

Nurturing Spirituality, Vocation, and Mission in Adults

Fall Term 2020 | EL4544 | Residential Focus Course (in a pandemic version)

Asynchronous Online work from September 28 – December 18

Required Synchronous times via zoom:

Friday, October 30th: 5 to 8 pm (central)

Saturday, October 31st: 8:30 am to 4:20 pm (central)

Sunday, November 1st: 2:00 to 4:50 pm, 6:00 to 8:00 pm (central)

Monday, November 2nd : 8:30 to 4:20 pm (central)

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Pronouns: She, her, hers

COURSE DESCRIPTION

Nurturing Spirituality, Vocation and Mission in Adults

This course explores the rich wealth of Christian frameworks for understanding and nurturing spirituality, vocation and mission. Research on social and psychological development in adulthood is connected to shifting understandings of religion and spirituality. Students explore both the promises and contradictions of this research for the design of effective strategies for adult education and faith formation.

Full course (1.0)

Learning Objectives:

- ♣ Accurately interprets stakeholder perspectives with contextual sensitivity. Comprehends a social situation in its complexity and depth, drawing on a variety of ways of knowing. Capable of responding to a social situation with wise and fitting action.
- ♣ Welcomes the ambiguity and mystery of living faith. Integrates the paradoxical nature of secure attachment to God into their spiritual walk. Reignites and renews personal faith practices. Invites and accompanies others into the mystery.
- ♣ Articulates God's vision of a just and trustworthy world. Engages in ministries of justice and reconciliation that contribute toward that vision.

Program Objective:

- Graduates will demonstrate growth and maturity in their character, relational, and faith formation

Reading (required):

C. ter Kuile, *The Power of Ritual* (HarperOne, 2020). [0062881817]
 P. Parker, *The Art of Gathering* (Riverhead Books, 2020) [1594634939]
 R. Bregman, *Humankind* (Little, Brown and Company, 2020) [0316418536]
 R. Kegan, *In Over Our Heads* (Harvard University Press, 1998) [0674445880]
 S. Lewis, M. Williams, D. Baker, *Another Way* (Chalice Press, 2020) [0827200838]
 V. Kaur, *See No Stranger* (One World, 2020) [0525509097]

PEDAGOGICAL APPROACH

This course attempts to meet the needs of seminary students learning in a world that has been turned upside down by the twin pandemics of COVID-19 and racial injustice. We will use a combination of very current reading (almost all of the required books were published during 2020), exercises you can do by yourself or with friends and family at home (or via digital media), and a variety of both asynchronous and synchronous gathering.

Please read through the pathway information below and make a careful choice about how you will work through this course.

REQUIRED ASSIGNMENTS**Portfolio of assignments**

What a strange world we are in! In an effort to help you keep pace through this course, I have designed three pathways by which you can move through this residential focus course (which is no longer residential due to pandemic). Each pathway is focused on helping you to achieve the learning outcomes of this course, which in turn are based on Luther Seminary's expectations for the degree programs.

(1) Pathway one: complete all of the assignments in the syllabus calendar for each week, checking them off in moodle as you progress through and simply submitting each one via moodle (so you and I both have a record). Doing so will be your portfolio, and you will not need to submit anything beyond all of the assignments. This is the most structured of the pathways, and probably the most familiar to you from other courses. This pathway requires full participation in the Oct. 30 – Nov. 2 synchronous gathering.

(2) Pathway two: do a combination of the weekly assignments, and your own designed learning. In this pathway you will use BOTH the submission space at moodle for the specific assignments you have chosen to do, and you will also submit a portfolio document to me via email so that I can track the choices you've made. That means that some of the assignments at moodle might be empty – which is why you need to make clear, in advance of the deadlines, which ones you are going to do and which ones you are not going to do, and why. You need to make a proposal of your plan for the semester by **October 5th**, and then submit your final portfolio along with your final project by December 18th. This pathway requires full participation in the Oct. 30 – Nov. 2 synchronous gathering.

(3) Pathway three: do only the reading and the final assignment, and then design your own “deliverables” by which you will demonstrate your achievement of these learning outcomes. In this pathway you need to submit a plan by **October 5th**, revisit it just prior to our synchronous days (**October 29th**)[this is particularly crucial if you do not intend to be present for the synchronous days], and submit a final version along with your final project by December 18th. This pathway makes it possible for you to argue for a different synchronous assignment, rather than participating in ours.

Our time together in synchronous zoom

From October 30th to November 2nd we will gather together synchronously. Because we cannot meet in person due to the pandemic, and because I know there is no way we can spend ALL of that time in zoom, we will engage in a variety of activities. Some of them will be done on your own, some of them will be done in pairs or small groups (and thus you can use a phone for connection), and some will require you to be present to your immediate context. If you have chosen pathway three, you may not be gathering with us, but rather with someone else you have committed to in your plan.

Post-gathering work

Following our synchronous time you will continue to work on reading and reflection, and you will design a final project that integrates the ideas of the course, shapes a pragmatic plan for your context (or for a context in which you might serve in the future), and nurtures your own spirituality, vocation, and mission. Instructions, a template, and other resources for this project will be available at Moodle. This assignment is due December 18th.

PLEASE READ THE PORTFOLIO INSTRUCTIONS NOW

These instructions are available in our moodle site. You will need to read through them to make an informed choice as to whether you are going to pursue pathway one, two, or three. I am also available for phone or zoom consultation as you consider your choice.

PROPOSED COURSE SCHEDULE

SCHEDULE	PROMPTS / INSTRUCTIONS
Introductions	Assignment (week of September 28th)
Who are you? And who are we as we gather together? What are the outcomes of this course, and how will you approach achieving them?	Introduce yourself using flipgrid (instructions are available moodle), then go back into the flipgrid site and listen to your colleague’s introductions. Please record your own by September 28 th , and watch all of your colleagues’ videos by October 5 th . Read over the course syllabus, the instructions for success, and the formation rubric. Do a little self assessment and think

		about how you are going to approach this course. Submit your notes on yourself (doesn't have to be formal) to moodle. Due Oct. 5 th
Pressing questions and context		Assignment (week of October 5th)
<p>What are your main questions as you enter this learning space?</p> <p>How will I (as the teacher) invited you to consider issues of spirituality, vocation, mission?</p> <p>What is the context in which we are learning together? What is your own personal context?</p>		<p>Identify a space and medium in which you will collect your musings during this course. It might be a written journal, it might be a coloring book that has space for additional doodling, it might be a video blog. The key in choosing is to find something you can do regularly – if you already have a journal, awesome! Use that. If you already blog, use that format. I will not ask you to turn in a complete record of your musings, but I will ask at various points that you look back at what you've done and reflect upon it.</p> <p>In this first assignment, list as many questions that you have about as spirituality, vocation, and mission as you can. No question is too small or too odd. Then describe your context as fully as you can – note everything from the spaces you inhabit as you move through the day (remember that zoom is a space!), the information sources you regularly consume (news, social media, neighborhood conversation, and so on. If possible, create a set of digital photos of your space – this is easiest if you have a phone that is also a camera. Make sure you take photos of the place from which you will be accessing zoom in late October (if you are able to do so, I realize some people travel to a retreat during that time). Submit your "context description" (with photos, if possible) to me at moodle. Due October 12th.</p>
Spirituality		Assignment (week of October 12th)
<p>What is "spirituality"? How do we define it?</p> <p>Where does race fit into this? Class? Context? Culture?</p> <p>What are practices of spirituality and how do we think about them?</p> <p>Where does God's agency fit into this?</p>		<p>Muse about your own history in relation to spirituality. Is this a term you have used to describe your life? If so, why and how? If not, why not?</p> <p>Read the Casper ter Kuile book, <i>The Power of Ritual</i></p> <p>Do the book quiz for that reading. Due October 19th.</p> <p>Write/draw/or in some other way convey a ritual in which you participate. Describe each of your senses as you participate (vision, hearing, smell, taste, touch). Is one sense evoked more than the others? Where do you feel this ritual in your body? In what ways, if at all, does this ritual support belonging, or make it difficult? submit this reflection (no more than 500 words, if possible) to me via moodle by October 19th.</p>

Humankind	Assignment (week of October 19 th)
<p>How does the stock stories around us connect with theological language?</p> <p>What does it mean to be “made in the image of God”?</p> <p>What could it mean to be a “beloved child of God”?</p>	<p>Read the Rutger Bregman book, <i>Humankind: A Hopeful History</i></p> <p>Do the book quiz by October 26th.</p> <p>Find a friend or family member to talk with about the ways in which Bregman cracks open our stock stories – how do they receive this re-interpretation?</p> <p>Which of these stories have you found hardest to “take in”, to allow yourself to have a more positive view of humankind? Why do you think that’s case? Write a reflection (preferably no more than 500 words) and submit it to me via moodle by October 26th.</p>
Vocation	Assignment (week of October 26 th)
<p>What do the authors of this book define vocation?</p> <p>How has your own vocational journey shaped you?</p>	<p>Read the Lewis, et. al. book, <i>Another Way</i></p> <p>Do the book quiz by October 30th.</p> <p>You’ve had to write about your own vocation as part of coming to seminary. In what ways, if at all, does this book support, challenge, contradict, strengthen your sense of vocation? Write a brief reflection – this would be a great time to consider the formation rubric as you do so – and submit it to me via moodle (again, preferably no more than 500 words) by October 30.</p>
Human development	Assignment (gathering October 26 th)
<p>How does developmental theory help or hinder in the work of dismantling racism?</p> <p>In what way does theology support a notion of human development? And in what ways contest it?</p>	<p>Read the Kegan book, <i>In Over Our Heads</i></p> <p>Do the book quiz by November 9th.</p> <p>Journal about your own journey of development. Pick a moment in time when you were in the “in-between” space, stretching into a new place of growth, but clinging to a previous understanding. Describe what you were feeling in that moment, and make sure you include bodily sensations. Pick a paragraph or two from this journal reflection and submit to me via moodle by November 9.</p>
Friday, October 30	In-person gathering
	TBD – theological engagement with these ideas

		Note: if you have planned to opt out of this gathering, please be sure you have accomplished both the October 5 th and October 29 th portfolio deadlines.
Saturday, October 31		In-person gathering
		TBD – theological engagement with these ideas Note: if you have planned to opt out of this gathering, please be sure you have accomplished both the October 5 th and October 29 th portfolio deadlines.
Sunday, November 1		In-person gathering
Worship on Sunday morning (your choice, but I will likely post some options by this weekend)		TBD – theological engagement with these ideas Note: if you have planned to opt out of this gathering, please be sure you have accomplished both the October 5 th and October 29 th portfolio deadlines.
Monday, November 2		In-person gathering
		TBD – theological engagement with these ideas Note: if you have planned to opt out of this gathering, please be sure you have accomplished both the October 5 th and October 29 th portfolio deadlines.
Human development		Assignment (week of November 9th)
What is involved in loving the neighbor? How do we, as humans, navigate relationship with people we define as “other”?		Read the Kaur book, <i>See No Stranger</i> Do the book quiz by November 16 th . Reflect in your journal on one of the short films I’ve posted for this week – in what ways did the film you chose invite you beyond your comfort zone? What were you feeling as you watched? What are you feeling now as you reflect?
Mission		Assignment (week of November 16th)
What does mission look like in terms of “prophetic dialogue”?		Read the Parker book, <i>The Art of Gathering</i> Do the book quiz by November 30 th .

How will you put your “feet on the ground” in engaging mission?		Work on your final project assignment. Don't hesitate to contact me with any questions!
Integration		Assignment (week of November 30th)
		Work on your final project assignment. Don't hesitate to contact me with any questions!
Integration		Assignment (week of December 7th)
		Work on your final project assignment. Don't hesitate to contact me with any questions!
Integration		Assignment (week of December 14th)
		Work on your final project assignment. Don't hesitate to contact me with any questions! Your final project is due on December 18 th .

GRADING

Grades will be determined by the following percentages:

Learning assignments	30%
In person gathering participation	40%
(note: if you are opting out of that synchronous gathering, make sure you heed the October 5 th and October 29 th deadlines for submitting your alternative plans)	
Final learning project	30%

I use the following general rubric for assessing specific work in the course (eg. you will see these numbers appear on the learning unit rubric).

Marginal/Passing -- Level 4 – C-

A good general understanding of the required knowledge, attitudes, and skills, plus the ability to apply them effectively in normal situations. There is some evidence of the skills of analysis, synthesis, and evaluation. The student fulfills all of the requirements of the lesson.

Passing -- Level 5 – C+

A consistent and thorough understanding of the required knowledge, attitudes and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight. The student produces work of consistent quality and works independently.

High Passing -- Level 6 -- B

A consistent and thorough understanding of the required knowledge, attitudes and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis,

synthesis, and evaluation where appropriate. The student generally demonstrates insight, produces work of quality, meets the expectations of the lesson at a high level, and shows some evidence of originality.

Superior work -- Level 7 – A

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. The student is able to teach necessary skills to another student. The student works beyond the expectations of the lesson, and uses original ideas and concepts.

POLICIES OF LUTHER SEMINARY

ADA Compliance Statement

Reasonable accommodation will be provided to any student with a disability who is registered with the Office of Student Affairs and requests needed accommodation. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or accommodation in this class or any other class, please contact the Office of Student Affairs or contact your instructor directly.

Academic Honesty

Members of the Luther Seminary community are expected to conduct themselves responsibly and honestly in academic matters. Cheating and plagiarism are serious offenses against this expectation and are subject to disciplinary action.

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean and the Office of the Dean of Students, and the question whether further disciplinary action should be considered will be determined in consultation with the instructor, the Office of the Academic Dean, and the Office of the Dean of Students. See the current Student Handbook for more details on this matter:

<https://inside.luthersem.edu/students/handbook/>

Plagiarism

"Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own.... If you quote from anything at all...you must put quotation marks around it, or set it off from your text. If you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends.... In every instance you must formally acknowledge the written source from which you took the material." [Quoted from James A. W. Heffernan and John E. Lincoln, *Writing: A College Handbook* (New York: W. W. Norton, 1982), p.457.]

Some examples of plagiarism could include:

- Copying from a source text (whether online or offline) without proper acknowledgment.
- Turning in another student's work with or without that student's knowledge.
- Copying materials word-for-word from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Turning in a paper copied from a website.
- Recycling your own work from a previous assignment, without permission of the instructor or proper citation

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean and the Office of the Dean of Students, and the question whether further disciplinary action should be considered will be determined in consultation with the instructor, the Office of the Academic Dean, and the Office of the Dean of Students. See the current Student Handbook for more details on this matter.

Title IX Statement

Luther Seminary is committed to fostering a safe, productive learning environment. Title IX and Luther policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at Luther.

Luther Seminary encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and we can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, Peter Susag, who can be found on our school's website.

Luther Seminary is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, I am also required by Luther Seminary to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.