

## **4.600 PROCLAIM LIBERTY: CROSSROADS ACADEMY APRIL 2013**

Spring Term, 2013

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<b>RATIONALE</b>
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It was and is a scandal that both sides of the Civil War appealed to the same God and expressed confidence that they were enacting the divine will. But divine favor was not the only principle which many sides in that conflict claimed. Both Union and Confederacy (and various factions within each) understood and explained their militancy as a defense of liberty or freedom. Indeed, major figures articulated various, conflicting, and contradictory concepts of freedom well before 1861, and it is an open question as to whether the Civil War resolved that conflict. Just as the Book of Common Prayer attempted to unite theological factions by allowing them to mean different things by shared words, American rhetoric has often used the words “freedom” and “liberty” to unite citizens without examining whether they meant the same thing to them all. And, given how entangled American self-understandings have been with theological propositions and Biblical typology, it is no surprise that this diversity, even confusion, appears in the church’s story as well.

The tendency to paper over divisions is hardly limited to the United States or to political discussion. One may find factions within many countries, and certainly many congregations and denominations, who are divided by a common language. Examining this topic in the context of the American Civil War might help us recognize when it appears in other situations – such as congregational ministry – and give us paths to understanding and reconciliation.

It is the intention of this course to help students fulfill at least the following degree objectives:

**MAMS (CE):**

- Demonstrate parish leadership in the areas of Christian education and nurture in the congregation
- Work effectively within the matrix of congregational, ecumenical, and inter-religious contexts

**MAMS (DM):**

- Articulate the Word of God in and for a hurting world, using the fruits of biblical, historical, and theological studies
- Equip the baptized for faithful ministry in the world and in the church
- Articulate and act out a vision of diakonia that addresses human need

**MAR:**

- Engage selected areas of theological studies with attention to their breadth and depth
- Develop skills in theological research, critical thinking and communication

**MDiv:**

- Demonstrate engagement in spiritual, intellectual and ethical formation
- Interpret God’s Word faithfully and thoughtfully as public speakers, listeners, and writers
- Analyze cultural contexts of ministry
- Relate their denominational tradition in context
- Integrate theological conversation and experience in order to collaborate with peers in ministry in an evangelical and ecumenical manner
- Engage the multicultural, global church in calling for justice

<b>OUTCOMES</b>
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At the conclusion of the course, students will be able to:

1. articulate several conflicting understandings of freedom and liberty to public leaders of the church and theological students and to members of a wider public;
2. reflect on the Biblical, historical, artistic, and theological sources and implications of those diverse understandings; and

3. articulate connections between the divisions which arose in 19<sup>th</sup> century America related to these topics and present situations in congregations and church-related institutions.

## STRATEGIES

1. Before the course begins, students will have read these sections of Allen C. Guelzo's *Fateful Lightning* :  
Chapter One: A Nation Announcing Itself (pp. 3-53)  
Chapter Two: The Game of Balances (pp. 54-93)  
Chapter Nine: World Turned Upside Down (pp. 373-417)  
From Chapter Eleven: A Dim Shore Ahead (pp. 483-513)  
Epilogue (pp. 514-536)
2. At the class session at 1:30 PM on Monday, April 15, each student (in a small group of 2 or 3 students) will lead the discussion of one of those sections, helping the class as a whole articulate the relationship between that section and the themes of the course, as well as the theological implications of that section. There will be a preliminary meeting, scheduled at the convenience of the registrants and the instructor, to go over the syllabus and set up these groups and responsibilities.
3. Students will attend the presentations and workshop sessions of Spring Convocation (Tuesday afternoon and Wednesday morning and afternoon) and at least 4 other presentations of the Gettysburg Spring Academy.
4. By the morning after each presentation or workshop attended, each student will post a reflection of about 150 words on the course's Facebook page.
5. At Academy Week events, each student will engage at least three people from outside of the class in conversation about the themes of the week. At least one of these conversations will take place before Thursday morning, April 18.
6. At the class meeting on April 18, students will reflect on the presentations and workshops already attended, the reading, and the conversations, and their implications for ministry.
7. By Monday, April 22 students will submit an essay of about 600 words reporting and reflecting on their conversations referred to in #5

### **Responsible Community Discourse**

In this class, and in this seminary, we respect the rules of inclusivity, as stated in Responsible Community Discourse Statement, which reads as follows:

As members of the seminary community engaged in ministry and ministry preparation, all are encouraged to cultivate a willing participation in verbal and written expression that seeks to acknowledge and respect inclusivity and diversity. Fostering such linguistic commitments honors the heart of the gospel, which affirms that a person's worth includes, but also extends beyond the categories of age, ethnicity, gender, sexual orientation, family affiliations, vocation, and physical, mental or emotional status.

Two priorities, therefore, guide the life of this community. First, all verbal behavior in corporate worship, classes, personal interactions, meetings, and convocations is invited to exhibit the highest linguistic expression, which is charitable, thoughtful, diverse, expansive and inclusive. Second, the same standards of excellence also apply to all written materials in the community: bulletins, written assignments, tests, seminary publications, scholarly works, Board of Directors' materials and materials on the seminary's web site.

Resources for assisting the process of strengthening a gospel-based linguistic community include the ELCA's "Principles for Worship" and the ELCA Publishing Standards Manual, excerpts of which appear in the Faculty, Employee and Student Handbooks.

## Schedule of the 2013 Spring Academy Week

- Tues., Apr. 16 **Morning -- “Faith on the Firing Line” (Lutheran Historical Society of the MidAtlantic)**
- 9:15 am “Exploring Faith and Freedom at the Seminary Ridge Museum” (Barbara Franco)
- 10:45 am “The Shepherds and Their Armed Flocks: Religion and Chaplains in the American Civil War” (Col. W. Thomas Vossler)
- Afternoon -- Spring Convocation**
- 1:30 pm “What We Don’t Talk about: Lutheran Debates about Slavery” (Maria Erling) Chapel
- 2:45 pm “Freedom From and Freedom For” (Kristin Largen) Chapel
- 4:00 pm Introduction to the Seminary Ridge Museum (Barbara Franco) Chapel
- Wed., Apr. 17 **Spring Convocation Wednesday (Chapel)**
- 9:00 am “The World Has Never Had a Good Definition of Liberty’: Divided Understandings of Liberty from Luther to Lincoln.” (Allen Guelzo)
- 10:15:am Workshops (Museum is open for tours at this time)
- Continued Conversation with Allan Guelzo
  - Curriculum workshop by museum
  - “Daniel A. Payne: Freedom at home and abroad” (Nelson Strobert)
- 2:30 pm “Fulfilling the Promise of Freedom: Building Just and Welcoming Communities” (Linda Hartke)
- 3:45 pm Workshops
- Continued conversation with Linda Hartke
  - Building Just and Welcoming Communities (LIRS Staff)
  - “Daniel A. Payne: Freedom at home and abroad” (Nelson Strobert)
- 4:45 pm Conclusion and Sending “The Unfinished Work” (Chapel)
- Thurs., Apr. 18 10:00 am “Is the Exodus story about Freedom?” (Brooks Schramm) Valentine Hall #206
- 1:30 pm – 4:00 pm Pilgrimage and Holy Ground at Gettysburg: Experiencing a spiritual practice for being opened to God’s activity in a hurting world. John Largen and Virginia Price (Walking Shoes suggested)
- Friday, Apr. 19 Daytime Trying spiritual practices and exploring Gettysburg
- 3:00p, Wrap up of Spiritual practices
- 7:00 pm Concert and Dance -Refectory
- Dearest Home
  - Briant Bohleke leading “feet-on” exploration of 19<sup>th</sup> Century social dance
- Sat., April 20 8:30 am Interpretive Campus Tour (John Spangler) Chapel
- 10:00 am “Drums Beating Where the Scholar is Studying: Teaching and Learning Religion in Gettysburg” (Leonard Hummel) Chapel
- 1:30 pm “Inequality, Freedom and Peace in Civil War Music” (Dearest Home) Chapel

## ASSESSMENT

1. Assessment of students is based on the promised outcomes of the course. In order to pass the course, a student must demonstrate competence in fulfilling each of the outcomes. Each student will receive a Descriptive Report (attached).
2. Students will be asked to assess the course itself via Survey Monkey, following the completion of the course.

### **Rubrics for Assessing Class Participation (adapted from that used by Dr. Steinke)**

	<b>Sophisticated</b>	<b>Good</b>	<b>Competent</b>	<b>Not Yet Competent</b>
<b>Reasoning</b>	Raises thoughtful questions which emerge from the assigned reading and experiences; is charitable to others in discussing issues;	Most positions are supported by evidence in the readings and experiences; comments and ideas generally contribute to class understanding of the material and concepts; is charitable to others;	Class contributions most often are based on personal opinion or fuzzy thinking rather than on ideas presented in the readings and presentations. Comments suggest difficulty in following complex lines of argument or student's arguments are convoluted and hard to follow; is charitable to others;	Frequently resorts to extraneous comments which fail to connect in any recognizable way to the reading or lecture; unable to build on thoughtful comments of others; Illogical comments without substantiation are frequent
<b>Listening</b>	Deepens the discussion by drawing on other readings, or comments from others; Offers in depth analysis of complicated theological terms and ideas that aid in understanding.	Usually listens well to others as evidenced by clarifying questions, making connections to earlier readings and lectures; responds to comments of others in ways that open and deepen conversation	Has difficulty consistently listening well as evidenced by repetition of questions asked earlier or extraneous comments unrelated to the topic.	Frequently appears distracted and fails to listen to peers, instructor or guests electronic distraction; consistently fails to initiate a thoughtful response or remains silent.
<b>Reading</b>	Student has carefully read and understood the readings, followed up on footnotes and outside sources and comes to class prepared with questions and critiques.	Student has read and understood all assigned material as evidenced by prepared questions; interpretations	Student has read most of the material but comments demonstrate little though or misunderstanding some main points. Work demonstrates inconsistent preparation.	Unable to understand basic concepts and is frequently unprepared as evidenced by inability to respond to foundational questions or contribute; attacks the author rather than engages the text.

## Rubrics for Assessing Written Posts

	<b>Sophisticated</b>	<b>Good</b>	<b>Competent</b>	<b>Not Yet Competent</b>
<b>Comprehension</b>	Summarizes the major points and argumentation of the presentation/workshop and discerns underlying, unexpressed themes and connections	Summarizes the major points and argumentation of the presentation/workshop	Summarizes some of the major points and argumentation of the presentation/workshop	Misunderstands the presentation/workshop in major and demonstrable ways
<b>Ability to Reflect</b>	Connects the presentation/workshop to other experiences and the practice of ministry, and offers corrections or further implications of the experience.	Offers corrections or further implications of the experience and connects the presentation/workshop either to other experiences or to the practice of ministry	Offers corrections or further implications of the experience; connects the presentation/workshop to other experiences or connects it to the practice of ministry	Is able to do only one of these three things.
<b>Style</b>	Particularly felicitous in use of language; correct in terms of grammar and spelling; respectful of presenter and participants.	Demonstrates three of the characteristics to the left	Demonstrates two of those characteristics	Demonstrates fewer than two of those characteristics.

# DESCRIPTIVE REPORT

4.600 Proclaim Liberty

Spring Term, 2013

Student: \_\_\_\_\_

OUTCOME	NOT FULFILLED	FULFILLED Barely	FULFILLED With Competence	FULFILLED With Excellence
1. articulate several conflicting understandings of freedom and liberty to public leaders of the church and theological students and to members of a wider public; <i>40% as demonstrated in class participation</i> <i>40% as demonstrated in written reflections</i> <i>20 % as demonstrated in reports of conversations</i>				
2. reflect on the Biblical, historical, artistic, and theological sources and implications of those diverse understandings; <i>40% as demonstrated in class participation</i> <i>40% as demonstrated in written reflections</i>				
3. articulate connections between the divisions which arose in 19th century America related to these topics and present situations in congregations and church-related institutions. <i>as demonstrated in class participation</i>				

Grade: \_\_\_\_\_

Instructor: \_\_\_\_\_