Description

This course explores the emerging discussion at the intersection of biblical studies, cultural studies, public theology and media environments. Students study how interpreting and confessing the Gospel informs the narrative identities and practices of missional congregations as they engage their communities and the world as public companions with God in global civil society. Students use at least two digital tools to create their own interpretation and confession of Christian witness.

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This static syllabus exists primarily as a "shorthand" reference version of the information that lives at our course's official website: http://ic2643.wordpress.com/ Please understand that the website is the definitive source, and any inconsistencies between this version and the website will be decided in favor of the information on the website.

Essential question

What consequences does interpreting and confessing the Trinitarian relationality of God have for how we inhabit public spaces in global civil society through different kinds of media and culture?

Goals

Develop a working vocabulary and set of tools from biblical studies, theology, leadership theory, cultural studies and media studies for Christian public leadership that responds to the needs of contemporary religious communities as they arise within their wider environments.

Develop a familiarity with the ideas and concerns that cluster around the issue of "gospel and cultures," particularly as related to public theology and congregational leadership in civil society.

Use that familiarity to develop a public voice in interpreting and confessing Christ's presence, and in supporting congregational mission.

Collaborate with colleagues on learning how to communicate and teach using emerging digital tools (blogs, podcasts, digital storytelling, wikis, virtual communities, and so on).

Gospel and Global Media Cultures

Required texts

Yochai Benkler: *The Penguin and the Leviathan.* Crown Business, 2011.
Elizabeth Drescher: *Click2Save: The Digital Ministry Bible.* Morehouse Publishing, 2012.
Howard Rheingold: *Net Smart: How to Thrive Online.* The MIT Press, 2012.
Clay Shirky: *Here Comes Everybody.* Penguin Press, 2009.
Other essays and videos as assigned (see the weekly schedule on the website for details)

Themes	Feb. 11	Introductions / ourselves, blogging and the God question
	Feb. 18	The contexts we are living in
(specific reading	Feb. 25	Practicing hospitality in social media
and viewing	Mar. 4	Theological reflection
assignments for	Mar. 11	Witness/testimony
each week are	Mar. 18	Caring community/ lay mutual ministry
on the website)	Mar. 25	Representing prayer in public
	[Easter Break]	
	Apr. 1	Solidarity, collegiality, collaboration
	Apr. 8	Public challenges: Digital divide
	Apr. 15	Public challenges: Criminal justice
	Apr. 22	Tools for final projects
	Apr. 29	What does this all mean theologically?
	May. 6	Final class: sharing projects and group engagements

Assignments	Every week	do the assigned readings (30% of total grade) and keep a running commentary going in a personal blog on the readings and your responses to the course (one blog post a week, minimum)
	Every week	individual comment in response to "the prayer experience" (max. 100 words) (5% of total grade)
	Every week	individual comment in response to "setting the table" (max. 100 words) (5% of total grade)
	TBA	once during the term, on a date we will announce at the first session of the class, collaborate with your small group to prepare a "digital prayer experience/biblical reflection" based on that week's lectionary texts for our weekly reflection (20% of total grade)
	TBA	once during the term, on a date we will announce at the first session of the class, collaborate with your small group to "set the table" for our weekly reflection (20% of total grade)

Apr. 5	final integration proposal due
Apr. 29	rough draft of final integration to be shared with your small group
May 6	completed version of your final integration project due (20% of total grade): during this week of the term we will arrange live discussions between your small group and Gary and Mary as a final "oral" experience using skype or other mechanisms to engage your projects
Special needs	If you have any special learning needs that we should accommodate, please let us know as early in the course as possible.