td>11. Food Justice</td>
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<td>12. Homelessness</td>
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<td>Sept. 28 (13 &amp; 14)</td>
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<td>14. Immigration</td>
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<td>Oct. 3 (15 &amp; 16)</td>
<td>15. Human/Sex Trafficking</td>
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<td>16. Interfaith Relation</td>
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<td>Oct. 5 (17 &amp; 18)</td>
<td>17. Anti-Gun Activism</td>
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<td>18. Privacy &amp; National Security</td>
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**Protest Arts Presentation Schedule**

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<td>Oct. 31 (12-14)</td>
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<th>Nov. 1 (15-17)</th>
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**Prophetic Preaching Presentation Schedule**

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<th>Nov. 14 (1-3)</th>
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<th>Nov. 16 (4-6)</th>
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<td>Nov. 28 (7-9)</td>
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<td>Nov. 30 (10-12)</td>
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<td>Dec. 5 (13-15)</td>
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<td>Dec. 7 (16-18)</td>
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POLICY & COVENANT

Class Attendance
Class Attendance: Absences due to serious illness requiring a physician’s care, illness or death of a close relative or personal crisis are excused and limited to three during the semester. Documentation may be requested at the instructor’s discretion.

- Students should make every effort to contact me prior to the absence or as soon after the absence as possible. Students are responsible to ensure the submission of all assignments due on the day of absence unless otherwise arranged with the professor.
- Any unexcused absence automatically lowers the final grade by 5% on the scale of 100.
- Given the nature of the in-class activities and assignments, rescheduling the reading presentations, worship study presentations, and final worship project is virtually impossible. Only in the most extreme cases (as determined by the professor and the Associate Dean for Academic Affairs) will students be allowed to re-schedule their (three) presentations.

Notes Regarding Written Assignments
Unless otherwise specified, all written assignments should be typed or computer-printed, double-spaced, no larger than 12pt font, 1” margins, and submitted in hard copy. Email submissions will not be accepted unless specified by the instructor. Please see assignment description for method of submission. Please indicate your name, the date, the course title, and the assignment number at the top left of the first page on four lines, single spaced. Please number the pages.

Hospitality and Language at Wake Forest University School of Divinity
The School of Divinity seeks “to cultivate a community of learners that celebrates diverse religious, racial, ethnic, cultural, gender, and sexual identities and that fosters accessibility for all of its members.”

Theological commitments lead the faculty to identify language use as one way we embody and practice hospitality. We invite all members of our learning community to join us in paying attention to how we use language and in exploring new language practices that cultivate hospitality. Each faculty member approaches language in different ways depending on our areas of academic expertise and our individual theological perspectives and commitments. We write and speak with an awareness of the historical, political, and societal contexts out of which theological language emerges and how language can impact readers and listeners. Out of this diversity, faculty conversations about language are lively and vibrant. We invite students to participate in these intentional conversations and to learn to think theologically and creatively about language.
The following suggested practices represent academic expectations for language use in public speech and writing, including scholarly activity (lectures, presentations, discussions, handouts, and publications), communications (official and internal), and worship (sermons, liturgy, and music). The faculty offers these expectations in order to educate leaders who practice hospitality in a range of settings. Each faculty member is committed to discussing these expectations as they relate to course content and assignments and to including guidelines for classroom participation and written work in course syllabi.

**Suggested Practices**

**Language about God**

Theologians, ministers, and worship leaders have an opportunity to give voice to the variety and richness of God’s presence with God’s people. Language used in preaching and worship as well as in academic writing acknowledges and cultivates this richness when it explores diverse ways to write, speak, pray, and sing about and to God.

*Examples:*

1. Our language choices can reflect the richness of the divine. Varied metaphors can be used to speak to and about God. We can name God’s attributes. Examples: Rock of Salvation, Fountain of Life, the First and the Last, Refuge and Strength, Shelter from the Storm. We can address God out of our experience of God. Examples: Creator, Mother, Giver of All Good Things, Teacher, Father, Guardian, Redeemer, Friend, Healer.

2. Writers and speakers are encouraged to seek balance when using pronouns to refer to God, for example, alternating between gendered pronouns.

**Language about Creation and Humanity**

Hospitable language acknowledges and affirms the value of all creation and the humanity of all people. While language about God is a theological choice, language about people needs to reflect standard grammatical practices of inclusivity.

*Examples:*

1. Hospitable language should acknowledge and reflect connections between humans and the non-human context upon which life depends.

2. Words like “people,” “us,” “humanity,” “humankind,” etc., should be used in place of words that identify all human experience with the experience of men.

3. Non-gendered language should be used whenever possible; for example, writers and speakers should use “clergy” or “clergy person” instead of “clergyman.”

4. Writers and speakers should use person-first language such as “persons with disabilities” instead of “the disabled,” or “people who live in poverty” instead of “the poor.”

5. Language should affirm diverse and multiple racial, ethnic, cultural, gender, and sexual identities by acknowledging varied life narratives. Writers and speakers
should avoid language that generalizes human experience (e.g., “all” or “we”) and that stereotypes persons or groups. Writers and speakers should use specific examples, rather than generalizations about people or groups, when illustrating a point.

**Available Resources**

If you need academic support at any point during this course, Hilary Floyd, the Academic Skills Instructor, is available to provide individual coaching for students with regard to reading strategies, writing skills, time management and organization, and more. Her office is in 108, and you can contact her by email at floydhj@wfu.edu or call (336) 758-2736.

Additional resources for academic support include:

- The WFU Learning Assistance Center provides study skills training and counseling through individual and group tutoring. It is located in Reynolda Hall 117, or you can call (336) 758-5929.
- The Writing Center offers students a place to discuss writing and the writing process with trained peer tutors. It is located in ZSR Library 426. You can make an appointment by going to [http://college.wfu.edu/writcenter/](http://college.wfu.edu/writcenter/).
- Kaeley McMahan is our Research and Instruction Librarian. She can help with research and library-related questions. Her office is in ZSR Library and you can also email her at mcmahak@wfu.edu.

**Miscellaneous Guidelines**

1. If you have a disability or other situation which may require an accommodation for taking this course, please contact the WFU Learning Assistance Center (758-5929) within the first week of the course. In order to make accommodations for you, we must have a written statement from the WFU Learning Assistance Center.
2. Students are expected to adhere to the Honor Code of the University. Please refer to the Divinity School Bulletin and Student Handbook.
3. Students are not permitted to use papers submitted in other courses. Papers used in other classes will not be accepted and should not be used to meet requirements in this class.
4. Appointments with the professor can be made by contacting: Dr. Sunggu Yang; yangs@wfu.edu
5. Policies related to Late Papers and Incompletes: Requests for incompletes must be for reasons that meet Divinity School Compliances and are given out at the discretion of the professor.
6. On the last day of class, you are asked to bring your laptop computer and time will be granted in said class to fill out an online Course Evaluation. This evaluation is vital for improving this course and helping us comply with ATS requirements.

**WFU Plagiarism Policy**

To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism, unless that piece is clearly marked and the work from which you have borrowed is fully identified. Plagiarism is a form of theft. Taking words, phrasing, sentence
structure, or any other element of the expression of another person’s ideas, and using them as if they were yours, is like taking from that person a material possession, something he or she has worked for and earned. Even worse is the appropriation of someone else’s ideas. By “ideas” is meant everything from the definition or interpretation of a single word, to the overall approach or argument. If you paraphrase, you merely translate from his or her language to yours; another person’s ideas in your language are still not your ideas. Paraphrase, therefore, without proper documentation, is theft, perhaps of the worst kind. Here, a person loses not a material possession, but something of what characterized him or her as an individual.

If students wish to do one project for two courses, or to draw on work previously done in order to complete an assignment for a current course, they must get the expressed permission of all affected faculty in advance of turning in the assignment. The faculty suggests that approved combined projects should represent significantly more effort than the individual projects they supplanted.

Plagiarism is a serious violation of another person’s rights, whether the material stolen is great or small; it is not a matter of degree or intent. You know how much you would have had to say without someone else’s help; and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who have in any way contributed.

An online plagiarism tutorial is available here, http://college.wfu.edu/english/course-information/academic-writing/

An online guide to the Chicago Style of referencing works is here: http://www.chicagomanualofstyle.org/tools_citationguide.html
From the ZSR webpage, follow the “Cite a Source” link