

**Syllabus
Homiletical Options
KNP 5361H
Toronto School of Theology/Knox College
Fall Term, 2009
Class Sessions: Tuesdays, 1:00-3:00 PM**

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Office Hours: most Tuesday mornings at Knox or by appointment in Waterloo

Learning Goals:

This course is designed to help advanced degree students gain a grasp of contemporary options in primarily mainline Protestant North American homiletic theory. While a brief introduction to the background of the field in its present state will be part of the course, students will begin by becoming familiar with the work of those figures in the field who have embraced what some have called "the new homiletic." While these figures represent a great variety of theoretical positions, the one thing that comes closest to uniting them is the so-called "turn to the hearer." As a result, students will leave this course with a good grasp of the field of contemporary homiletic theory, an appreciation for the revolution in preaching method of the last forty years, and a sense of the "return to theology" that has been emerging out of it over the last fifteen years. For a list of learning outcomes for this course related to the Th.D. program at TST, please see the syllabi's final page.

Students with disabilities or special needs are advised to contact the University of Toronto for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

Students may be required to submit their written work in electronic form and have it checked for plagiarism.

Required Texts:

Eslinger, Richard. *A New Hearing: Living Options in Homiletic Method*. Nashville: Abingdon, 1987.

Rose, Lucy. *Sharing the Word: Preaching in the Roundtable Church*. Westminster John Knox Press, 1997.

McClure, John. *Other-Wise Preaching*. St. Louis: Chalice, 2001.

Wilson, Paul. *Preaching and Homiletical Theory*. St. Louis: Chalice, 2004.

All required texts and articles are available on reserve at Caven library.

This course is a seminar in format. As such it depends on the shared leadership of the students to meet its goals. In the schedule below, the portions led by the professor are in regular type, **the portions for which students are responsible are in bold type.**

Schedule:

- 9/15 Syllabus, schedule, and assignments.
Lecture: Background to the New Homiletic: Rhetoric and Truth in an Age of Deductivity
For next week, read Buttrick’s article “Interpretation and Preaching” and chapter 1 of Bond, *Contemporary African-American Preaching*. Both of these items are on reserve at Caven library
- 9/22 **Discussion of Buttrick’s article and Bond’s chapter 1 in class.**
Determine schedule of presentation assignments
- 9/29 Lecture: The New Hermeneutic and the Transition of Homiletic Theory
Presentation: H. Grady Davis _____
Presentation: David Randolph _____
- 10/6 **Presentation: Fred Craddock 1** _____
Presentation: Fred Craddock 2 _____
Discussion: Craddock sermon
- 10/13 Lecture: From Inductivity to Story and Discourse: A Primer on Narrative Theories
Presentation: Eugene Lowry _____
Discussion: Lowry sermon
- 10/20 **Presentation: Charles Rice** _____
Discussion: Rice sermon
Presentation: Henry Mitchell _____
Discussion: Mitchell sermon
For next class: read Eslinger’s *A New Hearing* and Lose’s article on reserve
- 11/3 Topic: Preaching and the Turn to the *Hearers*
Lecture **or Presentation:** David Buttrick’s phenomenological homiletic _____
Discussion: Buttrick sermon
Discuss Eslinger’s *A New Hearing* and Lose’s article: Is there a new homiletic?
For next class: read Part IV (pp. 171-231) of Richard Bernstein’s *Beyond Objectivism and Relativism* on reserve at Caven library
- 11/10 **Discuss Bernstein’s Part IV**
Presentation: John McClure (RP) _____
Discussion: McClure sermon
For next class read Lischer’s article “The Limits of Story” on reserve.
- 11/17 A Return to Theology: Neo-Orthodox/Post-Liberal Reactions to the New Homiletic
Discuss Lischer’s article, “The Limits of Story”
Presentation: Paul Wilson _____
Presentation: Campbell _____
Discussion: Campbell sermon
For next week read Rose’s *Sharing the Word*

11/24 A Return to Theology: Revisionist and Liberationist Responses to the New Homiletic

Presentation: Christine Smith _____

Discuss Smith sermon

Presentation: Ron Allen _____

Discuss Allen sermon

Discuss Rose's *Sharing the Word*

For next class read John McClure's *Other-Wise Preaching*

12/1 Topic: Preaching and Post-modernism/Post-structuralism

Discuss John McClure's *Other-Wise Preaching*

Lecture or Presentation: Anna Carter Florence -----

Discuss Carter Florence sermon

Read Paul Wilson's *Preaching and Homiletical Theory*

12/8 **Discuss Paul Wilson's *Preaching and Homiletical Theory***

Evaluation and eschatological party

Depending on the needs and interests in class, I may be willing to rework the schedule of some of the figures we will be considering.

Assignments:

1. In-Class Presentations (two or three per student=50% of final grade)

Each student will provide a thirty-minute presentation on a chosen figure for that day covering:

(1) Their Homiletic Method (20 min.)

(2) Implicit and Explicit Theological Norms: e.g., what do they assume or state about "hearers," "the preacher," "preaching," "scripture," and their relationship to God, Christ, and/or the Holy Spirit? (5 min.)

(3) A Brief Evaluation. (5 min.)

Over the course, each student will be responsible for four figures. Therefore, each presentation will amount to an even fraction of 50% of your final grade. Since this will require significant reading outside class, I will gladly help you to find books and articles that will speed you on your way, answer questions as they arise (either by phone or e-mail), and generally cheer you on to homiletic glory.

2. Final Paper (50% of final grade)

Each student will write a final paper of about 20 pp. in length on a topic of homiletic theory that touches on some aspect of the homiletic method of one or more of our figures above. Students may want to think about a topic that relates to future thesis work. You will need to agree on your topic with the instructor prior to writing and submitting it. The paper is due on the last day of the fall term.

Required Texts to Purchase:

Eslinger, Richard. *A New Hearing: Living Options in Homiletic Method*. Nashville: Abingdon, 1987.

Rose, Lucy. *Sharing the Word: Preaching in the Roundtable Church*. Westminster John Knox Press, 1997.

McClure, John. *Other-Wise Preaching*. St. Louis: Chalice, 2001.

Wilson, Paul. *Preaching and Homiletical Theory*. St. Louis: Chalice, 2004.

Required Readings on Reserve:

Bernstein, Richard J. *Beyond Objectivism and Relativism: Science, Hermeneutics, and Praxis*. Philadelphia: University of Pennsylvania, 1988. (Part IV only)

Bond, L. Susan. *Contemporary African American Preaching: Diversity in Theory and Style*. Chalice: St. Louis, 2003. (chapter 1 only).

Buttrick, David, "Interpretation and Preaching," in *Interpretation* XXXV:1 (January 1981), 46-58.

Lischer, Richard, "The Limits of Story," in *Interpretation* XXXVIII:1 (January 1984), 26-38.

Lose, David, "'Whither Hence the New Homiletic.'" Available at Library reserve.

Those students who are members of the Academy of Homiletics should also be able to find a copy in the password-protected portion of the Academy's web site: www.homiletics.org

Presentation Texts:

Allen, Ron. *Interpreting the Gospel: An Introduction to Preaching*. St. Louis: Chalice, 1998.

Broadus, John A. *On the Preparation and Delivery of Sermons*. Rev. Ed.; New York: Harper, 1944.

Buttrick, David. *Homiletic: Moves and Structures*. Philadelphia: Fortress, 1987.

Campbell, Charles. *Preaching Jesus*. Grand Rapids, MI: Eerdmans, 1997.

Craddock, Fred. *As One Without Authority*. 3rd Ed.; Nashville: Abingdon, 1979.

Craddock, Fred. *Preaching*. Nashville: Abingdon, 1985.

Davis, H. Grady. *Design for Preaching*. Philadelphia: Fortress, 1958.

Jensen, Richard A. *Telling the Story*. Minneapolis: Augsburg, 1980.

Kim, Eunjoo Mary. *Preaching the Presence of God: A Homiletic from an Asian American Perspective*. Valley Forge, PA: Judson, 1999.

Lischer, Richard. "The Limits of Story" in *Interpretation* XXXVIII:1 (January, 1984) 26-38.

Long, Thomas. *The Witness of Preaching*. Louisville: WJKP, 1999.

Lowry, Eugene L. *The Homiletical Plot*. Exp. Ed.; Louisville: WJKP, 2001.

McClure, John. *The Roundtable Pulpit*. Nashville: Abingdon, 1996.

Mitchell, Henry. *Celebration and Experience in Preaching*. Nashville: Abingdon, 1990.

Randolph, David. *The Renewal of Preaching*. Philadelphia: Fortress, 1969.

Smith, Christine. *Preaching as Weeping, Confession, and Resistance*. Louisville: WJKP, 1992.

Steimle, Edmund, Morris Niedenthal and Charles Rice. *Preaching the Story*. Philadelphia: Fortress, 1980.

Thulin, Richard L. *The "I" of the Sermon*. Minneapolis: Fortress, 1989.

Wilder, Amos. *Early Christian Rhetoric*. Cambridge: Harvard, 1971.

Williams, Michael "Preaching as Storytelling," in *Journeys toward Narrative Preaching*. Ed. Wayne Robinson; New York: Pilgrim, 1990.

Wilson, Paul. *The Four Pages of the Sermon*. Nashville: Abingdon, 1999.

Relevant Th.D. Learning Outcomes for this Course pertain specifically to contemporary homiletic theory as a component of the doctoral program in homiletics:

1. Knowledge of the area of concentration

<p>1.1 basic familiarity with their area of concentration, as outlined in the departmental description of the field and as understood in scholarly discussion at the forefront of study in the area;</p>	<p>to provide basic answers to most questions from first-year students arising from a typical introductory course (e.g., in the context of a tutorial);</p>	<p>1.1 (course) End of course stage: basic familiarity with a significant proportion of the subjects within their area of concentration</p> <p>1.1 (comp) End of comp stage: basic familiarity with a major proportion of the subjects within their area of concentration</p>
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2. Ability with scholarly tools and skills

<p>2.5 proficiency in the following skills:</p> <ul style="list-style-type: none">• clear and effective communication in both oral and written forms;• the construction of a logical argument;• the making of informed judgments on complex issues;• the use of standard conventions of style for scholarly writing.	<p>to produce standard forms of scholarly engagement, both written (e.g., publishable research paper, publishable book review) and oral (presentation of a paper, response to an oral presentation, lecture), of a quality consistent with standards for an entry-level academic appointment.</p>
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