School of Theology & Ministry  
Seattle University  
Seattle, WA 98122-1090  
2016-2017 Academic Year (Fall-Winter-Spring Quarters)

Course Information:

STMM 5910-04: Pacific Northwest Culture and Lutheran Identity  
Credits: 3  
DATES: Fall-Winter-Spring Quarters  
PLACE: Where Lutheran Leadership in Ministry takes place in the Synods (University, Congregation, Specialized Settings etc.).

Faculty and ELCA Leadership Contact:  
Dr. Michael Reid Trice, Ph.D.  
Marcia Riggers, ELCA Outreach Team Chair  
Email: Tricem@seattleu.edu and Marciariggers@live.com  
Phone: Trice: 206-296-5332 and Riggers: 360-870-8624

Required Textbooks:

Fall:  
• Patricia O’Connell Killen and Mark Silk, eds., Religion and Public Life in the Pacific Northwest: The None Zone, AltaMira Press, 2004  

Winter:  
• Lynda V. Mapes, Breaking Ground: The Lower Elwha Klallam Tribe and the Unearthing of Tse-whit-zen Village, University of Washington, 2009  
• Charles Goodrich, Kathleen Dean Moore, Frederick J. Swanson, Eds., In the Blast Zone: Catastrophe and Renewal on Mt. St. Helens, Oregon State University Press, 2008  

Spring:  
• Gordon W. Lathrop, Central Things: Worship in Word and Sacrament, Augsburg Fortress, 2005
Course Description:

The focus of this course is to assist students in: Identifying and analyzing the pressing questions and responses to being Church in this region; enlarging their ecclesial fluency in matters of life, worldview, faith and witness in the Pacific Northwest; refining their sense of relevant Gospel witness where theology meets life every day including any synodically authorized ministry.

This course is a shared journey of all participants, even a grand experiment for readying leadership in the Church for a 21st century witness in the Pacific Northwest. The course takes place in the first year of the Master of Divinity degree program at Seattle University School of Theology and Ministry (STM), and is designed in partnership between STM and the Evangelical Lutheran Church in America (ELCA) Outreach Team, which accompanies ELCA students at STM.

Distinct from a course on Lutheran Confessions (STMM 593), Perspectives in Lutheran Practice in the Pacific Northwest will prepare students to become fluent within their own ecclesial tradition, and within the complex cultural challenges and opportunities that the Church experiences today in this region. This means that class sources will range from ELCA social statements to interdisciplinary analyses, from poetry to prose, from local history to international Lutheran service around the planet. All of these sources will assist students in living into the question of identifying the markers for a Lutheran Cascadian sensibility in this dynamic region of the world.

This course, is a bookend requirement toward the 2nd year Confessing Lutheran Identity in the 21st Century course, which rediscovers the theological challenges of contemporary Lutheran identity alongside the place and authority of the classic Confessions to the Lutheran confessional experience for being Church in the world today.

Learning Outcomes:

The students will develop an ecclesial fluency that is a competent witness to being Church in, this place and in this time and includes: a) an awareness of the key ecclesial documents and movements within the ELCA that shape a public conversation within the Church today; b) an ability to exhibit a Lutheran hermeneutic for being intentionally ecumenical and pluralistically minded in this region; c) skill at articulating the language of faith and redemption through conversation with ELCA leadership [clergy, lay, Office of the Bishop]; and d) an awareness of the Lutheran liturgical identity that meets the needs of demographics in the Pacific Northwest, which is also a gift to the whole Church.

Additional degree-specific outcomes include an ability to read primary and secondary texts critically (MDiv, MAPS, MATS); Ability to be a responsive, discerning listener who can enter another’s worldview (MDiv, MAPS, MATS); Student awareness of their own social location/assumptions/hermeneutics as they engage texts and ideas in their own lives, communities and society at large (MDiv).
COURSE MEETING DATES AND TIMES: Thursday Evenings (6:00 PM to 8:45 PM) on the Dates Identified Below:

**Fall Quarter**

**Sept. 29th**  
Table Talk 1: **What is the Pacific Northwest Region?**  
Themes: Is there a unique Pacific Northwest Culture? If so, what are its components? How has our history, geology and environment shaped us?  
Facilitators: Leadership Team + Northwest and Southwestern Synod bishops  
Canvas Table Talk Online Peer Journal

**Oct. 27th**  
Table Talk 2: **What are the Societal Challenges and Priorities in this Region, and How and Where is the Church Responding to these Today?**  
Themes: Do we deserve to be called the "None Zone"? What are the forms spirituality takes here?  
Required Reading: Continue with Egan (128-254) and Killen (107-184); Presiding Bishop Elizabeth Eaton: *Claimed, Gathered, Sent: A Guide for Conversation: The Four Emphases*  
Facilitators: Leadership Team  
Canvas Table Talk Online Peer Journal

**Dec. 1st**  
Table Talk 3: **At the Table -- (Facilitated gathering with Rostered and Lay Colleagues in the region)**  
Themes: Living into the questions of active theology in a region with specific needs; integrating the quarter.  
Facilitators: Leadership Team  
Canvas Table Talk Online Peer Journal

**Winter Quarter** *(Three Meetings, 3 hours each)*

**Jan. 12th**  
Table Talk 1: **Lutherans in North America**  
Themes: Identifying the radical questions and opportunities for Lutherans in this region, from bondage to freedom, faith active in love for the sake of the world  
Required Reading: *(Available in Course pack)* Dr. Roger A. Willer, Ph.D., *An Emerging Evangelical Lutheran Social Ethic: A Coherent Tapestry* (will be posted on Canvas); Richard J. Perry Jr., *A Lutheran Response to Racism* (will be posted on Canvas); Select ELCA Social Statements: Education (2007); Caring for Creation (1993); Human Sexuality (2009); Race, Ethnicity and Culture (1993); *Breaking Ground: The Lower Elwha Klallam Tribe and the Unearthing*
Perspectives in Lutheran Practice in the Pacific Northwest Page | 4


Facilitators:
Leadership Team + Skype Call with Dr. Roger A. Willer, Director of Theological Ethics and ELCA Director for the Department of Studies of the ELCA in Society

Canvas Table Talk
Online Peer Journal

Feb. 9th
Table Talk 2: Lutherans in the World
Themes:
World Christianity and Pacific Northwest Context; Multi-cultural society, pluralism and relevant Lutheran theology, societal transition, how to live whole narrative in an aggregate society

Required Reading: (Available in Coursepack) Mark S. Hanson, The Future of Lutheranism in North America; Raymond L. Schultz, The Future of Lutheranism in Canada; Anna Mercedes, Who Are You? Christ and the Imperative of Subjectivity; Michael Reid Trice, There’s an App for That! A Post-Christian Lutheran Response

Facilitators:
Leadership Team + Dan Leigh (Lutheran World Relief);

Canvas Table Talk
Online Peer Journal

March 9th
Table Talk 3: At the Table! (Facilitated Learning with Rostered and Lay Colleagues in the region)
Themes:
How speak about vocation in the metaphor of regional and societal ‘blast zones’; integrating the quarter.

Required Reading:

Facilitators:
Leadership Team

Canvas Table Talk
Online Peer Journal

Spring Quarter (Three Meetings, 3 hours each)

Apr. 6th
Table Talk 1: Voce, Voice, Vocation – Expressing Vocation in the Region?
Themes:
Two markers of Fluency and your Lutheran Dialect as a Gift to the Church, Public Theology, Incarnational Methodologies Today,

Required Reading:
The Vocation of Lutheranism in Contemporary American Culture by Phyllis Anderson; Practicing our Faith in Salmon Nation, http://salmon.luther-house.org

Facilitators:
Leadership Team + PLU colleagues

Canvas Table Talk
Online Peer Journal

May 4th
Table Talk 2: At the Table! (Facilitated Learning with Rostered and Lay Colleagues in the region)
Themes:
Vocation in the three expressions of the Church; Connections between worship and vocation in this region

Required Reading:
Gordon W. Lathrop, Central Things: Worship in Word and Sacrament, Augsburg Fortress, 2005

Facilitators:
Leadership Team
Canvas Table Talk

Online Peer Journal

June 1st

Table Talk 3:  
Word in Action: Final Project Presentations

Themes:  
Theology of the Cross/Glory; how spirituality in the mountains makes sense; public grief and return to hope, resurrection hope

Required Reading:  

Facilitators:  
Leadership Team + Northwest and Southwestern Synod bishops

Canvas Table Talk  
Online Peer Journal

Final Project Due at Last Class

Student Expectations:

A. Completion of reading assignments. All reading assignments should be completed prior to the class on which they are assigned, in order to ensure robust conversation.

B. Attendance in class or on site – 25% of Grade: It is essential to be fully present and participatory alongside peers and the instructor. In this simple equation, presence in the course = opportunity to participate in person. Absence, even when excused, diminishes your participation in a course that is constructed on the foundation of classroom discernment. Be present.

C. Participation in class or on site – 25% of Grade: Participation in this course transpires in person and in an online format that relies on the depth and clarity of student written reflection. The instructor takes student engagement as an essential indicator of learning. In particular, the regular Table Talk sections on the Canvas Online-Format provide weekly opportunity for engagement of key ideas toward learning. Students will become comfortable with the online CANVAS platform, and the instructor recommends students log on at the start of each Module. Students must become familiar with this straight-forward course design at the start of the course. Two key forms of participation are:

- **Class Leadership on Assigned Readings**: Course leadership involves students (assigned during the first week of the course) engaging the class in discussion on the critical themes raised in our texts. Students are not asked to summarize the text. Students distribute an outline for your discussion at the beginning of the class session. The exercise should be approx. 20 minutes with 10 minutes for questions.

- **At the Table!**: This framework is where students for the course consider readings and main themes alongside those leaders who serve across the church. The winter and spring quarters include ‘At the Table!’ sections for deepening and actualizing main themes.
• Average student responses require two references to the readings of the course per module. These can be in footnote or endnote form. As this is an online course, it is important for the student to reflect on the reading and lecture, and to provide a substantial response. Students are encouraged to respond to one another in these sections as well.

D. **Completion of one paper titled: Key Indicators of Fluency in the Pacific Northwest (seven but not more than ten pages)** – 25% of Grade: Students are responsible for constructing one independent and reflective paper for this class, which is to be seven (but not more than ten) pages in length. The paper is due on the last day of the winter quarter. The paper description and rubric are outlined in detail on the CANVAS online platform. I encourage every student to view CANVAS at the start of the course, to visit expectations for the full academic year, and to review requirements for paper and project far in advance. For additional information contact Dr. Trice with sufficient advance notice to allow for your own writing. Late papers will be considered on a case-by-case basis, and this usually impacts grade, so please be attentive to pacing yourself throughout the course.

E. **PowerPoint or Prezi Project Titled: My Lutheran Dialect in the Church Here-and-Now** – 25% of Grade: This project is the capstone of our course together, where students have an opportunity to put their theology and learning in this course into a more refined narrative form. This is a project that students find enjoyable for stretching their own learning. Students will construct a 10 slide Prezi presentation with voice annotation for each slide. The project description and rubric are outlined in detail on the CANVAS outline platform. The project is due at the last day of the spring quarter.

---

**Citation Format**

Students in the Pastoral Counseling degree submit papers with citations in APA (American Psychological Association) format delineated by the *Publication Manual of the American Psychological Association*. All other students submit papers with citations in CMS (Chicago Manual of Style) format delineated by *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*. The basic rules for these style formats may be found at the following websites:

- **APA**: http://bcs.bedfordstmartins.com/resdoc5e/ (Diana Hacker website/social sciences)
- **CMS**: http://bcs.bedfordstmartins.com/resdoc5e/ (Diana Hacker website/history) or http://www.chicagomanualofstyle.org/tools_citationguide.html (CMS website) At times students need assistance with the writing process itself. In addition to face-to-face assistance offered by Seattle University’s Writing Center (McGoldrick Learning Commons 2nd Floor), two websites offer online assistance with writing
- **Seattle University Writing Center**: http://www.seattleu.edu/writingcenter/ (Resources)
- **Purdue Writing Center**: http://owl.english.purdue.edu/owl/
Special Requirements or Needs: If you have or think you may have a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206-296-5740.

Academic Honesty: The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook (see the Seattle University website).

Final Grade Calculation:

Your final course grade will be calculated thus:

- *Attendance in class and in Online Format* – 25%
- *Participation (including Table Talk and Class Leadership)* – 25%
- *Completion of Paper* – 25%
- *Completion of Final Project* – 25%

Your letter grade will be determined thus:

- **A** 93-100
- **A-** 90-92.99
- **B+** 87-89.99
- **B** 83-86.99
- **B-** 80-82.99
- **C+** 77-79.99
- **C** 73-76.99
- **C-** 70-72.99
- **D+** 67-69.99
- **D** 63-66.99
- **D-** 60-62.99
- **F** 59 and below