

THE CENTER FOR
Scholarship
AND FACULTY
Development



THE
EIGHTH
ANNUAL *Day of*
Common
Learning

Wednesday
October 14, 2009

Welcome

Les Steele

Vice President for Academic Affairs

Introduction of Keynote Speaker

Philip W. Eaton

President

KEYNOTE ADDRESS

Transformational Leadership

Ronald C. White, Ph.D.

Ronald White is the author of *A. Lincoln: A Biography* (2009), a *New York Times*, *Washington Post*, and *Los Angeles Times* best-seller. White is also the author of *Lincoln's Greatest Speech: The Second Inaugural* (2002), a *New York Times Notable Book of 2002* and a *Washington Post* and *San Francisco Chronicle* best-seller, and *The Eloquent President: A Portrait of Lincoln Through His Words* (2005), a *Los Angeles Times* best-seller and a selection of the Book-of-the-Month Club and the History Book Club. He has lectured at the White House and been interviewed on the News Hour with Jim Lehrer. White is a graduate of UCLA, Princeton Theological Seminary, and Princeton University, where he earned his Ph.D. in religion and history. He has taught at UCLA, Princeton Theological Seminary, Whitworth University, and Colorado College, and served as dean and professor of American religious history at San Francisco Theological Seminary. He is presently an ordained Presbyterian minister, a fellow at the Huntington Library, and visiting professor of history at UCLA.

Closing Announcements

Susan VanZanten

Director of the Center for Scholarship and Faculty Development

Because of the day's events, all seminars, classes, and labs held before 3 p.m. have been canceled. All classes and labs after 3 p.m. will be held as usual.

As a further way of promoting and celebrating learning, ASSP, Student Life, and the Office of Academic Affairs are co-sponsoring a raffle that will pay for one student's winter textbooks, up to a \$300 maximum. The raffle is open to graduate and undergraduate students who are not full-time SPU employees. Any student in attendance at an afternoon workshop can pick up and turn in (at each workshop) a raffle ticket.

Abraham Lincoln: Second Inaugural Address

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it — all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war — seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war, while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each side looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!" If we shall suppose that American Slavery is one of those offences, which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope — fervently do we pray — that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said, "The judgments of the Lord, are true and righteous altogether."

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just, and a lasting piece, among ourselves, and with all nations.

Lincoln on Education

Christopher Sink, *Professor of Education*

Demaray Hall 261

In this interactive presentation, Lincoln's views on education will be explored in light of contemporary perspectives. Small group discussion and implications for classroom practice are included.

Lincoln Among the Scientists

Rod Stiling, *Associate Professor of History*

Otto Miller Hall 127

In the midst of war not going well, Abraham Lincoln interacted with scientific ideas and the American scientific community. This session will consider the intriguing account of Lincoln's midnight signing into law the charter establishing the U.S. National Academy of Science in the closing hours of the last day of the (very lame-duck) 37th Congress, March 3, 1863.

Civil Discourse in a Coarsening Culture

Ronald C. White, *Emeritus Professor of American Religious History at San Francisco Theological Seminary*

Douglas M. Strong, *Professor of the History of Christianity and Dean of the School of Theology*

Library Seminar Room

How can Christians listen and speak in an increasingly discordant culture? How can A. Lincoln become a guide for wisdom and witness?

Lincoln and the Possibilities of Prudential Politics

Bo Lim, *Assistant Professor of Old Testament*

Caleb Henry, *Assistant Professor of Political Science*

Demaray Hall 258

Lincoln's conflict with southern apologists is widely known. Less well known is his conflict with anti-slavery leaders. This conflict points towards the difficulties of prudential politics. Even when citizens agree on the desired goal, they may drastically differ on the appropriate tactic. Of course, politics always affects legitimate competing goals. This session will examine why prudential politics is so difficult. What biblical lessons might apply? How did Lincoln handle this difficulty?

The Lincoln/Douglas Debates

Shannon Scott, *Assistant Professor of Communication*

SPU Debate Team

Demaray Hall 150

The legends about the Lincoln-Douglas Debates are myriad, but how many of us know what actually occurred? Join the SPU Debate Team as they recreate part of the debates that helped propel Lincoln onto the national stage.

Abraham Lincoln: Classical Orator

Owen Ewald, *C. May Marston Assistant Professor of Classics*

William Purcell, *Associate Professor of Communication*

Bertona 3

This session considers Lincoln in the context of the tradition of classical oratory. In his *Second Inaugural Address*, Lincoln reframed recent American history in order to stress the justice of the Union cause. In using history for such ends, Lincoln deployed strategies that had deep roots in Greco-Roman oratory. Professor Ewald will dig up some of these roots and show how similar they are to the *Second Inaugural* in their handling of history. Cicero says that the perfect, or ideal, orator has three obligations, or offices — to teach, to delight, and to sway, or move: "To prove is the first necessity, to please is charm, to sway is victory." Professor Purcell argues that Lincoln's *Cooper Union Address* exemplifies the completion of all three duties as he addresses the issue of the founding fathers' original intentions with regard to the regulation of slavery.

Lincoln's Use (and Abuse?) of Presidential Power

Bill Woodward, *Professor of History*

Bertona 4

Abraham Lincoln was both commended and condemned for his dramatic expansion of the powers of the presidential office. What would you think if a president named Clinton or Bush or Obama tried what Lincoln did? This session asks the audience to judge both Lincoln's actions and parallel instances today with regard to five transforming ways Lincoln wielded presidential power: circumventing a Supreme Court ruling, subordinating the Constitution to the Declaration of Independence, ordering arrests of dissidents, masterminding military campaigns from the White House, and confiscating the property of rebels.

Lincoln and the Lilacs

Susan VanZanten, *Professor of English and Director of the Center for Scholarship and Faculty Development*

Weter Hall 202

A few months after Lincoln's assassination, the poet Walt Whitman wrote a haunting elegy commemorating the grief with which Americans struggled following the death of a charismatic and transformational leader. In this session, we will read "When Lilacs Last in the Dooryard Bloom'd," and examine how Whitman captured both Lincoln's magnificence and American grief. Copies of the poem will be provided.

Examples of Transformational Leaders

Tanya Boyd, *Instructor of Management*

Denise Daniels, *Professor of Management and Associate Dean for Undergraduate Studies*

Randy Franz, *Associate Professor of Management*

McKenna Hall 118

Using the transactional-transformational leadership model to frame this discussion, we will look at video clips of various leaders and discuss what makes them so inspirational (or not). Do they tap into foundational human needs or spiritual hunger? What aspects of their context make them more likely to be influential? What can we learn from them about our own leadership abilities or potential?

Transformational Leadership: In Practice and in Progress

Owen Sallee, *John Perkins Center Coordinator for Global and Urban Involvement*
Liz Andes, *John Perkins Center Assistant Coordinator for Global and Urban Involvement*
Marissa Ukosakul, *Urban Involvement Student Coordinator*
Michael Richards, *SPRINT Student Coordinator*
Natalie Clements, *Latreia Student Coordinator*

Bertona 1

Many Americans reflecting on President Lincoln call to mind a bold, visionary leader whose presidency weathered the Civil War and helped bring about the abolition of slavery. However, this view fails to consider the path Lincoln traveled to this position of leadership: a journey of discovery starting from humble beginnings. In this session we will introduce the John Perkins Center model of student leadership development and share stories of growth and engagement from student leaders currently serving in volunteer programs and at various stages along the leadership development continuum. Following the presentation, participants will be encouraged to reflect on their own growth in leadership and reconciliation.

Ode to Joy: Tragedy, Triumph, and Transformation in the Life and Music of Beethoven

Wayne Johnson, *Professor of Music*
Scott Michaelsen, *SPU Senior Music Student*

E.E. Bach Theatre

The name Ludwig van Beethoven is known by nearly everyone in the Western world, and his music is loved by millions. But nothing ever came easy for this great composer — in fact, his whole life was a series of tragedies and struggles. So how did he achieve so much as a leader in the world of music? Did Beethoven's struggles have anything in common with other leaders and high achievers? Can adversity help create qualities of determination, character, and transformative leadership?

Transforming Leadership and the Power of Service

Kathy Stetz, *Professor of Nursing*
Rick Jackson, *Assistant Professor of Journalism*

Otto Miller Hall 118

The story of physician Paul Farmer and his care for the needy in Haiti and other nations has inspired thousands and challenged assumptions about how best to care for underserved populations around the world. Two faculty members who teach Farmer's story in their respective capstone courses discuss how Farmer's journey offers insight for everyone, inside and outside medicine, on how real leadership arises from service anchored in vocation.

From Just Paying the Bills to Intentional Living: Leadership Transforming the Off-Campus Housing Experience

Matthew Koenig, *Associate Director of University Ministries*
Student Representatives, *Sharpen Ministry Intentional Living Core*

Bertona 6

How do we take off-campus living beyond arguments over paying the bills and who does dishes? In this session we'll introduce the demographic changes at SPU, which find more and more students commuting, and how groups of students are

responding through innovative forms of Christian community, developing a "mission to one another" and a "mission to their neighborhood."

U2 and the Future of Transformational Leadership

Jeff Keuss, *Associate Professor of Christian Ministry*

Otto Miller Hall 119

"We want our audience to think about their actions and where they are going, to realize the pressures that are on them, but at the same time, not to give up."

— U2: "Here Comes the Next Big Thing," Feb. 19, 1981, *Rolling Stone*

Can a rock band change the world? One of the biggest rock acts in music history continues to challenge and provoke the meaning of transformational leadership into the 21st century. This seminar will look at how the Irish rock band U2 has taken a punk rock aesthetic blended with a deep reading of Carmelite spirituality after St. John of the Cross and framed in social ethic of Dorothy Day and Martin Luther King Jr. to provoke leaders of the free world to reconsider everything from immigration policy to debt relief.

Bringing Out the Best in the People Around You

Paul Yost, *Associate Professor of Organizational Psychology*

McKenna Hall 117

The power of Lincoln, Gandhi, Mother Theresa, and other transformational leaders was not their charisma, but their ability to bring out the best in other people. More than 2,000 years ago, Lao-Tzu is credited with offering some simple advice to the leaders of his day: "Of the best leaders, when their work is done, their people will say, 'We did it ourselves.'" In this session, we'll explore how you can be a catalyst of change wherever you are, and how in God's upside-down world, He's just as likely to use your weaknesses as your strengths to change the world.

Transforming Self to Transform Others: Lessons from the Prodigal Father

Margaret Diddams, *Professor of Industrial/Organizational Psychology*

McKenna Hall 111

The most effective transformational leaders are those who can envision change in others because they have experienced deep change in themselves. By focusing on the Father in the Parable of the Prodigal Son, this presentation will walk through the practices necessary to become a transformational leader and the unique types of changes that transformational leaders are most likely to make possible.



Seattle Pacific
UNIVERSITY

Engaging the culture, changing the world[®]

Center for Scholarship and Faculty Development
3307 Third Avenue West, Suite 306
Seattle, Washington 98119

206-281-2003 | www.spu.edu/csfd