

I. THEO/SOC 565

SERVING AND LEADING IN COMMUNITY AND WORLD

II. 3 credit hours

III. Course Description

An in-depth examination of vocation, professional and organizational development and the ways educators, building on their personal beliefs and values, enact authentic service and leadership in a variety of contexts. Using the framework of evangelical Lutheran Christianity, participants explore, analyze and clarify, and apply vocation to their community and to the world.

IV. Place of the Course in the Curriculum: This is a core course required in all graduate programs.

V. COURSE GOALS:

1. Articulate, in broad strokes, the key elements of the Lutheran principles of vocation and compare/contrast these with their own beliefs and values.(T-D1, LD-D1)
2. Describe and distinguish the general contexts of vocation and community and explain the significance of these roles and places. (LD-D1)
3. Integrate personal and professional insights into vocation within their daily tasks and responsibilities. (LR-S1)
4. Design and present a plan for professional development in their educational/vocational setting.(LR-S1)
5. Identify and evaluate opportunities and avenues for impacting community and world through vocation.(LD-S1)
6. Synthesize vocation, profession, and leadership values into a Personal Mission Statement. (T-D1, T-D2, LD-D1, LR-D1)
7. Apply knowledge, skills and dispositions toward a "life-long learning" model.(LR-D1)

VI. Content:

1. The Christian's Calling in the World (T-D1, T-D2)
2. How God Works Through Human beings (ID-S1, t-D1, T-D2)
3. The purpose of vocation (T-D1, T-D2, LD-D1)
4. Your calling as a worker (T-D1, T-D2, LD-D1)
5. Your calling in the family (T-D1, T-D2, LD-D1)
6. Your calling in the church (T-D1, T-D2, LD-D1)
7. The ethics of vocation (T-D1, T-D2, LD-D1, LR-D1)

8. Bearing the cross in vocation (T-D1, T-D2, LD-D1, LR-D1)
9. Resting in vocation (T-D1, T-D2, LD-D1, LR-D1)

VII. Methodology: (LD-S3, LD-S1, LD-S2)

Including but not limited to lecture; guided whole class and small group discussion—including presentations; peer responses, guest lecturers, and reflective response exercises.

VIII. Student Roles: (LD-S3, LD-S1, LD-S2, LR-S1, LR-K1)

1. Attend all course meetings.
2. Complete all reading assignments.
3. Complete written/spoken assignments.
4. Participate and complete seminar presentations.
5. Find and use research to support position.

IX. Evaluation (T-S2, T-S3, LR-S1, T-D1, LD-S3, T-S2, LD-S1, LD-S2, LD-D1, LR-S1, LD-S2, LR-D1)

1. Student speaking and writing (formal and informal)
2. Response and analysis papers/presentations
3. Project

X. Bibliography:

Becker, Carol E. Leading Women: How Church Women Can Avoid Leadership Traps and Negotiate the Gender Maze. 1996.

Benne, Robert. Ordinary Saints. Philadelphia: Fortress Press, 1988.
The Paradoxical Vision: A Public Theology for the Twenty-first Century. Minneapolis: Fortress Press, 1995.

Bread for the World Institute. Hunger 1998: Hunger in a Global Economy. 1998.

Clouse, Bonnidell and Robert G. Clouse, eds. Women in Ministry: Four Views. 1989.

Costanzo, Mark. Just Revenge: Costs and Consequences of the Death Penalty. New York: St. Martin's Press, 1997.

CTCR. Racism and the Church. 1994.

---. Render Unto Caesar . . . and Unto God: A Lutheran View of Church and State. 1995.

Division for Church in Society of the Evangelical Lutheran Church

in America. Give Us This Day Our Daily Bread: Sufficient, Sustainable Livelihood for All: A Study of Economic Life. 1996.

Editors of Sojourners. Holy Ground: A Resource on Faith and the Environment. 1997.

Evangelical Lutheran Church in America. “Christian Faith and US Political Life Today.”

Griffith, Lee. The War on Terrorism and the Terror of God. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2002.

Hughes, Richard T. How Christian Faith Can Sustain the Life of the Mind. Grand Rapids, MI: Eerdmans Publishing Co., 2001.

Manschreck, Clyde L. A History of Christianity: The Church from the Reformation to the Present. Vol. 2. Grand Rapids, MI: Baker Book House, 1981.

Mayer, F. E. The Religious Bodies of America. St. Louis: Concordia Publishing House, 1954.

Menuge, August., ed. Christ and Culture in Dialogue. St. Louis: Concordia Academic Press, 1999.

Meyer, Carl S., ed. Moving Frontiers: Readings in the History of The Lutheran Church-Missouri Synod. St. Louis: Concordia Publishing House, 1964.

Nelson, E. Clifford, ed. The Lutherans in North America. Philadelphia: Fortress Press, 1980.

Neuhaus, Richard J. and Michael Cromartie. Piety and Politics. 1987.

Nouwen, Henri J. M. Life of the Beloved: Spiritual Living in a Secular World. New York: Crossroad, 1997.

Pragman, James H. Traditions of Ministry: A History of the Doctrine of the Ministry in Lutheran Theology. St. Louis: Concordia Publishing House, 1983.

Sider, Ronald J. Just Generosity: A New Vision for Overcoming Poverty in America. 1999.

Simmons, Ernest L. Lutheran Higher Education: An Introduction. Minneapolis: Augsburg Fortress, 1998.

Sine, Tom. Mustard Seed versus McWorld: Reinventing Life and Faith for the Future. 1999.

Tappert, Theodore G. The Book of Concord. Philadelphia, PA: Fortress Press, 1959.

Todd, Mary. Authority Vested: A Story of Identity and Change in the Lutheran Church-Missouri Synod. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2000.

Walther, C. F. W. Church and Ministry. Trans. J. T. Mueller. St. Louis: Concordia Publishing House, 1987.

Wingren, Gustav. Luther on Vocation. Evansville, IN: Ballast Press, 1999.

Additional Information:

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 45 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade

on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connect.cune.edu>).

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