

Understanding and Applying the Lutheran Tradition: Assembling the Parts and Pieces

What sources and practices will assist our continuing on a trajectory of providing higher education with a meaningful and practical commitment to the Lutheran ethos as a ministry of the Gospel? These six domains describe the activities and content which enable a faculty and staff to orient our efforts as a Lutheran teaching ministry. Many of the resources are available on The Two Kingdoms Network site, <https://twokingoms.cune.edu>

Sources on the Lutheran Tradition

Several good sources are now available ranging from introductory to intermediate to advanced. These sources include essays, book chapters, brief books, standard textbooks, and the heavyweight theologies.

Bibliographies and lists of recommended readings are now easy to assemble for any level of readiness and interest.

Participants can now attain a working knowledge through a very manageable amount of effort.

Books on the Christian University

Over the past 30 years several books have examined the history, current state, and future of the Christian university. Some of these have been dedicated specifically to Lutheran higher education, Lutheran teaching, and the teaching ministry.

For those interested in such background, the sources are readily available and an annotated bibliography is available at <https://twokingoms.cune.edu>

Examples, Topics in the Subject Areas

Teachers need practical examples, case studies, and instances both past and present to understand, illustrate, explain, and apply their content.

Engaging our tradition in our community practice and instruction calls for a growing collection of issues, cases, and examples of where and why that tradition intersects meaningfully with the subject area, the world, and our lives.

Examples are available on the front page and are being cataloged and expanded at <https://twokingoms.cune.edu>

Routes to Biblical Literacy

The five or six chief spiritual and theological traditions in the historic church are all grounded in some worked-out understanding of the Bible.

Without a working knowledge of Scripture that exceeds children's Bible stories, any tradition remains wooden and academic rather than living and influential in the life of the community.

Given the current state of limited Biblical literacy for both society and the church, we are mapping a set of routes to literacy that appeal to various participants.

Learning the Theological Traditions

Given the religious and non-religious diversity of today's classrooms, the teacher who would engage one theological tradition will inevitably encounter the other traditions and the absence or skepticism about any.

A working knowledge of the five or six spiritual traditions as well as the standard themes in secularism will enable the teacher to anticipate and respond in an informed and sensitive way to student concerns.

General Sources and Resources

A number of supplemental materials now exist related to what is often called "integrating the faith" (an expression that, itself, needs critique).

These resources include books, journals, web sites, and materials specific to subject areas and interests such as religion and science, the arts, civic affairs, and education.

These sources vary in quality and orientation. Users should use judgment when selecting among them.