

**CONTEMPORARY ISSUES IN THE ANGLICAN COMMUNION  
AND THE EPISCOPAL CHURCH:  
RENEWING EPISCOPAL AND ANGLICAN IDENTITY**

Seabury-Western Theological Seminary  
TH 5003, TH 4003 TH 303  
January 2013  
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**Course Description**

The Episcopal Church and the Anglican Communion face an identity crisis today. The Episcopal Church has a long establishment legacy that still shapes its life, mission, and sense of identity. Yet the era of cultural privilege is rapidly ending for Christianity in the U.S., and the Episcopal Church increasingly finds itself marginalized where it once saw itself as central to American life. The Anglican Communion is a product of British colonialism. Dramatic shifts in culture, demographics, mission, communications, and geopolitics make the Communion a contested reality today. If an establishment ethos once defined Episcopal identity and British culture once unified the Anglican Communion, more adequate grounds are needed for re-envisioning Episcopal and Anglican identity today.

This course will explore the establishment and colonial legacies in Britain, America, and world Anglicanism, the contemporary realities of disestablishment, postcolonialism, and neocolonialism, and the shifting contemporary American religious environment. Theological resources in the Anglican tradition will be mined for the renewal of Episcopal and Anglican identity in the Triune God's life and love for the world. These theological commitments invite a renewed posture toward the neighborhood and fresh ways of conceiving leadership and organization for Episcopal churches in mission.

**Course format**

This course uses a hybrid format: teaching and learning take place both online and in the classroom. The course uses the Moodle online learning platform for communication, conversation, readings, assignments, and so on. Participants are expected to familiarize themselves with Moodle and to check the site often. Participants should also check their email regularly for course information.

The course will meet at Seabury 8:30 am to 4:30 pm on January 7, 8, 10 and 11, and from 1:00 pm to 8:30 pm on Wednesday, January 9, 2013. Prior to the classroom week, students are asked to complete reading as indicated below and write a short paper. Following the classroom week, students will have a final paper to write that will be due February 8 as well as a short paper due February 15. The detailed course schedule gives readings and assignments for each week, which are to be posted on Moodle in accord with the course schedule.

### Course objectives

All Seabury courses offer participants opportunities to develop their theological, cultural, and ministerial competency. In particular, this course will enable participants to:

- engage in theological reflection on responsible life in faith.
- think theologically about assumptions, biases, and knowledge about themselves and others.
- contribute to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views.
- articulate their own beliefs as part of the Anglican tradition.
- be conversant with a variety of contexts and their perspectives across global Anglicanism.

### Course requirements<sup>1</sup>

In order to achieve these objectives, participants are required to:

1. Complete all assigned reading. Note that students should come to the intensive course having read Dwight Zscheile, *People of the Way* and William Sachs, *The Transformation of Anglicanism*, pp. 1-163. It is highly recommended that students complete as much of the additional readings as possible prior to the intensive week as this will enrich your learning experience. Shorter readings of articles and case studies will be posted on Moodle for completion during the intensive week as noted in the course schedule, and additional reading will take place following the intensive week.
2. Participate in course discussions during the entirety of the January on-campus class session. (20 % of grade)
3. Post on Moodle a 500 word paper on the topic “What Does It Mean to Be Anglican Today?” by **5 p.m. on January 1**. The purpose of this paper is simply to state what you think Anglican identity is at the very outset of the course, before we begin our work. There is a complementary assignment at the end of the course, which will give you a chance to indicate how your understanding has changed. (15 % of grade)
4. Submit a ten-page paper articulating a post-establishment, postcolonial Anglican theology of mission for a particular context.
  - 100-200 word statement of topic for 10 pp. paper, with brief research bibliography (no more than 5 items) to be posted on Moodle by **5 p.m., January 31**.
  - Final paper to be posted on Moodle by **5 p.m., February 8**. See Paper Assignment, below. (50% of grade)

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<sup>1</sup> Course requirements apply to participants taking the course for academic credit (a letter grade, or Credit/No Credit). Auditors and lifelong learners are expected to do all the work that is necessary for them to be full participants in classroom discussions; in this course, that includes all reading. Auditors and lifelong learners may participate in online as well as classroom discussions.

5. Post on Moodle a 650-750 word paper on the topic “What Does It Mean to Be Anglican Today? How My Mind Has Changed and Stayed the Same” by **5 p.m. on February 15**. This should be a reconsideration of what you said in your very first reflection paper; it’s a chance to assess your learning over the course of the term. (15 % of grade)

*Please note:* Participants are expected to complete all work on schedule. Extensions may or may not be granted at the discretion of the faculty member, which must be obtained before the due date. Work submitted after the due date will be graded down.

### Paper Assignment

Students taking the course for credit are required to submit a 10 page paper (double-spaced, 11-12 pt font, 1” margins). The paper is to

1. Articulate a working Anglican theology of mission that takes into account today’s post-establishment and postcolonial contextual realities. The paper should develop such a theology with a specific setting in mind (this can be a particular region of the U.S. or another country, a specific cultural population, or a ministry environment familiar to the student).
2. Draw on readings and course materials, as well as the student’s knowledge of the context being addressed, to support a focused, well-argued thesis.
3. Engage key theological doctrines (i.e., Trinity, Christology, Holy Spirit) and indicate how they matter to the church’s participation in God’s mission.

A 100-200 word statement of topic for 10 pp. paper, with brief research bibliography (no more than 5 items) is to be posted on Moodle by **5 p.m. January 31**. Complete papers are to be posted on Moodle no later than **5 p.m. on February 8**.

### Writing

Clear, accessible writing is indispensable to effective mission and ministry. Therefore, posts and comments on Moodle as well as papers should use correct spelling, grammar, syntax, and the like; they should be substantive; and they should foster dialogue, mutual respect, and diverse views.

- Use Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press) to find proper styles and formats for notes, references, and paper presentation.

### Academic Integrity

Seabury expects participants in its programs to adhere to the highest standards of academic integrity. This includes

- Contributing to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views. Respect is to be accorded to all persons, regardless of race, color, gender, age, physical disability, height or weight, national and ethnic origin, marital status, sexual orientation/identity, or gender identification. We are intentional in following the Baptismal Covenant (*Book of Common Prayer*, pp. 304-305), striving for justice and peace among all people and respecting the dignity of every human being.

- Adhering to canons of academic honesty by properly acknowledging the work of others. Plagiarism—the use of others' words and ideas without adequate reference to the author or indication of quotation—is a serious form of academic dishonesty or academic fraud, and offenders are subject to discipline, up to and including expulsion from the school. In order to avoid plagiarism, especially by inappropriate use or citation of quotations and ideas, students are expected to familiarize themselves with the requirements and practices of citation found in Turabian's *Manual for Writers*. Unfamiliarity with these requirements and practices is not an acceptable reason for unintentional plagiarism.

### **Required reading list:**

#### Books

Kaye, Bruce. *An Introduction to World Anglicanism* (Cambridge U.P., 2008).

Sachs, William L. *The Transformation of Anglicanism: From State Church to Global Communion* (Cambridge U.P., 2002).

Zscheile, Dwight. *People of the Way: Renewing Episcopal Identity* (Morehouse Publishing, 2012).

#### Articles (posted in Moodle)

Bam, Brigalia, "All About Eve: Woman of Africa" in Andrew Wingate et al, eds. *Anglicanism: A Global Communion* (Church Publishing, 1998), pp. 347-53.

Jamieson, Penny, "Women, Church and Ministry in the Coming Decade" in Andrew Wingate et al, eds. *Anglicanism: A Global Communion* (Church Publishing, 1998), pp. 357-63.

Orombi, Henry L., "What Is Anglicanism?" *First Things*, August/September 2007.

#### Case Studies (posted in Moodle)

Be prepared to discuss these during the course.

### **Course schedule**

Prior to January 7: Read Zscheile, *People of the Way* and Sachs, *The Transformation of Anglicanism*, pp. 1-163. Students are encouraged to read the remainder of Sachs and Kaye, *Introduction to World Anglicanism* prior to the intensive week if they are able.

#### Monday, 1/7

8:30-10:00 am	Dwelling in the Word, Introductions, Introduction to Course
10:00-10:30	Break
10:30-11:10 am	The Establishment Legacy: UK and British Empire
11:15 am	Holy Eucharist (chapel)
12:00-1:00 pm	Break
1:00-2:30 pm	The Establishment Legacy: U.S.
2:30-3:00 pm	Break
3:00-4:10 pm	21 <sup>st</sup> c. Contexts: Versions of Disestablishment
4:15 pm	Evening Prayer (chapel)

#### Tuesday, 1/8

Readings: Orombi; Case Study 1

8:15 am	Morning Prayer (chapel)
8:45-10:00 am	Understanding the Contemporary American Religious Environment
10:00-10:30 am	Break
10:30-11:10 am	21 <sup>st</sup> c. Contexts: Postcolonialism, Neocolonialism, and the Anglican Communion
11:15 am	Holy Eucharist (chapel)
12:00-1:00 pm	Break
1:00-2:30 pm	Rediscovering the Church's Identity in the Triune God's Ecstatic Life and Mission I
2:30-3:00 pm	Break
3:00-4:30 pm	Case Study 1

Wednesday, 1/9

Readings: Bam

1:00-2:30 pm	Rediscovering the Church's Identity in the Triune God's Ecstatic Life and Mission II
2:30-3:00 pm	Break
3:00-4:10 pm	Reconciliation, Difference and the Spirit
4:15 pm	Evening Prayer (chapel)
5:00-6:00 pm	Cultivating Missional Spirituality
6:00-7:00 pm	Break
7:00-8:30 pm	Joining Up with God in the Neighborhood

Thursday, 1/10

Readings: Case Study 2

8:15 am	Morning Prayer (chapel)
8:45-10:00 am	Living as People of the Way
10:00-10:30 am	Break
10:30-11:10 am	Renewing Anglican Identity: Gifts for Mission I
11:15 am	Holy Eucharist (chapel)
12:00-1:00 pm	Break
1:00-2:30 pm	Renewing Anglican Identity: Gifts for Mission II
2:30-3:00 pm	Break
3:00-4:30 pm	Case Study 2

Friday, 1/11

Readings: Jamieson; Case Study 3

8:15 am	Morning Prayer (chapel)
8:45-10:00 am	Rethinking Church Leadership for a New Apostolic Era
10:00-10:30 am	Break
10:30-11:10 am	Case Study 3
11:15 am	Holy Eucharist (chapel)
12:00-1:00 pm	Break
1:00-2:30 pm	Rethinking Church Organization for a New Apostolic Era
2:30-3:00 pm	Break

3:00-4:30 pm      Final Wrap-Up Discussion

Reading After Intensive Week:

Sachs, *Transformation of Anglicanism*, pp. 164-336

Kaye, *Introduction to World Anglicanism*