

**School for New Learning  
DePaul University  
Course Syllabus: IN 369 Faculty-Designed Independent Study: Spiritualities of  
Work  
Winter Quarter 2008**

**1. General Information**

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Credit Hours: 2

**2. Course Description and Faculty Biographical Sketch**

For some people, "work" refers to one's job, the means of one's livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate "work" with drudgery and compulsion, while others think of the word in terms of productivity and stimulation. And, for some people, "spirituality" is what they do when they no longer practice religion. Others remain committed to a religious tradition, but consider spirituality to be their particular expression of that tradition. Although there are various definitions of spirituality, most include an understanding of how individuals and groups try to find meaning and integrity in their lives. Spiritualities usually involve certain beliefs and assumptions, as well as practices intended to accomplish specific goals. In this independent study, you will consider some approaches to spirituality and will then apply them to your own experience of work. In your reflection on and writing about work, you will pay particular attention to characteristics of modern life such as the emphasis on efficiency and scientific reason, technological advances, workplace specialization, and the pursuit of health and well-being.

I earned an M.A. in Liberal Studies from DePaul University and have more than twenty years experience in conducting training programs in both for-profit and non-profit settings. I'm currently an academic advisor at the Loop campus and have taught the following SNL courses "Making Difficult Decisions - Moral Life in Modern Culture," "Advanced Elective: Spirituality, Culture, and Technology," "Catholic Social Ethics," and "College Writing." I have also conducted adult continuing education programs at the Newberry Library and Loyola University's Institute of Pastoral Studies.

**3. Competencies**

You may register for *one* of the following competencies:

A-3-B. Can explore a model of spiritual development and apply it to oneself or others.

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If you select this competence, you will consider the assumptions underlying two approaches to spirituality and you will identify the spiritual practices that are recommended by writers who are representative of each of these approaches. One approach will reflect a general model of spirituality; the other approach will specifically address the spirituality of work.

H-3-F. Can understand the interrelationship among intellectual, psychological, spiritual, and physical health in one's life.

If you select this competence, you will explore the understandings of health found in a general model of spirituality and in a spirituality that specifically addresses the experience of work.

F-X. If you have a "business" focus area, the competence statement will usually be:  
- can apply two models of spirituality to work in a [as pertinent to your focus area, corporate or entrepreneurial or non-profit or government] environment.

If you have a focus area that relates to a particular industry or profession, the competence statement will usually be "can apply two models of spirituality to the [as pertinent to your focus area, industry or profession]."

If you have a career-oriented focus area, you will consider the assumptions underlying a general model of spirituality and you will identify the practices recommended by a spiritual writer with this perspective. You will also consider the assumptions underlying a model of spirituality that specifically addresses the experience of work. In addition, you also identify the practices encouraged by a spiritual writer with this perspective. Your writing to demonstrate this competence will specifically address the type of work and workplaces that are pertinent to your focus area.

If you have a focus area in the liberal arts, we will discuss possible options for your competence statement at the beginning of the quarter.

*You should register for a focus area elective only if your plan for your focus area has been approved by your faculty mentor and by your professional advisor. I recommend also that you discuss with your academic committee your plans to register for this faculty-designed independent study.*

Prerequisite: To register for this faculty-designed independent study, you must have completed the School for New Learning admissions process.

Although completion of the College Writing (now, Academic Writing for Adults) and Critical Thinking competencies (L4 and L5) is not a prerequisite for registration, your grade will depend heavily on:

- how well you apply critical thinking to the required reading and to your own experience of working

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- your ability to write clearly and fluently and to use either the Modern Language Association or the American Psychological Association citation system.

### **4. Learning Experience**

At the beginning of the quarter, you will receive by email attachment a document that describes in detail the learning experience of this independent study. This document will include several definitions of spirituality and identifies frequently-occurring themes and concerns found in spiritual writing. The document will provide guidelines for the following learning strategies:

- development of a written definition of "work" and a description of your work as you have defined.
- reading of several chapters of a book of spiritual writing that is general in scope (not limited to work and workplace issues). See the list of reading options among the Addenda at the end of this syllabus.
- reading of several chapters of a second book of spiritual writing. In most cases, this book will provide a spiritual perspective that is specific to work and to workplace issues. See the list of reading options among the Addenda at the end of this syllabus.
- writing three one- or two-page reflection papers at different points during the independent study. These reflection papers will address your response to the your reading and will identify any changes in your experience of work (as you have defined it) since the beginning of the independent study
- writing two four-page analytic papers that addresses how the two books that you have read reflect the characteristics of the competence for which you have registered.

I will provide feedback on all written assignments using criteria that are identified later in this syllabus.

Optional learning strategies for the independent study include:

- a meeting or telephone conversation with me when you begin your work or at another time during the independent study
- re-writing the first four-page analytic paper in response to the feedback that I will provide.

### **5. Outcomes**

At the end of this independent study, you should able to:

- identify the themes or concerns that are commonly addressed in spiritual writing
- identify some practices that are commonly recommended in spiritual writing
- apply these themes or concerns and practices to your own reflection on work.
- describe how a spiritual writer's assumptions or belief system affect how this writer would or does address the experience of work
- address how the spiritual practices that a spiritual writer recommends relate to the experience of work or to the environment of work.
- extract from two books of spiritual writing the authors' discussion that is pertinent to the competence for which you have registered. Thus, to demonstrate the competence,

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it will not be sufficient to simply reflect on the reading from your own point of view or to summarize the chapters of the books that you read. Rather:

- analytic writing for the A-3-B competence will specifically address the impact of the authors' assumptions and recommended practices on spiritual development
- analytic writing for the H-3-F competence will specifically address the authors' perspective on the interrelationship among intellectual, psychological, spiritual, and physical health.
- analytic writing for the FX competence will specifically address how the authors' assumptions and recommended practices relate to your focus area.

### **6. Evidence the Students Will Submit**

Since this is an independent study, your demonstration of competence will be entirely in written form and will include:

- a structured two-page "scope of work" description using guidelines provided in the document that I will send you at the beginning of the quarter..
- a one-or two page reflection paper that provides a personal response to the first reading and to any changes in your experience of work
- a four-page analytic paper that addresses how the first reading reflects the characteristics of the specific competence for which you have registered.
- a one-or two page reflection paper that provides a personal response to the second reading and to any changes in your experience of work
- a four-page analytic paper that addresses how the second reading reflects the characteristics of the specific competence for which you have registered.
- a one-or two page reflection paper that summarizes your learning experience in this independent study and notes any changes in your experience of work
- an optional re-write of the first four-page analytic paper in response to the feedback that I will provide. Re-writing of other papers is not generally an option unless it is necessary to attain a passing grade for this independent study.

I will abide by the University's guidelines on academic integrity (see policy in addenda below). Please note that the DePaul Student Handbook defines plagiarism as follows:

Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism will result in a failure of the assignment or possibly of the independent study.

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### 7. Criteria for Assessment

All papers should be typewritten or computer-generated, double-spaced, with one-inch margins and 12-point typeface. Attachments to email messages should be saved to Word. My assessment of all written work will consider whether you have:

- included an appropriate introduction describing the scope and purpose of your paper,
- demonstrated a college-level mastery of Standard English word usage and grammatical conventions, including appropriate:
  - sentence structure
  - punctuation, and
  - subject-pronoun and subject-verb agreement.

*I encourage you to use the resources of DePaul University's Writing Center while you are doing this independent study.*

In addition to the vocabulary and writing criteria listed above, the "Scope of Work" description will be assessed according to the following criteria. The description:

- includes a:
  - draft definition of "work" (as opposed to leisure, play, or doing nothing)
  - description of the scope of work in your life (based on this definition).
- is clearly written
- is received before any other writing for this independent study.

In addition to the vocabulary and writing criteria listed above, criteria for the three reflection papers include:

- pertinence to your competence statement
- pertinence of the reflection to one or more of the themes and concerns of spiritual writing
- appropriate reference to reading for the independent study
- timely receipt:
  - The first reflection paper should be submitted after submission of the "scope of work description" and after you have read several chapters of your first reading
  - The second reflection paper should be submitted after you have read several chapters of your second reading
  - The third reflection paper should be submitted after you have completed all other work for the independent study, including a revision of your first analytic paper if you choose to revise it.

In addition to the vocabulary and writing criteria listed above, criteria for the two analytic papers for *all* competencies address whether the paper:

- relates your reading to your experience of work or to the experience of work of other people.
- as an analytic paper, describes the author's content and avoids opinions that are not supported by reference to your experience or to your belief systems.
- includes multiple parenthetical references to the book that you have read

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- cites the book appropriately at the end of the paper using the correct MLA or APA format.

Criteria for the two analytic papers for the A-3-B competence also include the following.

The paper:

- describes the author's views about the value and purpose of spiritual development.
- identifies the author's underlying belief system, which may be religious or non-religious.
- identifies at least some of the practices that the source encourages or promotes, for example, certain moral behaviors, journaling, meditation, rituals, etc.

Criteria for the two analytic papers for the H-3-F competence also include the following.

The paper:

- addresses how the author describes the intellectual, psychological, and spiritual components of health.
- relates the description of the components of health to:
  - the author's underlying belief system
  - the spiritual practices that the author recommends to the reader.

Criteria for the two analytic papers for the FX competence also include the following.

The paper:

- identifies the author's underlying belief system, which may be religious or non-religious.
- identifies at least some of the practices that the source encourages or promotes, for example, certain moral behaviors, journaling, meditation, rituals, etc.
- relates the author's writing specifically to your focus area.

*Criteria for the two analytic papers for the FX competence may also include criteria pertinent to a competence statement that more closely tailored to your focus area.*

To pass the independent study, it will be essential that you submit a minimally acceptable paper in response to each of the writing assignments. I will assign points to each paper based on whether the criteria have been met, met well, or very well. I will invite you to re-write any paper that does not meet minimal criteria for demonstrating the competence. The first four-page analytic paper may be re-written even if you have minimally met the criteria.

If you wish to do this independent study on a Pass-Fail basis, please inform me in writing by the second week of the quarter. Once you have chosen to do so, you cannot change back to a letter grade. If you have not completed all required writing assignments by the end of the quarter in which you are registered for this independent study, you will receive a grade of "R" (in progress). The grade will be changed when you have completed all the required work. You must complete the FDIS within two quarters of the initial registration unless an extension is negotiated with the instructor.

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### 7. Sequencing of Learning Activities

At the beginning of the quarter, you will receive additional information that:

- is consistent with this syllabus
- is specific to the competence for which you have registered
- will provide background information on spirituality as well as more detail on the learning activities that you will be expected to complete.

To complete the independent study you will:

- submit a structured two-page "scope of work" description using guidelines provided in the FDIS document that you will receive at the beginning of the quarter. Using these materials or other sources that you will cite, you will draft a statement of one or two pages that:

- provides a draft definition of *work* (as opposed to leisure, play, or doing nothing)
- describes the scope of work in your life (based on this definition).

*Note: Those who have registered for the FX competence should submit a proposed competence statement at the time that they submit the "scope of work" description. If the proposed statement is other than those found in #3, above, the proposal should include three criteria to be addressed in reading, reflection, and writing.*

- read several chapters of a book of spiritual writing that is general in scope (not limited to work and workplace issues). See the list of reading options among the Addenda at the end of this syllabus.
- write a one-or two page reflection paper that provides a personal response to the first reading and to any changes in one's experience of work
- write a four-page analytic paper that addresses how the first reading reflects the characteristics of the specific competence for which you have registered.
- read several chapters of a second book of spiritual writing. In most cases, this book will provide a spiritual perspective that is specific to working and to workplace issues. See the list of reading options among the Addenda at the end of this syllabus.
- write a one-or two page reflection paper that provides a personal response to the second reading and to any changes in one's experience of work
- write a four-page analytic paper that addresses how the second reading reflects the characteristics of the specific competence for which you have registered.
- write a one-or two page reflection paper that summarizes your learning experience in this independent study and notes any changes in one's experience of work

### 8. Sources

Your first reading will be a source from Group A. Your second source will be a source from Group B. *An exception will be some non-career-related focus areas when your second source will depend on the competence statement.*

Group A: Models of spirituality that address all aspects of life, including work:

- Confucius, *Analects* (available in hard copy or on the Internet)

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- *The Meditations* of Emperor Marcus Aurelius (an example of ancient Stoic writing, available in hard copy or on the Internet)
- Julia Cameron, *The Artist's Way: A Spiritual Path to Higher Creativity*. "Weeks" 1, 2, 3, 4, and 5. Although you do not have to do the exercises for this independent study, you may find some of them helpful.
- A. Elaine Brown Crawford, *Hope in the Holler: A Womanist Theology*. Chapters 1-5. The book emphasizes the role of narrative in African American women's writing about hope.
- Orlando O.Espín, *The Faith of the People: Theological Reflections on Popular Catholicism*. Chapter 1, 3, 4 and 6.
- Robert M. Hamma, *Landscapes of the Soul: A Spirituality of Place*. Chapters 1 through 7. Hamma writes from a Biblical perspective, but refers to other spiritual writers as well.
- Stephanie Y. Mitchem, *Introducing Womanist Theology*, Chapters 1, 3, 5, 6.
- Thomas Moore, *Care of the Soul*, Introduction, Chapters One, Two, Six, Seven, Nine, Ten, and Eleven. Moore has been influenced by the thinking of Carl Jung and some of his disciples. Moore's book is particularly recommended for those who have registered for the H-3-F competence or who have a focus area in psychology.
- John O'Donahue, *Eternal Echoes: Celtic Reflections on Our Yearning to Belong*, Chapters One through Four and Chapter Five or Six.
- M. Scott Peck, *The Road Less Traveled: A New Psychology of Love, Traditional Values and Spiritual Growth*. Sections One and Four.
- Joan C. Tronto, *Moral Boundaries: A Political Argument for an Ethic of Care*. The first three chapters and any two other chapters.

### Group B: Models of spirituality that focus on work:

- Alan Drengson, *The Practice of Technology: Exploring Technology, Ecophilosophy, and Spiritual Disciplines for Vital Links*. Chapters 1, 2, 4, 5, 6, and 9. There are copies of this book, which is quite expensive, at the DePaul library.
- Matthew Fox: *The Reinvention of Work: A New Vision of Livelihood for Our Time*, Chapters One, Two, Three, Four, and Nine and one of the following, Chapters Five, Six, Seven, or Eight. Fox is an Episcopal priest, but does not write from the perspective of a specific Christian denomination.
- Charles Handy, *The Hungry Spirit: Beyond Capitalism: A Quest for Purpose in the Modern World*. "Personal Preface," Part B: "A Life of Our Own," and "An Epilogue." Handy approaches work primarily from a humanistic perspective.
- John C. Haughey, *Converting 9 to 5: Bringing Spirituality to Your Daily Work*. Chapters One, Two, Eight, Nine, one other chapter, and the study guide after the final chapter. Haughey is a Jesuit priest but his perspective is not limited to Catholicism.
- Gregg Levoy, *Callings: Finding and Following an Authentic Life*. Chapters One through Five.
- Parker Palmer, *The Active Life: Wisdom for Work, Creativity, and Caring*. Chapters One, Two, and any three of the remaining chapters. Palmer is a member of the Religious Society of Friends (the Quakers), but writes from a general Christian perspective.

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- Gregory F.A. Pierce, *Spirituality@work: 10 ways to balance your life on-the-job*. All chapters. This book is written from a Christian perspective but most of the practical suggestions for "work disciplines" do not require a faith perspective.
- David Whyte, *Crossing the Unknown Sea: Work as a Pilgrimage of Identity*. Chapters I, II, III, IV and two other chapters that you select. Whyte teaches poetry workshops in corporate settings.

For Group B, you may also use a formal statement about the role of work from a specific religious tradition, for example, the encyclical *Laborem exercens* of Pope John Paul II (1981), the text of which is available on the Internet. To avoid misunderstandings, please discuss with me early in the quarter your selection of this source.

*Please note: Most of these titles are available through the DePaul University library or at many community libraries.*

### **Addenda**

#### **DePaul University Academic Integrity Policy**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

#### **Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted, as pertinent to your situation:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.