

***CH 524- University Chaplaincy***

**Hartford International University**

**Spring 2024**

**Thursdays 7 – 8:50 pm**

**Hybrid Asynchronous 1 hour, Synchronous 2 hours**

***Syllabus***

**Instructor:**

Rev. Janet Fuller, DMin

Co-Director, Master of Arts in Chaplaincy, Hartford International University

 University Chaplain and Dean of Multifaith Engagement, Emeritx, Elon University

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**Course Meeting Times:**

Thursday evenings 7-8:50 p.m.

**September 5, we meet 8-9:50 p.m. after HIU Convocation**

**Office Hours**:

Dr. Fuller teaches from her office in Virginia. She may be “visited via zoom or phone on Wednesdays and Thursdays 4-5 pm or by appointment. No office hours are available in the month of October. If you have an urgent need in that time, please contact Dr Ansari bansari@hartfordinternational.edu.

**Course Format:**

Hybrid asynchronous 1 hour weekly, synchronous online for two hours weekly. The Canvas website will provide the most accurate and up-to-date instructions for all aspects of the course. If you have difficulty accessing or navigating the site, call the Canvas Support Hotline: (877) 249-4494. If you have questions about course content, contact your professor.

Because this class is small in number, we will run many of our book discussions like a seminar, with student members of the class leading discussion on the readings. We will sort this out in the first class and as we go.

**Course Description and Goals:**

This course is an introduction to university/higher education chaplaincy as well as an opportunity to deepen one’s understanding of the work and the field, with attention to effective methods, best practices, traditions and innovations in higher education chaplaincy. Since the work is organically interfaith in nature, much of the work may be applicable to other chaplaincies as well. The outcome of this course will be to equip students with the necessary tools to excel in positions of chaplaincy in higher education settings. Students will learn how to understand and navigate university structures, policies, and politics, campus and community organizations, student intersectional identity development, young adult development and anxiety, working with student organizations, diversity and antiracism work, interfaith relations, basic pastoral counseling, community and personal grief, crisis management, and boundaries and self-care necessary to the work.

Completion of this course will enable the student to:

* Demonstrate awareness and understanding of Chaplaincy roles and an overall understanding of the context and system of higher education. OL3
* Show proficiency in spiritual care in the context of student intersectional development. PPS3, PPS6
* Appreciate and apply practical information for chaplaincy in spiritually and culturally diverse contexts. PPS2
* Draw upon a range of sources in making articulating a personal theology of chaplaincy in a multifaith and secular setting. ITP1, PPS2
* Assess and articulate a sense of skills for Chaplaincy and a plan for/practice for self-care in the University context based in one’s own spiritual practice and tradition. ITP1, PIC1

**Class Participation**

Participation in class—with cameras ON--is required. Breaks are built into the class meeting time, and other short breaks are understandable. It is not permitted to be in class and to work your job at the same time. If your camera is off for substantial portions of time, I will mark you absent.

# Required Reading

1. Parks, Sharon Daloz. *Big Questions Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*. Fortress Press, 2019.  *ISBN:* 978-1-5064-5487-0
2. Cavanagh, Sarah Rose. *Mind Over Monsters: Supporting Youth Mental Health with Compassionate Challenge*. Beacon Press, 2023. ISBN: 978-0-8070-0757-0
3. Mosher, Pierce, Rose, Eds. *With the Best of Intentions: Interreligious Missteps and Mistakes.* Orbis Books, 2023. ISBN 978-1626985452*.*
4. Forster-Smith, Lucy, editor. *College & University Chaplaincy in the 21st Century: A Multifaith Look at the Practice of Ministry on Campuses across America.*  Skylight Paths, 2013. ISBN: 978-1-59473-516-5.
5. Fuller, Janet. *Blessings for your Students: Prayers for Interfaith Communities in Higher Education*. Church Publishing, 2024. ISBN: 9781640656673.
6. Drescher, Elizabeth. *Choosing Our Religion: The Spiritual Lives of America’s Nones*. Oxford University Press, 2016. ISBN: 9780199341221
7. Cadge, Wendy and Rambo, Shelly. *Chaplaincy and Spiritual Care in the Twenty-first Century: An Introduction*. The University of North Carolina Press, 2022. ISBN:9781469667591
8. Pollack, Stanley, and Mary Fusoni. *Moving beyond icebreakers: An innovative approach to group facilitation, learning, and action*. Boston: Center for Teen Empowerment, 2005.

Optional ownership

1. Bok, Derek. *Higher Education in America*. Princeton University Press. 2015. ISBN: 978-0691165585 We will read four chapters of this book and it will be available in the library.

Also, you are required to own of the following, or another approved by the instructor.

Ali, M. A., et al., eds. *Mantle of Mercy: Islamic Chaplaincy in North America.* Templeton Press, 2022. ISBN 978-1-59947-593-6

Chander, Vineet and Lucinda Mosher, eds., *Hindu Approaches to Spiritual Care: Chaplaincy in*

*Theory and Practice.* Jessica Kingsley, 2020. ISBN 978-1785926051

Friedman, Dayle E. ed., *Jewish Pastoral Care: A Practical Handbook from Traditional and*

*Contemporary Sources,* second ed. Jewish Lights, 2015. ISBN 978-1580234276

 Giles, Cheryl A. and Willa B. Miller, eds. *The Arts of Contemplative Care: Pioneering Voices in*

*Buddhist Chaplaincy and Pastoral Work.* Wisdom Publications, 2012. ISBN 9780861716647

# Assessment

This course covers a lot of ground and material in the facets of university chaplaincy and the context of higher education in the United States. It will be necessary to keep up with the reading and writing and to plan ahead. I can be somewhat lenient with deadlines, but you should only ask for this in extreme situations, so as not to get behind overall. Grades will be based on completion of seminar assignments, attendance, meaningful participation in class discussion, and completion of written assignments as detailed below:

# Attendance & Class Discussion Participation (30%]

Each module and class period will have a focus and will include lectures to view in advance and on which to comment. You are requested to comment on each other’s comments, to create a dialogue on-line as well as in class. Each module also includes a final reflection in which to pull together your ideas, the presentations you have heard, readings you encountered. Each will have a prompt on canvas. These reflections should be posted before class. Your participation grade also includes on-time arrival in class and persistence with us, on camera.

# Written Assignments [70%]

1. Choose a university to study. It might be one near where you live, or one where you can imagine working as chaplain. You will be asked to report on your university during the course of the semester as we discuss the relevant focus points of higher ed. Choose a university that is near to you or that you have familiarity of, or with which you have experience, or in which you have or can make a contact (preferably in the chaplain’s office.) Your instructor can help connect you with our interviewees, or others, if you have need. Several times over the course of the semester you will be asked to research more deeply into that one institution, and to report in class as to your findings as we compare universities. In the final half of the course, you will write a report on the university, summarizing your learnings and applying them to the issues of our course. More details will be found on Canvas (10%) **Final Report Due December 13**
2. Choose a justice issue that exists on campus for a particular group (sexual assault, misogyny, racism and racial inequity, under-representation of a religious tradition, anti-semitism, Islamophobia, lack of access to services or facilities, disability, first generation inequities, Christian privilege, to name just a few possibilities). Write a paper that illustrates/describes the problem, in its historical root and at present, detailing its impact on students and other campus constituents. Describe the chaplain’s role in providing services (from a
spiritual/religious/humanist/theological or philosophical rationale, and a plan for the chaplain (you) to address and collaborate, and what and how you—as that chaplain— would understand the issue and add to addressing it by way of spiritual, emotional, religious, group work, institutional challenge, public and private nuances of the issue. Be sure to think about student identity and spiritual development, intersectionality, university systems and history, possible programming and collaborations on campus, and as detailed a plan as you can offer to make a difference for the better for this population. How will you assess the effectiveness of your initiative and plans? Be sure tocenter and articulate your own spiritual root, as well others, in the service of justice. Use 8-10 sources of your choice, in addition to 3 from the following to center your thinking, making sure to include a diversity of perspectives (15 pages). (25%) **Due December 2**

The Arts of Contemplative Care (Giles & Miller, eds.)
Spiritual Guidance Across Religions: A Sourcebook for Spiritual Directors and
Other Professionals Providing Counsel to People of Differing Faith Traditions
(Mabry)
Professional Spiritual & Pastoral Care (Roberts)
Jewish Pastoral Care (Friedman)
Hindu Approaches to Spiritual Care (Chander)
Mantle of Mercy (Ali).

1. Many universities and search committees request, with applications for their chaplaincy positions, a statement of philosophy pertaining to chaplaincy. Answer the prompt from a university: “What is your theology of chaplaincy, multifaith community and engagement, student spiritual care, and how do you foresee living this out on campus in chaplaincy work? What implications do you offer for your own chaplaincy style, based on your fundamental beliefs and principles?” Do this as if you are really applying for a job. Use a particular U.S. university or college—perhaps one you might be interested in serving or use your own undergraduate institution, or the one you have chosen to study this semester. Your answer should support the need for a Chaplain, the role and present offerings (as you see them available on the website), and then articulate your own theological/philosophical and spiritual basis. Finally assess and demonstrate your skills for this role. Include a resume. Use and cite sources for everything that is not your original thought, including 5 sources from the list of required or recommended reading. Feel free to use and cite other materials. (5-9 pages for the statement) (25%) **Due November 9**
2. Write a reflection on your own practice of self-care in the face of your service in times of trauma, grief, national crisis. Include experiences you have had, shortcomings you have discovered, detailing your growth in understanding and practice. Imagine and describe how you will practice self-care in the context of higher education, knowing what you do about the context, the rhythms, student development and spiritual care, and your own spiritual root and perspective (5-7 pages) (10%) **Due December 15**

A note about grading
Students will be evaluated by the appropriate standards of research and writing at the graduate level: that is, identification of the research question or thesis, development of a significant and nuanced argument, evidence of a thorough investigation of the literature available on the matter, and appropriate citation methods and uses. Final grades are not negotiable.

## **Hartford International University Grading Scale**

A (95-100) Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.

A- (90-94) Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.

B+ (87-89) Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets course expectations.

B (83-86) Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.

B- (80-82) Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.

C+ (77-79) Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

C (70-76) Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course. F (below 70) Has not met the basic requirements of the course.

## **HIU Values of Collaborative Teaching and Learning**

Showing mutual appreciation and respect for others—modeling the privilege to learn from and partner with each other.

Engaging in cross-disciplinary content and teaching.

Paying attention to the whole personhood or another—history, race, religion, knowledge, gender, and rank.

Demonstrating how to disagree respectfully and well.

Embodying mutuality—learning to construct ideas and skills and experiences together.

## **Plagiarism and Academic Integrity**

Academic honesty and integrity are expected of all students. Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement, c) the whole work is copied from another source [especially a web based source], or d) significant portions of one’s own previous work used in another course.

## **Inclusive Language**

Hartford International University is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another’s images of God.

## **Accommodations**

The Americans with Disabilities Act ensures equal access to qualified individuals with disabilities, and prevents discrimination on the basis of a disability. It is Hartford International University policy to provide reasonable accommodations on a case-by-case basis, which may mean working with outside social and governmental agencies to provide the necessary range of services for student success. Students with disabilities who wish to receive accommodations must contact the Student Services Coordinator. Students with disabilities are eligible for disability support services when they are enrolled in courses and they have disclosed their disability and requested related accommodations during enrollment and/or before the start of each semester. All students seeking accommodation must fill out the Request for Disability Accommodations form.

**Artificial Intelligence**

If you use any form of AI, doing research, translating, formatting, composing, data mining, or in any other way, you are required to cite it. Failure to do so will result in a ‘0’ for the assignment. If you use AI once, you may not use it again in the term.

## **Official Handbooks**

For all other questions you might have regarding policies or procedures, please see HIU’s student handbook and statement of academic policies—both available online.

## **Communication and Technology**

Students are expected to use their Hartford International University email for communication regarding the course. All students will need to log into the course site several times per week in order to take part in discussions and to access readings, videos, mini-lectures and other course materials. Students must also create a free account with VoiceThread and have access via the

VoiceThread app, in Canvas, or in a separate browser window. Within Canvas, the *Announcements* feature will be used to convey information “for the good of the order.”

**About CANVAS:**

This course’s Canvas website is your primary roadmap for this course.

* Be sure to explore the site thoroughly before you begin.
* If you have difficulty navigating or operating any aspect of the site, do take advantage of the “Help” button (indicated by a question mark). The “live chat” feature works very well; you can expect prompt and clear responses to your questions. You may also phone the Canvas Support Hotline: (877) 249-4494.
* If you have questions about course content (or you tried Canvas Help but are still mystified), please do email or text-message your professor right away. If the situation is better addressed voice-to-voice, request a specific time for a phone or Zoom conversation. (Making an appointment ensures that your professor is ready to talk with you seated at her desk rather than walking her dogs or cooking a meal.

## Attendance

This is a graduate class. All students are expected to be “in class” and to participate. We will expect cameras to be on through the duration of the class. Lack of engagement with the Canvas website for seven days in a row constitutes “absence” from the course and can lead to failure. Students who believe they have a legitimate reason for such disengagement must discuss this with the professor—preferably in advance. Failure to submit an assignment or perform a required activity on time is tantamount to absence from class. If you fall behind, skip ahead to the next module so that you can stay current with your classmates in discussions. Later on, you can return to an earlier module to fill in what you missed. Late submissions are permitted, but for fewer points.

## Email Policy

The instructor will use the university’s official student email addresses for all course communications. Please check your *hartfordinternational.edu* email account regularly.

# Additional Recommended Reading Resources

Ali, Muhammad, Omer Bajwa, Sondos Kholaki, Jaye Starr, Editors. *Mantle of Mercy: Islamic Chaplaincy in North America*. Templeton Press, 2022. ISBN 978-1599475936

Borsch, Frederick. *Keeping Faith at Princeton: A Brief History of Religious Pluralism at Princeton and Other Universities*. Princeton University Press, 2012. ISBN978-0-691-14573-0

Boyce, Geoff. *An Improbable Feast: The Surprising Dynamic of Hospitality at the Heart of Multifaith Chaplaincy*. Geoff Boyce, 2010. ISBN 9781446688847

Brummet, Barbara. *The Spirited Campus: The Chaplain and the College Community*. Pilgrim Press, 1990.

Chander, Veneet. Hindu Approaches to Spiritual Care. Jessica Kingsley, 2019.

Cherry, Conrad, Betty DeBerg & Amanda Porterfield. *Religion on Campus*. University of North Carolina, 2001.

Chickering, Arthur, Jon Dalton & Leesa Stamm. *Encouraging Authenticity and Spirituality in Higher Education*. Jossey-Bass, 2006. ISBN 0-7879-7443-9

Davis, Adam. *Hearing the Call across Traditions: Readings on Faith and Service*. Skylight Paths, 2012. ISNB 978-1-68336-111-4

Drescher, Elizabeth. *Choosing Our Religion: The Spiritual Lives of America’s Nones*. Oxford, 2016. ISBN 978-0-19-934122-1

Eck, Diana. *A New Religious America: How a “Christian Country” has Become the World’s Most Religiously Diverse Nation*. Harper Collins, 2001. ISBN 0-06-062159-1

Forster-Smith, Lucy. *Crossing Thresholds: The Making and Remaking of a 21st Century College Chaplain*. Cascade Books, 2015. ISBN 978-1-62564-132-8

Friedman, Dayle, Editor. *Jewish Pastoral Care: A Practical Handbook.* Second Edition. Jewish Lights, 2010. ISBN 978-1-58023-427-6

Fuller, Janet. *Blessings for your Students: Prayers for Interfaith Communities in Higher Education*. Church Publishing, 2024. ISBN: 9781640656673

Giles, Cheryl and Willa Miller. *The Arts of Contemplative Care: Pioneering Voices in Buddhist Chaplaincy and Pastoral Work*. Wisdom Publishing, 2012. ISBN 978-0861716647

Hanh, Thich Nhat. *Living Buddha, Living Christ*. Riverhead Books, 2007. ISBN1-57322-018-3

Hirschfield, Brad. *You Don’t Have to Be Wrong for Me to Be Right: Finding Faith without Fanaticism*. Harmony Books, 2007. ISBN 978-0-307-38297-9

Hoover, Nadine C. *Creating cultures of peace: A movement of love and conscience*. New York: Conscience Studio, 2018.

James, John and Frank Cherry. *The Grief Recovery Handbook: A Step-by Step Program for Moving Beyond Loss*. Harper Perennial, 1988. ISBN 0-06-091586-2

Kazanjian, Victor, Laurence, Peter, Editors. *Education as Transformation: Religious Pluralism, Spirituality, and a New Vision for Higher Education in America*. Peter Lang, 2000. ISBN 0-8204-4546-0

Kronman, Anthony. *Education’s End: Why Our Colleges and Universities Have Given Up on the Meaning of Life*. Yale University Press, 2007. ISBN 978-0-300-12288-6

Menakem, Resma. *My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies*. Central Recovery Press, 2017. ISBN 978-1-942094470

Nash, Robert. *Religious Pluralism in the Academy: Opening the Dialogue*. Peter Lange Publishing, 2011. ISBN 978-0-820455921

Nash, Robert, Bradley, DeMethra Lasha, Chickering, Arthur. *How to Talk About Hot Topics on Campus: From Polarization to Moral Conversation.* Jossey-Bass, 2008. ISBN 978-0-7879-9436-5

Patel, Eboo. *Interfaith Leadership: A Primer*. Beacon Press, 2016. ISBN 978-0-807033623

Roberts, Stephen. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain’s Handbook*. Skylight Paths, 2011. ISBN 978-1683362449

Smith, Christian. *Lost in Transition: The Darkside of Emerging Adulthood*. Oxford, 2011. ISBN 978-0-19-982802-9

Underwood, Kenneth. *The Church, the University, and Social Policy: the Danforth Study of Campus Ministries*. Wesleyan University Press, 1969.

Vogl, Charles H. *The Art of Community: Seven principles for belonging*. Oakland, CA: Berrett-Koehler Publishers, a BK Currents Book, 2016.

Wolpe, David. *Making Loss Matter: Creating Meaning in Difficult Times*. Riverhead Books, 1999. ISBN 1-57322-141-4