

**Garrett-Evangelical Theological Seminary**  
**CE-850A**  
**Seminar in CE: Intergenerational Spiritual Practices**  
**Dr. Virginia A. Lee**  
**Fall 2024**  
**Friday**  
**9:00-12:00noon**  
**Classroom \_\_\_\_**  
**DRAFT (as of MARCH 2024)**

**Instructor:** Dr. Virginia A. Lee

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Email is the best way to reach me. I am available via email from 8am Monday morning through 5pm on Friday evening. I will try to respond to your emails within a few hours, but no later than 24 hours. I will not respond to emails on the weekends.

**Teaching Assistant:**

**Description** – In this course, we will explore and practice a variety of spiritual practices for persons of all ages. We will consider the culture and history of various practices as well as vocational aspects and educational aspects, including the variety of ways of knowing. We will also explore the connection between spiritual practices and how we live out our faith in the world.

**Course Outcomes**

At the end of the course, learners

- Will have begun (or continued) sustaining life-long spiritual practices
- Will be able to practice and model a variety of spiritual practices for all ages and generations, particularly intergenerationally
- Will be able to make connections between their spiritual practices and their engagement with the needs of the world
- Will be able to consider how they might decolonize spiritual practices

**MAFCEL Degree Program Goals**

1. To construct a critical, spiritually-grounded, practice-based self-understanding necessary for transformative faith formation

2. To evaluate educational strategies and approaches for emancipatory teaching and learning
3. To read and interpret shifting cultural and religious landscapes locally and globally

### **MDIV Degree Program Goals**

1. Is developing a growing depth of understanding and practice in personal and corporate spiritual discipline(s)
2. Is developing the capacity to nurture further Christian formation through the practices of ministry ((e.g., prayer, liturgy, preaching, pastoral care, and teaching)
3. Is developing the ability to engage in critically informed analysis of gender, race, culture, social and economic structures that shape human beings and promotes prophetic inquiry and witness for the sake of justice

### **REQUIRED TEXTS**

Patricia D. Brown, *Paths to Prayer: Finding Your Own Way to the Presence of God*, 1st ed. (San Francisco, CA: Jossey-Bass, 2003.) ISBN: 9780787965655; \$24.99 at Amazon <https://a.co/d/5xUCYbC>.

Kathleen A. Cahalan and Bonnie J. Miller-McLemore, eds., *Calling All Years Good: Christian Vocation throughout Life's Seasons* (Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2017.) ISBN: 9780802874245; \$18.75 at Amazon <https://a.co/d/2000Sn4>.

Colón DeLay, Lisa. *The Wild Land within: Cultivating Wholeness through Spiritual Practice*. Minneapolis: Broadleaf Books, 2021. ISBN: 9781506465081; \$16.99 at Amazon <https://a.co/d/0S1479x>.

Elizabeth DeGaynor, ed., *Let the Children Lead: Exploring Children's Spirituality Today* (Alexandria, Virginia: VTS Press, 2023.) ISBN: 9798373414272; \$17.99 at Amazon <https://a.co/d/jfdo0vj>.

Therese Taylor-Stinson, *Walking the Way of Harriet Tubman: Public Mystic and Freedom Fighter*. (Minneapolis: Broadleaf Book, 2023.) ISBN: 9781506478333; \$12.99 on Amazon <https://a.co/d/dZXN9qq>.

Selected readings found on Moodle

*When ordering texts, please feel free to purchase used versions or to buy from other suppliers.*

## **COURSE REQUIREMENTS**

- **Active class participation and reading of assigned literature. (% of grade)**

This class is a learning community that requires your full attention. All of us will teach all of us. Each of us depends on all the rest of us.

All students should read all the assigned texts.

The purpose of class participation is to demonstrate comprehension and integration of assigned material. Participation includes preparation for class, constructive verbal contributions to class discussions, attentive listening, and facilitating the participation of others. The purpose of the reading assignments is to provide a range of theoretical grounding for the students' work. Class members are expected to have completed all readings by the class session for which they are assigned.

Participation in class discussion is based on having read the assigned texts for the next session.

- **Journal of the Practices (% of grade):**

- After a spiritual practice is introduced in class, students will enact that practice at least four (4) days the following week.
- After each day's practice, students will journal at least one sentence about their experience.
- Each week in their journal, students will write a short reflection of at least 250 words about what they have learned or experienced in enacting that practice.
- In the "Journal of the Practices" forum, students will post all or a part of their reflection by Wednesday 11:59pm.
- In the "Journal of the Practices" forum, students will respond to two other reflections by Thursday 11:59pm.

- **Rule of Life (% of grade):**

- Based on a series of reflective questions, students will develop a Rule of Life, a set of disciplines and an overarching "plumb line" or guiding idea, that can sustain and encourage their spiritual practice and nurture into the future.

- **Final Project (% of grade):**

- Choosing a practice from their context or a practice they would like to know more about, students will develop a curriculum (lesson plan) for a multi-age faith group (student-defined) that would take place for at least three sessions that will (1) help the group learn the practice and (2) help the group demonstrate how the practice helps them love God and love neighbor.

- Students will also make a 10-minute presentation that introduces their chosen practice to the class. (Length of presentation could change depending on the number of students enrolled in the class.)

Details and rubrics will be found on Moodle.

## **ACADEMIC POLICIES**

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

### **Writing**

- Academic integrity and plagiarism: (See 20-21 Handbook, 12, 76-82). Instructors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here: Styberg Library > Research Support > The Writing Center > Formatting, Style, and Citation Guide. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA).
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://library.garrett.edu/research-support/the-writing-center/> "Writing Center" for more detailed information.

### **Attendance and Class Participation**

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching- learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 20-21 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (20-21 Handbook, 20)
- Some faculty may limit the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

## Academic Accommodations

- Garrett's *Accessibility, Special Needs, and Disabilities* policy and process is set out in the Academic Handbook (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.
- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact Student Access (email: [student.access@garrett.edu](mailto:student.access@garrett.edu)) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.
- *Extensions*: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (20- 21 Handbook, 20)

<b><u>Grade Scales (100 pts)</u></b>	
	<b><u>100</u></b>
<b><u>A</u></b>	<b><u>94-100</u></b>
<b><u>A-</u></b>	<b><u>90-93 (91.5)</u></b>
<b><u>B+</u></b>	<b><u>87-89 (88)</u></b>
<b><u>B</u></b>	<b><u>84-86 (85)</u></b>
<b><u>B-</u></b>	<b><u>80-83 (81.5)</u></b>
<b><u>C+</u></b>	<b><u>77-79 (78)</u></b>
<b><u>C</u></b>	<b><u>74-76 (75)</u></b>
<b><u>C-</u></b>	<b><u>70-73 (71.5)</u></b>
<b><u>D</u></b>	<b><u>60-69 (65)</u></b>

**Rubrics for all assignments will be available on Moodle.**

## COURSE SCHEDULE

- Sept 6            Session 1: Welcome & context**
- Readings for Session 1: Walking the Way of Harriet Tubman: Public Mystic and Freedom Fighter, Chapters #-#.*  
Introduction to each other  
Introduction to the course and syllabus  
Introduction to weekly practice's rhythm
- Sept 13           Session 2: Vocation & child-centered approach**
- Readings for Session 2:*  
*Calling All Years Good* – selected chapters  
*Let the Children Lead* – selected chapters  
*Paths to Prayer*, “An Invitation to Prayer”
- Sept 20           Session 3: Labyrinth**
- Readings for Session 3:*  
*Paths to Prayer*, “Innovative Prayer,” “Prayer Labyrinth”  
Selected articles on Moodle
- Sept 27           Session 4: Lectio divina (visio divina)**
- Readings for Session 4:*  
*Paths to Prayer*, “Searching Prayer,” “Praying the Scriptures” and “Lectio Divina”
- Oct 4             Session 5: Daily Office**
- Readings for Session 5:*  
*Paths to Prayer*, “Relational Prayer” and “The Daily Office”; Rule of St. Benedict & other Rules;  
Selected articles on Moodle
- Oct 11            Session 6: Centering prayer**
- Readings for Session 6:*  
*Paths to Prayer*, “Experiential Prayer” and “Centering Prayer”;  
Selected articles on Moodle; Institute for Centering Prayer “pamphlet”

- Oct 18**      **Session 7: Icons and saints**
- Readings for Session 7:*  
*Paths to Prayer*, “Praying with Icons”  
Selected articles on Moodle
- Oct 25**      **Reading Days**
- Nov 1**      **Session 8: Ignatian (imaginative) prayer**
- Readings for Session 8:*  
*Paths to Prayer*, “Ignatian Prayer: Guided Imagination”  
Selected articles on Moodle
- Nov 8**      **Session 9: Quaker silence**
- Readings for Session 9:*  
Selected articles on Moodle including selections from *Let Your Life Speak*,  
Parker Palmer
- Nov 15**      **Session 10: Examen**
- Readings for Session 10:*  
*Paths to Prayer*, “Prayer of Examen”  
Selected articles on Moodle
- Nov 22**      **Session 11: Praying in Color**
- Readings for Session 11:*  
Selected articles on Moodle including selections from  
*Praying in Color*, Sybill McBride
- Nov 29**      **THANKSGIVING**
- Dec 6**      **Session 12: Wrap up and moving into the world**
- Readings for Session 12:*
- Dec 13**      Make-up day (if needed)