



CCS-533 Spiritual Care In An Age of #BlackLivesMatter Fall 2022

Instructor Information

Instructor	Email	Office Hours
Rev. Danielle J. Buhuro, D.Min.	Danielle.Buhuro@acpe.edu	Available via Zoom, phone or email

Course Description

This is a course that defines for students, “What is spiritual care in an age of #BlackLivesMatter?” This course teaches students proficiency in facilitating trauma-informed care to African American youth and young adults who have been directly or indirectly victimized by state-sanctioned violence. Students will also gain historical knowledge of how state-sanctioned violence and death of notable Black youth and young adults has spurred momentous social justice movements. Students will reflect on and gain self-awareness of how their unique pastoral identity, strengths and growing edges have been impacted by traumas they’ve experienced in life. Lastly, this course offers students insight on how particular Christian biblical passages are laced in trauma and what liberation-focused theological strategies can be utilized when preaching and teaching from these sacred texts in congregational settings.

Student Learning Outcomes

Developed to align with the Common Qualifications and Competencies for Professional Chaplains (Board of Chaplaincy Certification, Inc., an affiliate of the Association of Professional Chaplains)

1. Articulate an approach to spiritual care with African American people that is rooted in one’s faith/spiritual tradition and integrated with theories of African American care praxis. (IPT1)
2. Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs in the practice of spiritual care with African American people. (IPT2)
3. Incorporate into one’s practice a working knowledge of different ethical theories related to race and racism. (IPT4)
4. Learn to promote the integration of spiritual care that honors African American lives and experience into the life and service of the institution in which one functions. (OL1)

Course Expectations:

- A. **Reading Assignments:** *(10% of grade)*
You are responsible for reading all materials due for each class session according to the weekly schedule.

B. Attending Weekly Zoom Class Sessions and Participating in Breakout Discussion Groups:
(30% of grade)

You are responsible for attending all weekly Zoom class sessions, offering full participation and engagement during each class and especially during breakout discussion groups.

Zoom sessions will be held weekly on Mondays 6:30pm-8:30pm Central Time

C. Mid-Semester Myers-Briggs' Self Awareness Paper: (30% of grade)

Complete a mid-semester Myer-Briggs' self-awareness paper. First, visit www.16personalities.com and take the Myers-Briggs Personality Test. Next, write a self-awareness paper (between 5-10 pages; Times New Roman, 12-point font; standard margins). Your paper must address the following questions:

1. According to your test results, what are your "Strengths and Weaknesses"? Please be open and vulnerable. You must engage all strengths and weaknesses listed in your test results. Please refrain from saying, "This is not my strength...." or "This is not my weakness....". Failure to be open and vulnerable will result in a lower grade percentage earned.
 - a. How do these strengths have the potential to help enhance your pastoral ministry?
 - i. What strategies and interventions can you employ to demonstrate these strengths more in your ministry?
 - b. How do these weaknesses have the potential to harm your pastoral ministry?
 - i. What strategies and interventions can you employ to resist acting out these weaknesses in your ministry?
2. Reflect on your childhood, adolescence, and young adulthood experiences. What specific traumatic life experiences have caused you to embody the pastoral strengths and weaknesses you have spoken about during the first half of this paper? Please be open and vulnerable. Failure to be open and vulnerable will result in a lower grade percentage earned.

D. Final Paper (Verbatim):

(30% of grade)

Complete a final paper (between 15-20 pages; Times New Roman, 12-point font; standard margins) featuring the following components:

1. Reflect on and meet with a particular African American youth or young adult in your community who has been the victim of state-sanctioned violence. Provide trauma-informed spiritual care to this youth or young adult utilizing the strategies and interventions discussed in this class. Write a verbatim of your visit and spiritual care work. Utilize the verbatim template provided by instructor.
2. Write an analysis of your visit highlighting how you provided this African American youth or young adult with trauma-informed, inclusive spiritual care considering the challenges they experience(d)? Be specific.

Course Grading Scale:

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 63-66

D- = 60-62

F = 59 or below

For an A - Work exceeds expectations.
For a B - Work meets expectations.

For a C - Work partially meets expectations
For a D - Work does not meet expectations

Late submissions are not allowed. Late submissions of ANY assignment will result in lower grade percentage earned. Late submissions as a result of illness will be accepted with a physician's note.

Plagiarism Policy

Students are expected to familiarize themselves with appropriate citation practices for graduate education and to properly attribute all sources in written work and assignments. A recommended resource is *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* by Kate Turabian - see also <https://www.chicagomanualofstyle.org/turabian.html>.

Student plagiarism will be reported to the CCS administration, who will inform the student's home school. In cases of minor or accidental plagiarism, students will generally be permitted to revise and resubmit the plagiarized work. In cases of substantial deliberate plagiarism, students will receive a grade of F for the relevant assignment.

Course Materials

Please purchase or acquire all texts prior to the start of the term.

Required

Buhuro, Danielle J., Ed. *Spiritual Care in an Age of #BlackLivesMatter: Examining the Spiritual and Prophetic Needs of African Americans in a Violent America*. Cascade Books, 2019. ISBN-13: 978-1532648083. Ebook \$9.99; Paperback \$31.00.

Herman, Judith. *Trauma and Recovery: The Aftermath of Violence – From Domestic Abuse to Political Terror*. Basic Books, 2015. ISBN-13: 978-0465061716. Ebook \$12.99; Paperbank \$14.99.

Recommended

Trible, Phyllis. *Texts of Terror: Literary-Feminist Readings of Biblical Narratives* (Overtures to Biblical Theology). Fortress Press, 1984. ISBN-13: 978-0800615376

van der Kolk, Bessel. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin, 2014. ISBN-13: 978-0143127741

Degrury, Joy. *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*. Joy Degruy Publications Inc, 2017. ISBN-13: 978-0985217273

Fulton, Sybrina and Tracy Martin.. *Rest in Power: The Enduring Life of Trayvon Martin* Random House, 2017.

ISBN-13: 978-0812987096

Movie Documentary – Say Her Name: The Life and Death of Sandra Bland
By Kate Davis and David Heilbroner

Movie Documentary – Strange Fruit
By Jason Pollock

Movie Documentary – 16 Shots (The shooting death of Laquan McDonald)

*Though out the course schedule, you will see free online handouts listed as “Free Download”. These handouts are not required reading, but simply resources to add to your own personal/professional Chaplaincy Library.

Referrals to Long-Term Therapeutic Services

Psychology Today ~ www.PsychologyToday.com

Therapy For African American Women ~ www.TherapyForBlackGirls.com

Therapy For African Americans ~ www.BlackTherapistsRock.com

Faith & Sexual/Domestic Violence ~ www.faithtrustinstitute.org

Association of Clinical Pastoral Education ~ www.acpe.edu

Association of Professional Chaplains ~ www.professionalchaplains.org

Zoom Meetings

Mondays 6:30pm-8:30pm Central Time

Weekly Course Schedule

Section I: Black Boys and Male Young Adults, Death and Social Justice Movements

Week #1: Who Was Emmett Till?

- Reading Handout: [Who Was Emmett Till?](#)
- Watch Video: [“Eyes On The Prize” - Episode 1](#)
- Complete Study Guide: [“Eyes On The Prize” Study Guide \(p.14 - 25\)](#)
- Recommended (not required): Watch “Women of The Movement: The Story of Mamie Till and Emmett Till” (a series available on Hulu)

Week #2: How Emmett Till’s Death Led to The Civil Rights Movement

- Watch Videos: [“Eyes On The Prize” - Episode 2](#) & [“Eyes On The Prize” - Episode 5](#)
- Complete Study Guide: [“Eyes On The Prize” Study Guide \(p.26 - 39 & 66 - 85\)](#)

Week #3: Who Was Trayvon Martin and Mike Brown & How Was The #BlackLivesMatter Movement Born?

- Watch Video: [“Stay Woke - The #BlackLivesMatter Documentary”](#)
- Reading Handout: [#BlackLivesMatter - Herstory](#)
- Watch Video: [The Rise of #BlackLivesMatter](#)

Section II: Black Girls and Female Young Adults, Death and Social Justice Movements

Week #4: An Analytical History of Black Female Lynchings in The United States, 1838-1969

- Reading Handout: [An Analytical History of Black Female Lynchings in The United States, 1838-1969](#)

Week #5: Say Her Name: Resisting Police Brutality Against Black Women

- Reading Handout: ["Say Her Name: Resisting Police Brutality Against Black Women"](#)

Week #6: Who Was India Kager and Kayla Moore?

- Watch Videos:

The Use of Excessive Force Against Black Mothers and Their Children
Black Women as Collateral Damage in Deadly Encounters With The Police
Black Women Are Seen as "Superhuman"
Black Trans and Gender Nonconforming People Are Also Killed By The Police

- Recommended (not required):
 - o Reading Handout: The Transgender Crucible
 - o Reading Handout: Hearing the Queer Roots of #BlackLivesMatter
 - o Reading Handout: "Waffle House" Homophobia
 - o Reading Handout: Violence Against The Transgendered Community in 2018
 - o Reading Handout: Transgender Women of Color

Section III: The Impact of African Enslavement and Jim Crow Time Periods in the United States

Week #7: How Does The Period of African Enslavement (1619 – 1865) Influence Our Current Status Quo?

- Reading Handout: Slave Auctions
- Reading Handout: The Slave Whipping Post
- Reading Handout: The Shocking Photo of "Whipped Peter"
- Watch Video: The History of Male Slave Rape
- Reading Handout: Horrific and Inhumane Black Slaves Punishments
- Reading Handout: Punishments Suffered By Slave Women

Week #8: How Does The Period of Jim Crow (1865 - 1954) Influence Our Current Status Quo?

- Watch Video: Lynching in America: Confronting the Legacy of Racial Terror

Section IV: Spiritual Care Strategies and Interventions In An Age of #BlackLivesMatter

Week #9: Caring for the Victims of Violence and Social Justice Activism

- Read: Part I ~ Caring for the Victims of Violence and Social Justice Activism in Spiritual Care In An Age of #BlackLivesMatter
- Reading Handout: #TrayvonTaughtMe Toolkit
- Reading Handout: #TalkAboutTrayvon Toolkit
- Reading Handout: Healing In Action Toolkit
- Reading Handout: Confronting Conflict

Week #10: Caring for Body and Soul in the Black Community

- Read: Part II ~ Caring for Body and Soul in the Black Community in Spiritual Care In An Age of #BlackLivesMatter

Week #11: Caring for African American Marriages, LGBTQIA Partnerships, and Families

- Read: Part III ~ Caring for African American Marriages, LGBTQIA Partnerships, and Families in Spiritual Care In An Age of #BlackLivesMatter

Week #12: Stages of Recovery for Traumatic Disorders

- Reading Handout: Self-Care Strategies
- Read: A Healing Relationship in Trauma and Recovery
- Read: Safety in Trauma and Recovery

Week #13: Stages of Recovery for Traumatic Disorders continued...

- Read: Remembrance and Mourning, Reconnection and Commonality in Trauma and Recovery

Section V: Liberating Theological Hermeneutical Strategies In An Age of #BlackLivesMatter

Week #14: Black Liberation Theology – Rereading Exodus 3, Isaiah 61 & Luke 4:16-21

- Reading Handout: James Cone and Black Theology

Week #15: #ConcubineLivesMatter: Rereading Judges 19 as Embodied Violence Gone Viral

- Reading Handout: Texts of Terror
- Reading Handout: Hospitality and Hostility in Genesis 19 and Judges 19