



CH 540 Religious and Cultural Contemporary Ethics for Spiritual Caregivers

Spring 2025



Synchronous Online Mode
Mondays, 7:00–8:50 pm (Eastern)
plus weekly asynchronous activities



SYLLABUS

Instructor:

Professor Lucinda Mosher, Th.D., Director, MA in Interreligious Studies program
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Office Hours:

Professor Mosher teaches from her office in northeast Florida. She may be “visited” via Zoom or phone. Recurring times will be established with course enrollees and will be posted in January 2025. She is also readily available almost daily by appointment.

Course Format:

This course is in synchronous online mode, thus requires three hours of online activity per week. All enrollees meet together via Zoom for two hours weekly. The third hour each week is spent watching video lectures individually, participating in online discussion forums, and occasionally, collaborating with a classmate. 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.

Course Description and Goals:

As a core requirement of the MAC curriculum, this course is an exploration from multiple religious perspectives of theological and philosophical foundations for professional ethics; ethical theories appropriate to professional contexts, spiritual and emotional dimensions of human development, organizational behavior, group dynamics, and various political and social drivers (such as race, ethnicity, or gender)—with special attention to the Association of Professional Chaplains Code of Ethics and to the BCCI Common Qualifications and Competencies for Professional Chaplains.¹ By making extensive use of case-studies and current journal articles, it addresses challenges that particular contexts may bring to religious leaders as it simultaneously improves multireligious literacy. The major deliverable will be a paper laying out a faith-rooted approach to spiritual care integrated with a theory of ethical practice that

¹ This course give particular emphasis to the following Common Qualifications and Competencies for Professional Chaplains promulgated addresses by the Board of Chaplaincy Certification, Inc.: ITP1, ITP2, ITP3, ITP4, ITP5, PIC6, PIC7, PIC8, PIC9, PPS2, PPS3, PPS7, OL1, OL2, OL3, OL4, OL5.

takes seriously the value of self-awareness, thus the need for harmony between belief, word, and action. This assignment will be archived as evidence of achievement of course and program outcomes.

Completion of this course will enable the student to:

- a. Give an account of several ethical theories appropriate to contexts in which chaplains serve.
- b. Make use of appropriate theories and resources in explaining how a spiritual caregiver can respond to pressing individual, organizational, political, or social issues.
- c. Articulate a faith-rooted approach to spiritual care integrated with a theory of ethical practice.
- d. Demonstrate improved multireligious literacy.

Required Textbooks

Cadge, Wendy and Shelley Rambo, *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction* (UNC Press, 2022). ISBN 978-1469667607

Galanti, Geri-Ann, *Caring for Patients from Different Cultures*, fifth edition (University of Pennsylvania Press, 2015). ISBN 978-0812223118

Lartey, Emmanuel Y., *Postcolonial Images of Spiritual Care: Challenges of Care in a Neoliberal Age* (Pickwick, 2020). 978-1532685552

Lovin, Robin D., *An Introduction to Christian Ethics: Goals, Duties, and Virtues* (Abingdon, 2011). ISBN 0687467365

Sanatana Dharma: An Elementary Text Book on Hindu Ethics (Benares, India: Central Hindu College, 1902). [Public domain. Available from Internet Archive, accessible from the course Canvas site.]

Setia, Adi, translator, *Al-Ghazali: The Book of Prophetic Ethics and the Courtesies of Living* (Fons Vitae, 2019). ISBN 978-1941610428

Singer, Peter and Shih Chao-Hwei, *The Buddhist and the Ethicist: Conversations on Effective Altruism, Engaged Buddhism, and How to Build a Better World* (Shambhala, 2023). ISBN 1645472175

Other required material will be available on the course Canvas site.

Recommended Reading:

Ali, Muhammad A., et al. *Mantle of Mercy: Islamic Chaplaincy in North America* (Templeton Press, 2022).

Chander, Vineet and Lucinda Mosher, eds. *Hindu Approaches to Spiritual Care: Chaplaincy in Theory and Practice* (Jessica Kingsley, 2020).

Corey, Gerald, et al. *Issues and Ethics in the Helping Professions*, 10th edition (Cengage, 2019).

Crawford, S. Cromwell. *Dilemmas of Life and Death: Hindu Ethics in North American Context* (Sri Satguru Publishers, 2016).

Edington, Mark D. W., ed. *We Shall Be Changed: Questions for the Post-Pandemic Church* (Church Publishing, 2020).

Fakhry, Majid. *Ethical Theories in Islam*, second expanded edition (Brill, 1994). {Out-of-Print; available through the course's Canvas site}

Giles, Cheryl A. and Willa B. Miller, editors. *The Arts of Contemplative Care: Pioneering Voices in Buddhist Chaplaincy and Pastoral Work* (Wisdom Publications, 2012).

Harris, Melanie. *Ecowomanism: African American Women and Earth-Honoring Faiths* (Orbis, 2017).

Heidt, Mari Rapela. *Moral Traditions: An Introduction to World Religious Ethics* (Anselm Academic, 2010).

Heim, Maria. *Buddhist Ethics* (Cambridge, 2020).

Keown, Damien, ed. *Contemporary Buddhist Ethics* (Routledge, 2000).

_____. *Buddhist Ethics: A Very Short Introduction* (Oxford University Press, 2020).

Kravitz, Leonard and Kerry M. Olitzky. *Pirke Avot: A Modern Commentary on Jewish Ethics* (Behrman House, 1993).

Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling* (Jessica Kingsley, 2003).

Mabry, John R., ed. *Spiritual Guidance Across Religions: A Sourcebook for Spiritual Directors and Other Professionals Providing Counsel to People of Differing Faith Traditions* (Skylight Paths, 2014).

Mosher, Lucinda, et al. *With the Best of Intentions: Interreligious Missteps and Mistakes* (Orbis, 2023).

Newman, Louis E., *An Introduction to Jewish Ethics* (Routledge, 2003).

Oh, Irene, *What Is Religious Ethics? An Introduction* (London: Routledge, 2023). ISBN 978-1-138-39359-2

Orr, Robert D. *Medical Ethics and the Faith Factor: A Handbook for Clergy and Health-Care Professionals* (Wm. B. Eerdmans, 2009). [Kindle]

Patel, Eboo. *Interfaith Leadership: A Primer* (Boston: Beacon Press, 2016).

Peace, Jennifer Howe, Or N. Rose and Gregory Mobley, editors. *My Neighbor's Faith: Stories of Interreligious Encounter, Growth, and Transformation* (Orbis Books, 2012).

Roberts, Stephen B. ed. *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook* (Skylight Paths, 2012).

Singer, Peter, ed., *A Companion to Ethics* (Blackwell, 1991). [The Great Ethical Traditions, pp. 43–118]

Singh, Nikky-Guninder Kaur. *Hymns of the Sikh Gurus* (India Penguin Classics, 2019).

Sutton, Nicholas, Vineet Chander, and Shaunaka Rishi Das, Chapter Four: "Applied Hindu Ethics" in *Hindu Chaplaincy* (Oxford Centre for Hindu Studies, 2017).

Yetunde, Pamela Ayo. *Castig Indra's Net: Fostering Spiritual Kinship and Community: Wisdom from Buddhism, Christianity, Judaism, Hinduism, and more* (Shambala, 2023).

COURSE STRUCTURE

The course consists of thirteen modules. Most topics and concepts are presented interreligiously and multiculturally. Review and connection-making is built in. Time is provided for preparation of a major essay delineating one's ethic of spiritual caregiving; review of ethical theories; Module 13 provides for completion of self-assessment matrices based on the APC Code of Ethics and the BCCI Common Qualifications and Competencies for Professional Chaplains.

<u>Module</u>	<u>Theme</u>	<u>Interval</u>	<u>Zoom</u>
Module 1:	Orientation to the Study of Ethics	[1/21–1/26]	January 27
Module 2:	Faith & Trust	1/28–2/2	February 3
Module 3:	Cultural Fluency	2/4–2/9	February 10
Module 4:	Teleology and Philosophical Ethics	2/11–2/16	February 17
Module 5:	Duty Ethics	2/18–2/23	February 24
Module 6:	Virtue Ethics [Ramadan begins 2/28]	2/25–3/2	March 3
Module 7:	Doing the Beautiful	3/4–3/9	No Zoom
<i>3/10–3/14: Reading Week–no class meeting on 3/10</i>			
[Mods 1–7]	Review	3/15–3/16	March 17
Module 8:	Engaged Buddhism; Dharmic Ethics	3/18–3/23	March 24
Module 9:	Socially Just Spiritual Care [Eid = 3/29]	3/25–3/30	March 31
Module 10:	Organizational Management	4/1–4/6	April 7
Module 11:	Recapitulation (Passover starts 4/12)	4/8–4/13	April 14
Module 12:	Stories, Scenarios, Cases (Note: Holy Week & Easter; Passover)	4/15–4/20	April 21'
Pause	Writing Week: major essay	4/22–4/27	April 28
Module 13	Summary and Synthesis	4/29–5/4	May 5

Assessment

Asynchronous lecture-watching: Pre-recorded lectures to be watched independently are provided via VoiceThread—a tool that invites commenting and question-raising. *25% of final grade*

Written summary responses: Participation in an online discussion forum by posting brief, written responses to a module's materials, then commenting on classmates' posts. *30% of final grade*

Oral responses: participation in oral discussion during the course's Zoom sessions; occasional "oral quizzes" on key vocabulary and concepts. *10% of final grade*

Short essays: Essays 500–750 words in length, synthesizing concepts drawn from three or more course modules. *15% of final grade*

Culminating Essay: A formal statement of one's ethic of spiritual caregiving, as may be expected when applying for board certification as a chaplain. This assignment is archived for future assessment of learning by HIU students. *15% of final grade*

Miscellaneous: Credit for tasks that do not fit neatly into our other categories. *5% of final grade*

Hartford International University Grading Scale

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| A (95-100) | Demonstrates excellent mastery of subject matter and superior ability to articulate this; provides helpful connections to daily life or contemporary issues. Exceeds expectations. |
| 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) | Unable to meet the basic requirements of the course. |

Plagiarism and Academic Integrity

Academic honesty and integrity are expected of all students. Plagiarism exists when:

- the work submitted was done, in whole or in part, by anyone other than the one submitting the work,
- parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement,
- the whole work is copied from another source [web-based or print],
- the work submitted contains significant portions of one's own previous work used in another course.

Use of Artificial Intelligence, while not plagiarism exactly, can be a form of academic dishonesty. If you use Grammarly, a translation program, or any other form of AI, you must note that in your work you submit.

Inclusive Language

Hartford International University for Religion and Peace 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 the policy of Hartford International University for Religion and Peace 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 HIU's *Request for Disability Accommodations* form.

Policies and Procedures

For all other questions you might have regarding policies or procedures, please check the HIU website for the student handbook and various official statements.

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.

Attendance

Active attendance in Zoom class is required. If you will be unable to attend a class session please inform the professor in advance. In the case of an absence, the professor may ask the student for a brief essay (250–500 words) on the required reading for that session. Active use of the Canvas site is also required. Failure to log on for seven consecutive days is tantamount to absence from class and may incur a penalty.

Communication and Technology

Students will be expected to use their Hartford International email for communication regarding the course. 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" and are automatically emailed to all enrollees.