

UNITED LUTHERAN SEMINARY

PRA178—ENVIRONMENT, FAITH & PRAXIS—SPRING 2018

Tuesdays 8:30-11:30, Synchronous at Philadelphia & Gettysburg

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WITH:

Ruth Ivory-Moore, Program Director for Environment and Energy, ELCA Advocacy Office, Washington, DC <http://www.lutheransrestoringcreation.org/events/elca-advocacy>

Chad Rimmer, PhD, Study Secretary for Lutheran Theology and Practice, Dept. Theology and Public Witness, Lutheran World Federation <https://www.lutheranworld.org/staff/rev-dr-chad-rimmer>

COURSE DESCRIPTION

Environment and God's outdoor creativity are cradles of faith, thresholds to the gospel of Christ Jesus. Participants in this course develop competencies and plans to lead ecological and outdoor ministries. Students choose projects in areas such as food & faith; energy stewardship; habitat care; outdoor spirituality; or eco-justice advocacy. The course provides connections from environmental history and ecological theology to inform projects developed by participants. Gilson Waldkoenig

RATIONALE

Faith (*πίστις*) is trust or belief in God-with-us. Praxis (*πράξις*) is a process to enact, embody or realize a theory, idea or lesson. Faith & Praxis are ways that creatures connect to Jesus Christ who is present in, with and through God's creation. The gospel, rooted in Christ's completed work on the cross, signals healing and eco-justice in creation. Exciting innovations in ecological and outdoor ministries are renewing public witness, stewardship, evangelism and spirituality across the global church. This course provides opportunities to develop competencies and plans in ecological and outdoor-oriented ministries through both theoretical and applied work.

OUTCOMES

1. Identify and assess environmental practices for congregations/ministry organizations
2. Sift biblical perspectives and church teachings on environment in relation to environmental history and environmental ethics, to build critical understanding for eco-justice advocacy
3. Build competencies to lead environmentally-engaged faith & praxis
4. Increase one's network of people and organizations committed to faith and praxis for eco-justice

STRATEGIES

"Map" of the course				
Type of activity	GATHER	STUDY, READ & RESPOND		ACT
	Class meetings	OL presentations	Texts & media	Plan an environmental ministry for a specific context
Time	3 hrs/ week	1 hr/week	2-3 hrs/week	3 hrs/week
	<i>For every classroom hour, two hours "homework," for a total of 128 hours (3+6 weekly)</i>			

READINGS

Ellen Davis, *Scripture, Culture, Agriculture: An Agrarian Reading of the Old Testament* Cambridge, 2008
Elizabeth Johnson, *Ask the Beasts* Continuum 2015

Pope Francis, *Laudato Si' (Blessed Be): On Care for Our Common Home* (2015) <http://www.ecoiesuit.com/laudato-si-full-text/>

Lutheran Study Guide to *Laudato Si* by Terra S. Rowe http://fore.yale.edu/files/Lutheran_climate_change_study.pdf

ELCA Social Statement “Caring for Creation” <http://bit.ly/1OsCCD2>

Project Example: Kyle Warfield, “Storm Water Management for Congregations” <https://vimeo.com/167110372>

SCHEDULE

DATE		READINGS	PROJECT STEPS
2/6	P	Introduction to course & people <i>NB: Most class sessions, listed below, will include structured discussions based on the assigned readings</i>	Exploring Ideas / possibilities for a project ↓ ↓
2/13	G	SCA 1 (<i>Scripture, Culture, Agriculture</i>) AB 1 (<i>Ask the Beasts</i>) LS 1 (<i>Laudato Si</i>)	
2/20	P	SCA 2 AB 2 LS 2	
2/27	G	SCA 3 AB 3 LS 3	Project Proposals Due
3/6	G	SCA 4 AB 4 LS 4	
3/13	P	SCA 5 AB 5 LS 5	--work on projects-- ↓ ↓
3/20	G	SCA 6 AB 6 LS 6	
3/27	P	SCA 7 AB 7	
(4/3)		NO CLASS – Spring Break	
4/10	G	SCA 8 AB 8	
4/17	G/P	Guest Professors –Integrative Session	Rough Draft of Project Presentations
(4/24)		NO CLASS – Reading Week	
5/1	P	SCA 9 AB 9	Project Presentations Final Form
5/8	G	SCA 10 AB 10	Responses to Projects
5/15	P	Final Class Assessment of Learning (as a group)	

ASSESSMENT

Competencies	Assessment Evidence
#1 “Nurtures communities...” - “invites... participate...” - “nurtures hospitality...”	Responses to Readings in Class Discussions
#2 “Equips & leads ... in world” - “societal & contextual change” - “social & ecological justice...”	
#3 “Fosters communities of Christian care” - “engage events” - “spiritual resilience... and reconciliation”	
#4 “organizational life” - “steward the congregation’s resources... and encourage... to share...” - “to relate to each other...”	
#5 “Lead... change...” - “assess local context”	
	PROJECT: plan to implement environmental faith & praxis in a ministry context - Proposal - Presentation/report - Responses to peers

<ul style="list-style-type: none"> - “shared vision” - “social change & conflict” - “inclusive community” 	
#6 “Wellness” <ul style="list-style-type: none"> - “clear and healthy boundaries” - “lifelong learning” - “stewardship” (contra “consumerism”) 	Class assessment of learning in final classroom session

OUTCOME	EVIDENCE	Way of ASSESSMENT	GRADE %
1 & 3	Project	Proposal Presentation/Report Peer Response (Your response to another report)	15% 20% 10%
2	Responses to Readings	In-class discussions structured to yield evidence of reading & thinking	45%
4	Final Assessment	Focus Group	10%

RUBRIC

	A (Superior)	B (Good)	C (Sufficient)	F (Failure)
Expression	Extremely clear & highly effective in the chosen medium	Very clear & very effective in the chosen medium	Basically clear & effective in the chosen medium	Confused and ineffective expression
Reasoning	Incisive analytical work & cogent argument	Good analytical work & solid argument	Fair analytical work & effort at argument	Errors in analysis and slipshod argument
Use of Sources	Command of assigned readings, indicative of thorough study, e.g. outlining. Information correct and current.	Evidence of strong engagement with assigned readings indicative of effort to thorough study	Some application of assigned readings	Neglect and/or severe misunderstanding of assigned readings.
Engagement in Learning Strategies	Thoughtful, highly creative insights and robust personal investment	Good insights and robust personal investment	Basic insights and solid personal investment	Contempt for the reflective process and the learning strategies
Public Responsiveness	Energetic concern about public issues and communication to broadly pluralistic audiences	Strong concern about public issues & communication to pluralistic audiences	Basic concern about public issues & pluralistic audiences	Disdain or derision for public issues and the need to communicate to broadly pluralistic audiences
Clarity, Grammar & Style	All sentences and language are grammatically correct according to the standards of <i>Chicago Manual of Style</i> or equivalent. Proofread papers avoid errors.	All sentences and language are grammatically correct according to standards of <i>Chicago Manual of Style</i> or equiv. Proofread papers show few errors.	A few sentences or language contain grammatical errors or are not written well.	Paper or presentation is full of errors and the amount of them indicates disregard for the standards of grammar, clarity and style.

Grade Scale: Total points 92-100=A; 84-91=B; 76-83=C; <75=F | Pass/Fail: Total points 75-100 P; <75 F

POLICIES

Please follow the “Responsible Community Discourse Statement,” the rules against plagiarism and other policies that apply to all LTSG courses, as stated in the seminary’s catalog and handbooks

PROJECT PROPOSAL FORM

Name _____

Date _____

Site targeted, where you would implement project _____

Project Ideas:

Describe what you would do?

What environmental issue(s) would your project address?

What theological issue(s) would you address? What do you hope to learn?

Who would be involved?

How would you know if your project was successful or not? (assessment criteria)

When you report the project to peers in class, what form will you use?

____ slides (or similar)

____ video

____ written essay