



Hartford International
UNIVERSITY FOR RELIGION & PEACE



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Hartford International University for Religion and Peace

**AM 667 Faith and Leadership in Times of Crisis
Asynchronous Mode**

Fall Term 2024

Syllabus

The havoc wrought by the global onslaught of the novel coronavirus has been complexified during the ensuing years by domestic mass-casualty incidents (both naturally-occurring and human-orchestrated), climate trauma, warfare, asylum-seeking, and migration—and by fierce attitudinal clashes (often exacerbated by bigotry and blaming) with regard to systemic racism, the nature and content of public education, access to certain medical procedures, and much more. As emergent occasions have melded, one into the next, the need for robust resources and strategies for sensitive leadership, deep understanding, and efficacious interreligious collaboration has become all the more apparent. This course seeks to address that need.

Through engagement with case studies, anecdotal accounts, scripture, devotional literature, theological discourse, interreligious scholarship, and lived experience, this course facilitates investigation of the nature of leadership, followership, and entrepreneurship. Working asynchronously yet collegially, students in this course undertake multireligious consideration of questions such as: To what strategic and spiritual resources might we turn in times of great stress. What are we to do when access to those resources is disrupted? How can any of us provide comfort, hope, and cautious wisdom with integrity (and what actions can we take) when

anxiety, grief, fear, or divisive forces threaten to overwhelm or isolate? What sorts of collaborative efforts have proven effective?

Instructor:

Professor Lucinda Mosher, Th.D. | Director, Master of Arts in Interreligious Studies
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Office Hours: Professor Mosher teaches from her office in northeast Florida. She may be “visited” there via Zoom or phone and is available at some point almost every day of the semester. Students are encouraged to use email or text-messaging to request a conversation. Typically, such requests are granted within 24 hours.

Course Format: This is an asynchronous online course. Hence, there is no required weekly Zoom session. Students work independently on most assignments. However, at least three opportunities will be provided for course enrollees to meet as a group with Dr Mosher via Zoom (near the beginning, middle, and end of the semester) if they wish. Occasionally, an assignment may require collaboration between two or three classmates.

Course Learning Outcomes

The course promotes:

- 1) Developing or deepening familiarity with spiritual caregiving resources on a range of issues from a range of religious traditions.
- 2) Developing or deepening familiarity with several exemplary leadership paradigms and skills.

This course addresses the following HIU program goals:

MAC: Progress toward command of the BCCI’s *Common Qualifications and Competencies for Professional Chaplains*, particularly, Integration of Theory and Practice Competencies 1 through 6; Professional Identity and Conduct Competencies 3, 4, 7, & 8; Professional Practice Skills Competencies 3, 4, 5, & 7

MAIRS: Demonstration of ability to:

- Articulate one’s own worldview or religious belief system while empathically and respectfully engaging people whose worldviews, religious practices, and religious beliefs differ from one’s own.
- Express your ideas and perspectives clearly in oral and written communication.

DMIN: TBD

Course Plan

The course is delivered in “modules.” An unnumbered “Preliminary Matters” module contains basic course information. It is followed by twelve numbered instructional modules. Typically, a numbered module provides at least one pre-recorded lecture; other audio-visual items, as necessary; detailed instructions for reading assignments; and discussion-board prompts. Most also include a lesson on *leadership* specifically and an item aimed at enhancing multireligious

fluency. The projected module themes and dates are listed below. However, the instructor reserves the right to pivot if circumstances dictate.

	Module Theme	Date Range
	Welcome! Preliminary Matters; "Get Acquainted" Zoom session (date to be chosen by consensus)	9/3 – 9/9
1.	Emergent Occasions: introduction to course themes	9/10–9/16
2.	The Social Contract	9/17–9/23
3.	Preparedness	9/24–9/30
4.	Bigotry, Bias, Racism	10/1–10/7
5.	Lament, Anger, Solace	10/8–10/14
6.	For Such a Time as This (individual foci)	10/15–10/21
7.	Followership	10/22–10/28
8.	Cultivating Hope [mid-term Zoom session]	10/29–11/4
9.	Making the most of "Blue Sky Time": disaster spiritual care preparedness; remembrance; interreligious collaboration	11/5–11/11
10.	Entrepreneurship	11/12–11/18
	PAUSE to process and create (work on culminating project)	11/19–12/3
11.	Resilience	12/3–12/9
12.	Seeking Closure (sharing culminating projects)	12/10–12/17

The course-site also provides a "resource closet": an unnumbered module containing materials related to course topics.

Required Texts:

Mosher, Lucinda Allen, et al., eds., *Deep Understanding for Divisive Times*. Interreligious Studies Press, 2020. ISBN 978-0-57878-508-0

Mosher, Lucinda, et al., eds., *With the Best of Intentions: Interreligious Missteps and Mistakes*. Orbis, 2023. ISBN 978-1-62698-545-2

Wheatley, Margaret J. *Finding Our Way: Leadership for an Uncertain Time*. Berrett-Koehler Publishers, 2007. ISBN 978-1-57675-405-4

Other required items will be made available through the course website (see "About CANVAS" below) or the Digital Theological Library.

Assessment

Lecture-Watching: *20% of final grade*

For each module, your instructor provides at least one short lecture—and often, several. These are delivered through VoiceThread—a tool that enables you to receive credit for taking in a lecture and commenting on it.

Summary Discussion: *30% of final grade*

Each module concludes with an opportunity to demonstrate deep thinking about the week's readings, lectures, and other activities. A discussion forum invites this both in your own post and in your responses to classmate posts.

Summary Reflection: Each module concludes with an opportunity to demonstrate deep thinking about the week's readings, lectures, and other activities. Reflection papers are submitted to the instructor only. *30% of final grade*

Other Activities: *5% of final grade*

Into this category fall points-earning items that do not fit neatly into our first two categories.

Culminating Project: *15% of final grade*

A paper or project addressing course themes.

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) Unable to meet the basic requirements of the course.

Plagiarism, Artificial Intelligence, 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.

Sources must be cited when copied or paraphrased. Use of Artificial Intelligence or translation programs or grammar correction programs must be acknowledged.

Inclusive Language

Hartford Seminary 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 Seminary 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 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. If the situation is

better addressed voice-to-voice, request a specific time for a phone or Zoom conversation.

Attendance

With an asynchronous course, logging into the Canvas website is the indicator of attendance. Students will need to log into the course site at least twice per week. 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.

If you fall behind, skip ahead to the next module so that you can stay current with your classmates in discussions. When time permits, you may return to an earlier module to address what you omitted. Late submissions are permitted, but a penalty may be assessed.

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.” These messages are automatically emailed to all enrollees.

Course Bibliography (recommended; not required)

Amram, Yossi. *Spiritually Intelligent Leadership: How to Inspire by Being Inspired*. Waterside, 2023. ISBN 978-1-123456-78-9

Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. New York: Random House, 2018.

Bueckert, Leah Dawn and Daniel S, Schipani, eds., *You Welcomed Me: Interfaith Spiritual Care in the Hospital*. Kitchener, Ontario: Pandora Press, 2010.

Burns, James McGregor. *Leadership*. New York: Harper & Row, 1978.

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

Dreher, Diane. *The Tao of Personal Leadership*. Harper Business, 1996.

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

Fluker, Walter Earl. *Ethical Leadership: The Quest for Character, Civility and Community*. Fortress Press, 2009.

Giles, Cheryl A. and Willa B. Miller, editors. *The Arts of Contemplative Care: Pioneering Voices in Buddhist Chaplaincy and Pastoral Work*. Wisdom Publications, 2012. ISBN: 0861716647.

Grallo, Richard. *Question and Insight in Everyday Life: A Blueprint for Transformative Problem Solving*. Lexington Books, 2022.

Joshi, Khyati Y. *White Christian Privilege: The Illusion of Religious Equality in America*. NYU Press, 2021. ISBN 978147982004

- Kolp, Alan and Peter Rea. *Leading With Integrity: Character-Based Leadership*. Atomic Dog Publishing, 2006.
- Kripal, Jeffrey J., et al. *Comparing Religions: The Study of Us that Changes Us*, second edition (Wiley-Blackwell, 2024), ISBN 978-1-119-65393-6
- 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. ISBN: 1594735468.
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- Northouse, Peter. *Leadership: Theory and Practice*, 6th ed. Sage, 2013.
- Patel, Eboo. *Interfaith Leadership: A Primer*. Boston: Beacon Press, 2016. 9780807033623
- Peace, Jennifer Howe, Or N. Rose and Gregory Mobley, editors. *My Neighbor's Faith: Stories of Interreligious Encounter, Growth, and Transformation*. Maryknoll, New York: Orbis Books, 2012. ISBN: 1570759588.
- Pierce, Elinor. *Pluralism in Practice: Case Studies of Leadership in Religiously Diverse America* (Orbis, 2023). ISBN 978-1-62698-548-3
- Roberts, Stephen B. ed. *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Skylight Paths, 2012. ISBN: 1594733120.
- Scannell, Alice Updike. *Building Resilience: When There's No Going Back to the Way Things Were*. Morehouse, 2017, 2020.
- Schipani, Daniel S. editor. *Multifaith Views in Spiritual Care*. Pandora Press, 2013. ISBN: 9781926599304.
- Slocum, Robert Boak and Martyn Percy, eds. *Fearful Times: Living Faith*. Wipf & Stock, 2021.
- Swain, Storm. *Trauma and Transformation at Ground Zero: A Pastoral Theology*. Fortress Press, 2011. ISBN: 0800698053.
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- Whyte, David. *Consolations: The Solace, Nourishment and Underlying Meaning of Everyday Words*. Langley, WA: Many Rivers Press, 2014.
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