Course Description
This course is an introduction to the task of proclaiming the good news of divine liberation through “artistic” systems of communication. Students will study the concept of artivism and manifestations of its use for communicating religious belief or theological affirmations. Students will generate their own work of art to intervene in a public space articulating theology and justice. They will also develop enough rapport and trust so that they give and receive feedback (peer review) in the preparation and sharing of their own work of ARTivism.
Course Learning Outcomes | By successful completion (grade A or B) of this course, students will be able to:
1. Describe and explain works of artivism.
2. Recognize works of artivism.
3. Explain what is artivism and its use for theological proclamation.
4. Create and share a work of artivism for theological proclamation, that is, as a medium to proclaim religious beliefs or theological affirmations through “artistic” systems of communication, in the public space.

Degree Learning Outcomes (master’s degree level)
1. Think critically – Students will analyze the issues that afflict a specific community that require intervention.
2. Communicate effectively – Students will articulate theological arguments through the use of art as activism in public spaces connecting them to the issues that affect the specific community.
3. Exhibit pastoral imagination – Students will generate a work of artivism.

Learning Strategies
To facilitate the teaching and learning processes, we will:
• Read, analyze, and discuss essays, videos, and works of art that function as activism and/or proclamation.
• Write assignments, search for examples publicly available, research sacred texts, design, produce, and share publicly a work of artivism.

Required Texts
3. A good-quality study Bible. Please choose one from the following:
4. Additional Reading: Short articles, chapters, and essays will be posted on the Alexandria course site.
5. Youtube.com (J. Kwest; Reverend Billy & The StopShopping Choir; news clips)

Learning Assessment
Letter grades for the class are assigned on the basis of the level and quality of submissions of
assignments, presentations, and individual participation in class and workshops.

36% **Presence:** Students will be actively present in group discussions. Active presence consists of faithful attendance, active participation in class discussion and active engagement in workshops, regardless of the modality of the activities, whether in person, in synchronous online (via zoom) session, or asynchronous exchange of knowledge (via Alexandria). Participation is assessed based on regular and constructive contribution to discussions/activities, including peer review conversations. Quality of participation is assessed in terms of attention to required resources (essays, videos, etc.), thoughtful and creative reflection on topics/resources, as well as interested attention and response to other students’ comments and questions.

15% **Scavenger hunt (a.k.a. research and investigation):** For each module (musical arts, visual arts, performing arts), students will locate and share with the class an artifact (song, video, painting, performance, etc.) publicly available that constitutes artivism and proclamation. Students must submit the artifact online (via Alexandria) with an initial post of 125-175 words explaining the selection. Students must respond to their peers with subsequent comments (20-80 words). (1 artifact per module = 3 artifacts total)

20% **Presentations:** Students will generate presentations on the topic of activism and proclamation: Students will select their preferred medium to submit this assignment (written, audio, video or multimedia). The submission must include:
- Explanation of the concept of artivism
- Rationale for the use of artivism for proclamation
- At least one example of artivism used for proclamation
- Student’s assessment (promises and perils) of the practice

29% **Work of artivism:** Students will generate a work of artivism: Students will select their preferred system of communication (song, visual art, performance) to design, produce, and publicly share a work of artivism. Students will proclaim the good news of divine liberation through the articulation of theological arguments through artivism connecting them to the issues that affect the specific community in order to heal, challenge, transform, and care for the community. The work of artivism must include:
- Relevance to an issue affecting the community that will witness the work of artivism (must be based on analysis analyze the issues that afflict a specific community that require intervention)
- Association of the identified issue with a theological concept
- Denunciation of the evil in the world (what breaks God’s heart)
- Proposal for an alternative order in the world (the justice that God wants in the world)
- Interpretation of a sacred text (must be based on careful and thoughtful exegesis/hermeneutic using scholarly accepted methods of biblical interpretation)

A note about the peer review process we will use:
Peer review is a pretty standard method of facilitating some sessions in preaching courses, just
as it is in academia in general. In this course, peer review is part of the dynamic that the teaching and learning community will generate in the classroom. In preaching courses, it is typically done through conversation immediately following a presentation of a student, whether the presentation is partial, as in sharing initial ideas for a sermon (or in this case the work of artivism), or final, as in preaching a sermon (in this case formally sharing the finished work of artivism). We will develop communally the agreements that will guide the dynamics of our interactions during peer review conversations. In addition, to guide their comments to their peers, students will have the same rubric that the instructor will use to grade the submitted artifacts.

A rubric with the evaluation criteria will be provided for each assignment.

- Please abide by the *Campus Life Handbook* of McCormick Theological Seminary regarding guidelines for research papers, policy on inclusive language and on the proper use and citation of sources.
- **Grading Scale:**
  - **EXCELLENT RANGE:** A (93-100%), A- (90-92.9%)
  - **GOOD RANGE** B+ (87-89.9%), B (84-86.9%), B- (80-83.9%)
  - **AVERAGE RANGE** C+ (77-79.9%), C (74-76.9%), C- (70-73.9%)
  - **FAILURE** D (60-69.9%) F (59.9% - 0)
- **Late assignments will not be received unless** previously negotiated with the instructor. Each student may claim “life happens” for only 1 assignment and will automatically get a 4-days extension without need to divulge personal information.
Bibliography

and other recommended books for your future reference:


Websites and Video Clips
https://www.youtube.com/user/reverendbillytalen