

CH 524- University Chaplaincy
Hartford International University
May 23-27, 2022
Syllabus

Instructor:

Rev. Janet Fuller, D.Min.

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Office Hours: I will stay after the conclusion of class daily for questions and conversation. In the weeks following the course's conclusion I will be away without the ability to contact (June 2-July 7). Please ask your questions before June 2.

Course Meeting Times:

Monday, May 23 – Thursday, May 26 9:00 a.m. – 5:00 p.m.

Friday, May 27, 9:00 a.m. – 12:00 noon

[NOTE: for the intensive week's daily schedule details, students should refer to the course's Canvas website, beginning May10th]

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 when entering into positions of chaplaincy in higher education settings. Students will learn how to understand and navigate university structures and politics, campus and community organizations, student intersectional identity development and 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.

3 credits.

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.
- Show proficiency in spiritual care in the context of student intersectional development.
- Appreciate and apply practical information for chaplaincy in spiritually and culturally diverse contexts.
- Draw upon a range of sources in making articulating his/her own theology of chaplaincy in a multifaith setting.
- Assess and articulate a sense of her/his skills for Chaplaincy and a plan for/practice for self-care in the University context based in one's own spiritual practice and tradition.

Illness

Please monitor your own health and do not come to class with any symptoms. Since we are a hybrid course, you can come virtually and participate fully.

Assessment

It is expected that all aspects of this course will be completed by July 18. Grades on essays and projects submitted after 7/18/2022 may be affected negatively. Requests for a formal extension (i.e. a grade of “Incomplete” in order to submit the remainder of one’s work after the official end of the term) will *almost certainly* be denied. Grades will be based on completion of seminar assignments, attendance, meaningful participation in class discussion, and completion of written assignments as detailed below:

Pre-seminar requirements

- 1) Complete and submit the instructor’s survey before the first day of class.
- 2) Explore the Canvas website
- 3) Read Chapters 1-8 of 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

And bring to class Monday afternoon a response paper (2-4 pages). What do you understand is her main point, and how do you respond to it?

Attendance & Class Discussion Participation [50%]

Presence and participation during the course week accounts for 50% of your final grade. *Because this class meets only five days face-to-face*, missing even part of a class session will result in an automatic lowering of your final grade, as there will be no adequate manner of making up the time and material. (I am well aware of the intense nature of the course, especially for those attending virtually. It will important that you structure your environment to make participation possible at the deepest level.) *Participation in-person or virtually in all course components is expected; failure to do so is considered an “absence” and will affect one’s final grade.*

Written Assignments due July 18 [50%]

1. 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, to name just a few possibilities). Write a paper that illustrates/describes the problem, historically and at present, detailing its impact on students. 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 to

center and articulate your own spiritual root, as well as 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. (20-25 pages.)

1. *The Arts of Contemplative Care* (Giles & Miller, eds.);
 2. *Spiritual Guidance Across Religions: A Sourcebook for Spiritual Directors and Other Professionals Providing Counsel to People of Differing Faith Traditions* (Mabry);
 3. *Professional Spiritual & Pastoral Care* (Roberts);
 4. *Jewish Pastoral Care* (Friedman);
 5. *Hindu Approaches to Spiritual Care* (Chander);
 6. *Mantle of Mercy* (Ali).
2. 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, and how do you foresee living this out on campus? 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. 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.
3. 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).

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

Read chapters 1-8 before the first class meeting May 23 afternoon

2. 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.

Three of the following:

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

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
- Brumne, 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. ISBN 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

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