

Introduction to the *Concordia Theological Journal*, Vol. 6, Issue 1

The *Concordia Theological Journal* (CTJ) has been published for the past five years as the academic journal for the theology departments of Concordia University—Wisconsin (CUW) and, after the merger, Concordia University—Ann Arbor (CUAA). For this the sixth year of its publication, it has been expanded to showcase not just the academic work of CUW/CUAA but also of the entire Concordia University System (CUS). The reach of the journal has been extended in that it will not only be published in print but also is found online at our own webpage (www.cuaa.edu/ctj) and is listed on ATLASerials™ with the full-text of each article being available on ATLASerials Plus™. To maintain academic excellence, we are now using a system of double-blind peer review. We are colloquially terming this expansion of the authorship pool, the extension of the journal's reach, and the institution of double-blind peer review “CTJ 2.0” in order to emphasize the extent of the changes made to what has already been a strong history of journalistic excellence.

The purpose of CTJ is to provide space for interdisciplinary, academic conversation within the tradition of Confessional Lutheranism on pressing problems affecting the church and Christian higher education. To this end, while we want to focus on academic offerings from the universities' and colleges' theology departments, we are open to interdisciplinary work as well that would include faculty in other academic departments at CUS schools, such as biology, anthropology, English, etc. Please see our website for instructions on how to submit articles for consideration.

The articles in this issue investigate what it means to be authentically Lutheran in the rapidly changing world of the twenty-first century, particularly as it relates to faithful articulation of doctrine and practice in higher education and congregational life. The article by Scott Yakimow (CUAA) provides an analysis of the practice of the early church as witnessed in the New Testament and the Didache regarding how prophets and their prophecies were tested in order to suggest a possible pattern for determining when a new articulation of doctrine or practice is faithful to the faith as it has been received. Philip Brandt (Concordia University—Portland) draws upon the history of the development of the liturgical seasons in order to make a suggestion for re-situating the penitential aspect of the Advent season to the time after Christmas due to changes in our culture. Joel Oesch (Concordia University—Irvine) reflects on the nature of what it means to be human in the twenty-first century and makes a proposal for how an incarnate, embodied life might be reconceived and reclaimed in what is termed the “Age of Excarnation”—an age where human identity has become disembodied and various technologies have come to dominate our lives. Finally, Joshua Hollman (Concordia College—New York) is also concerned with questions of identity, drawing upon Charles Taylor as well as Martin Luther in order to help educators teach Lutheran, Christian identity and the importance of “with-ness” in a twenty-first century key that resonates with contemporary students.

Soli Deo Gloria!

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Managing Editors of *Concordia Theological Journal*