

School of Theology and Ministry
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090

Winter Quarter 2014

COURSE INFORMATION

STML 560 Spirituality of Peacebuilding

Wednesdays, 9:00am-11:50am

Classroom: HUNT 100

SU Email: jrodrigu@seattleu.edu

Prerequisite: STMM 553 and STMC 554

INSTRUCTOR

Jeanette Rodriguez PhD

Office: CASEY 227

Office Hours: T/Th 8:30-10AM or by
appointment

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COURSE DESCRIPTION

If we look at the life and work of people like Mother Theresa, Gandhi, Martin Luther King, Chief Seattle, Thich Nhat Hanh, and other great voices for peace in history we will see that each was grounded in a unique wisdom tradition. Each life emerges out of a particular world view that cultivated inner-peace. In this class, we will be exploring a variety of inter-cultural and inter-religious spiritualities. Spirituality is not necessarily tied to a certain religion or dogma but can be an integral force inherent in vibrant peace and in life itself. As a process and force, spirituality is comprised of intuition, a sense of sacredness, of knowing, of connectedness, and of interdependence.

There are many metaphors to speak of spirituality. In this course the Spiritualities of Peacebuilding, will articulate this spiritualities made possible by encountering God in history. In particular, we will be looking at spirituality foundational to peacemakers and their practice of nonviolent action. Sobrino identifies in historical terms peacemakers as those “who even in a time of struggle and warfare seek to humanize conflicts. They seek to conduct armed conflicts as humanly as possible. They foster peaceful means for the resolution of conflicts even amid the violence of struggle.

This notion of non-violent resistance is broadly defined. Key, however, is an embodiment of social change that actively and persistently challenges violent and unjust conditions.

LEARNING OUTCOMES

- Demonstrate an understanding of the role and dynamics of human “meaning-making” in framing worldviews, and in impacting individual and collective human values formation, ethical and other forms of decision-making, and leadership ideals, goals and methodologies.
- Demonstrate a *reflective* capacity for analyzing and articulating the student’s personal spirituality and “meaning-making” influences and structure, and its impact on the student’s leadership ideals, goals, and methodologies.
- Demonstrate an ability to think critically about the impact and role of religious organizations, spiritual movements, and spiritually-inspired insights and worldviews in public discourse, particularly in the articulation of public values in the United States, as well as its impact and role in the development of leadership theory and practice.
- Demonstrate an ability to lead from a posture of an articulated spiritual-depth that is consistent with the student’s personally-defined values and the values of the organization in which the student works.

Required Texts and Materials

- Brantmeier, Edward J. Spirituality, Religion, and Peace Education. Information Age Publishing USA, 2010. SU Library 3rd Floor: [BL60 .C69 2009](#)
- Kownacki, Mary Lou. The Nonviolent Movement: Spirituality for the 21st Century. Pax Christi USA, 2002. SU Library 4th Floor: [BX1795.N66 K68 2002](#)
- Lederacich, John Paul. The Moral Imaginations: The art and soul of building peace. New York: Oxford University Press, 2005. SU Library 4th Floor: [JZ5538 .L43 2005](#)
- Wallis, Jim. Cloud of Witnesses. Orbis Books Maryknoll, NY, 2005. SU Library 3rd Floor: [BT25 .B38 2007](#)

Recommended Texts¹

- Baum, Gregory and Wells, Harold. The Reconciliation of Peoples: Challenge to the Churches. Maryknoll, NY: Orbis 1997 SU Library 4th Floor: [BT736.4 .R43 1997](#)
- de Gruchy, John W. Reconciliation: Restoring Justice. Minneapolis, MN: Fortress Press
- Fisher, Simon. Working with Conflict: Skills and Strategies for Action. New York: Zed Books, 2000. SU Library 3rd Floor: [HM1126 .W67 2000](#)
- Garcia-Rivera, Alex. A Wounded Innocence. SU Library 3rd Floor: [BR115 .A8 G375 2003](#)
- Rolheiser, Ronald. The Holy Longing; The Search for a Christian Spirituality. New York: Random House, 1999. SU Library 4th Floor: [BX2350.65 .R65 1999](#)
- Slattery, Laura. Engage: Exploring Nonviolent Living. Pace e Bene Press. SU Library 4th Floor: [HM278 .E64 2005](#)
- Sobrino, Jon. Spirituality of Liberation: Toward Political Holiness. Maryknoll, NY: Orbis 1998 SU Library 4th Floor: [BX2350.2 .S575413 1988](#)
- Volf, Miroslav. Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation. Abingdon Press, 1996. SU Library 4th Floor: [BV4509.5 .V65 1996](#)
- Wink, Walter. The Powers That Be: Theology for a New Millennium. New York, NY: Doubleday, 1998 SU Library 3rd Floor: [2545 .P663 W562 1998](#)
- Wink, Walter. Naming the Powers. Fortress Press. SU Library 4th Floor: [BT962 .W45 1984](#)

¹ Students may choose to do a book review/presentation to the class on one of the recommended texts. This can be done as a team. Please see instructor for further directions.

WEB RESOURCES FOR VARIOUS SPIRITUALITIES

Women's Spirituality

Girard, Phoebe. "The Aging Spirit: A Woman-to-Woman Journey Toward Aging and Spirituality." *Aging Today*. Volume XXVII, #4 (July-August 2006) <http://www.can-nm.org/Agingtodayreprint.pdf>
Other authors: Elizabeth Johnson, Kathleen Fischer, Joan Chittister, etc.

Men's Spirituality

Rohr, Richard. "Masculine Spirituality" *Praying: Spirituality for Everyday Living*. September-October, 1988. www.malespirituality.org/masculine_spirituality.htm

Muesse, Mark W. *Men at Midlife: Male Spirituality and the Second Half of Life*. (2004)

www.explorefaith.org/lifelines/men_midlife.html

Other authors: Keith Drury, John Nelson, Matthew Fox, Thomas Hart

Hispanic Spirituality

Rodriguez, Jeanette, "Mestiza Spirituality: Community, Ritual and Justice" *Theological Studies*, June 2004 <http://www.ts.mu.edu/readers/content/pdf/65/65.2/65.2.4.pdf>

Garcia, Alberto. "Christian Spirituality in Light of the US Hispanic Experience." *Word and World*, Volume XX, Number 1, 2000 http://wordandworld.luthersem.edu/content/pdfs/20-1_20th_Century/20-1_Garcia.pdf

African American Spirituality

Davis, Cyprian. "Black Catholic Theology: A Historical Perspective.", *Theological Studies*, Number 61, 2000. <http://www.ts.mu.edu/readers/content/pdf/61/61.4/61.4.3.pdf>

Addo, Peter Eric Adotey. "Origins of African American Spiritualism. *Chicken Bone: A Journal*. On line. <http://home.roadrunner.com/~osofos/spirit.htm>

White, Vanessa C. "Authentically Black and Truly Catholic." <http://www.cnn.com/2010/OPINION/09/05/white.catholic.black/index.html>

Asian Spirituality

Search: "articles on Asian spirituality"

Senno, Tony. "The Traits of Philippino Spirituality" *Mission, The Xavier Way*, Summer 2000. http://www.xaviermissionaries.org/M_Life/NewsArchive/AsiaNews/Phi_TraitsSpirit.htm

Richards, Kathleen. "Young, Asian American and Christian." *East Bay Express*. April 2, 2008.

<http://www.eastbayexpress.com/eastbay/young-asian-american-and-christian/Content?oid=1089129>

GLBTQI Spirituality

Wink, Walter. *Biblical Perspectives on Homosexuality*.

<http://www.religion-online.org/showarticle.asp?title=1265>

Alison, James. *Following the Still Small Voice: Experience, Truth and Argument as Lived by Catholics*. 2003

www.jamesalison.co.uk/texts/eng02.html

Crippin, Stephen. *Dancing with the Queen of Sheba*. Sermon. August 29, 2010.

<http://www.stpaulseattle.org/sermons/082910.html>

Lesbian, Gay Christians www.lgcm.org.uk/resources/

Other authors: Rev. Patrick Cheng, James Alison

COURSE REQUIREMENTS

Attendance and Class Participation 10 pts

The nature of the course makes it particularly important for students to attend each class session. Please note that much of what determines the grade is dependent upon mutual discussion and interaction. Students are required to demonstrate effective group skills by actively contributing to group discussions and using constructive peer feedback that includes honesty, challenge, and mutual respect. It also includes lively discussion and timely reading of the assigned texts and viewing of the films that reflect *critical* theological and cultural assessment.

Written Works

1. **Spiritual Autobiography** (10 pts) Suggested questions: What is your understanding and experience of spirituality? What are some images or metaphors that support your understanding and/or your experience of spirituality? Who are some of the people and authors from your denomination who have significantly shaped your understanding of spirituality? Name and describe some significant insights and characteristics of your denomination's approach to spirituality. What do you consider its strengths and its weaknesses? To what extent does it speak of peace and/or peacemaking? **Due Jan. 22nd**
2. **Two Reflection Papers** (15 pts each; 30 pts total)
The second written work will be two reflection papers, 3-4 pages each, typed and double-spaced. They are to identify the central themes of the required text. You are to demonstrate an understanding of a key point of the text and respond to that theme. The first reflection paper on *Cloud of Witnesses* is due **Jan 30th** and the second reflection paper on *The Moral Imagination* is due **Feb 17th**. What do you consider to be the main points made by the author in the book? Include quotes and page numbers where relevant. Engage in dialogue with ideas from the text including some of your own reflections, experiences and questions.
3. **PowerPoint Presentation** (30 pts)
Students are encouraged to look into their own tradition as well as the more public prophets (i.e. Monsignor Romero, Martin Luther King Jr, Dorothy Day, etc.) and present to the class a 20 minute PowerPoint on who they were, what their context was, the source of conflict, and the source of their spirituality. I invite you to be as creative as possible. Examples of this will be shown in class.
4. **Chapter Review and Presentations** (20 pts)
All students will be required to lead a class discussion on one of the chapters from *Spirituality, Religion, and Peace Education*. There are twelve chapters in his book and at the first day of class students will be asked to choose a chapter to present in class. Students have the option of presenting the chapter in a PowerPoint or a two-to-three page outline (please include page numbers next to any bullets citing material from the chapter). The purpose is not to present orally the whole chapter (that can be done in the written outline) but to choose one or two key points from that chapter and lead a meaningful discussion. Students can do this individually or as a team of two.

SCHOLASTIC PERFORMANCE

Students are graded on:

- 1) Demonstrated ability to think in a rigorously critical and theological manner about the course material
- 2) Demonstrated ability to write (assigned papers) and speak (class discussion and presentation) in a way that shows they have engaged the material.

Class Participation/Group Skills

Students are graded on:

- 1) Use of effective communication skills in class (rely on learnings from Pastoral Helping)
- 2) Punctual attendance
- 3) Active participation in the healthy development of the class that includes discussion of text and displaying attitudes of mutual respect and openness to transformation.

EVALUATION AND GRADING SCALE

A 100-94	B 86-83	C 79-73	D 66-63
A- 93-90	B- 82-80	C- 72-70	D- 62-60
B+ 89-87	C+ 79-77	D+ 69-67	Below 59 - E (not passing)

TENTATIVE SCHEDULE

Wednesdays 9-11:50 AM

Date	In-Class Overview	Assignments
Wednesdays		
January 8	Review syllabus; personal introductions What is spirituality? What is peace building?	<ul style="list-style-type: none"> ▪ Read: <u>Rolheiser: The Holy Longing</u> Chapter TBD ▪ Spiritual Autobiography Paper assigned ▪ Read: Peacemakers, Martyrs, and Saints who have embodied the gospel challenge of our day.
January 15	Review: Beatitudes View: <u>A Force More Powerful</u> Example of Non-Violent	<ul style="list-style-type: none"> ▪ Students present People of Beatitudes, see handout

	Action	
January 22	<ul style="list-style-type: none"> ▪ Beatitudes (Cont.) ▪ Examine key principles of nonviolence as articulated by Mahatma Gandhi 	<ul style="list-style-type: none"> ▪ Spiritual Autobiography Paper DUE ▪ Read: <u>The Non-violent Movement/Spirituality for the 21st Century</u> ▪ Question: <u>To what extent do the themes here speak to, challenge, nurture your spirituality?</u>
January 29	<ul style="list-style-type: none"> ▪ View: <i>Romero</i> ▪ Conflict analysis and resolution 	<ul style="list-style-type: none"> ▪ Read: <u>The Moral Imagination</u> ▪ First Reflection Paper
February 5	<ul style="list-style-type: none"> ▪ Cont. View: <i>Romero</i> ▪ Conflict analysis and resolution 	<ul style="list-style-type: none"> ▪ Assignment: Discussion of <u>The Moral Imagination</u>
February 12	<ul style="list-style-type: none"> ▪ Examine the messages and practices of various global wisdom 	<ul style="list-style-type: none"> ▪ Student-led discussions of chapters from “Spirituality, Religion, and Peace Education” ▪ Reflection Paper #2 Due
February 19	<ul style="list-style-type: none"> ▪ View: <i>Women in Peacebuilding</i> 	<ul style="list-style-type: none"> ▪ Continuation of student-led discussions
February 26	<ul style="list-style-type: none"> ▪ Journey of Transformation Dismantling structural violence Sustaining Ourselves in the Spiritual Life 	<ul style="list-style-type: none"> ▪ View <i>Women and Peacebuilding</i>
March 5	<ul style="list-style-type: none"> ▪ Stages of community making ▪ Nonviolent activity guidelines 	<ul style="list-style-type: none"> ▪ Student Led Discussion on pre-approved themes

March 12	▪ Student Led Discussions	▪ Student Led Discussions
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Last Class Day – Monday March 17th

Spring Break: March 23rd – 30th

Tips for Success in this Class:

- (1) **GIVE YOURSELF TIME TO READ** the texts and keep up with the readings. As the readings may be complex, you'll want to give yourself enough time to read it twice if needed.
- (2) **PLAN AHEAD.** You'll be reading passages from books, and other various resources. Know when assignments and papers are due in order to produce your best works.
- (3) **DEVELOP ROUTINES** and habits that make it possible for you to study for each class, rather than leaving everything until an assignment is due. Research shows that students recall more material and make better connections between different concepts when they study repeatedly in small increments rather than cramming the material in one large session at the last minute.
- (4) **FIND A STUDY PARTNER.** Exchange e-mail information with someone in the class or in your group. You know your own learning preferences better than I do, but students often find it easier to learn this material when they can discuss it with someone. Get together with a study partner and verbally quiz each other on the readings, or try to explain key concepts to each other.
- (5) **ASK QUESTIONS.** One of the beauties of studying religion is that there are so many good questions to ask and so many variables. At the same time, don't expect there to be a clear, unequivocal answer.

PLEASE CONTACT ME to set up an appointment to discuss the material, the course or your interests. I have posted office hours, but we can arrange to meet outside that time if it doesn't work for you.

LEARNING CENTER

The university's Learning Center provides academic support and study skill enhancement for all students. Experienced staff explore specific academic needs with students in individual consultations. The Learning Center also provides tutors, learning strategy workshops, learning styles assessment and assistance with improving time management, reading comprehension, test preparation and test taking. All services are free. **YOU WON'T GET OPPORTUNITIES LIKE THIS IN THE OUTSIDE WORLD!** Take advantage of as many as possible while you're a student at Seattle University. Additional resources are located on the Learning Center's website at www.seattleu.edu/sas/LearningAssistance. To make an appointment, stop by the Learning Commons in the library or call (206) 296-5740.

WRITING CENTER

The Writing Center—based in the Learning Commons—offers a free service to discuss writing projects in a friendly environment. At the Writing Center, students work on all stages of writing, including brainstorming, organizing, drafting, revising, and editing, so you may well find this useful for the varied assignments you'll be completing for this course. To make an appointment, call (206) 296-6239. The Center's website is at www.seattleu.edu/writingcenter

ACADEMIC INTEGRITY

Please review the Academic Honesty Code in the Student Handbook. Every student is expected to comply fully with it. Please recall that even unintended plagiarism is plagiarism. Be fully aware of what constitutes plagiarism. If you have any questions, please ask me.