

**Course Syllabus**  
**EMP3560HS - Suffering and Hope: Perspectives and Practices for Spiritual Care**  
**Emmanuel College**  
**Toronto School of Theology**  
**Winter 2017**

***Instructor Information***

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Instructor: Pamela McCarroll, PhD, Associate Professor  
RP (CRPO), Certified Teaching Supervisor/ Spiritual Care Practitioner (CASC)  
Office Location: 213, Emmanuel College  
Telephone: Office – 416-585-4549  
E-mail: [pam.mccarroll@utoronto.ca](mailto:pam.mccarroll@utoronto.ca)  
Office Hours: By appointment

***Course Identification***

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Course Number: EMP3560HS  
Course Name: Suffering and Hope: Perspectives and Practices for Spiritual Care  
Course Location: Emmanuel College, EM108  
Class Times: 14:00-16:00 Contact hours - 24  
Prerequisites: Students should have completed courses in the religious thought of their own tradition.

***Course Description***

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What is suffering? What is hope? How are suffering and hope connected? How aren't they connected? On a macro level, suffering and hope raise issues of ultimate concern in relation to religious and secular worldviews and practices. On a micro level, how clients/patients and those in helping professions interpret suffering and hope shape practices of care and the experience of wellbeing. This course explores diverse interpretations and practices in relation to human experiences of suffering and the possibility for human flourishing through the following 4 perspectives: the health sciences and psychological literature and practices; Christian traditions of thought and practice; Muslim traditions of thought and practice, and; Buddhist traditions of thought and practice. Case studies focusing on suffering as trauma and practices for healing as these have been produced through the Truth and Reconciliation Commission (between indigenous peoples and the Government of Canada and churches) will be considered through each of the traditions. Implications for the therapeutic relationship will be examined. Students will deepen their understanding of suffering as trauma and possibilities for recovery, hope and flourishing, develop a greater appreciation for the diversity of worldviews and how these impact spiritual health and wellbeing, make connections between their faith-based worldviews and their therapeutic practices and further develop congruent and ethical practices of care.

Methodologies include lectures, discussion, case studies, experiential activities, readings.

Means of evaluation include participation, reflection paper, case study presentation and final paper, including a case study.

## ***Course Resources***

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Course Bibliography (not including articles listed under weekly readings posted on blackboard)

Frankl, Viktor E. *Man's Search for Meaning*. Revised and Updated. Washington Square Press, 1984. Identifies as Jewish, speaks as Psychiatrist

May, Gerald G. *The Dark Night of the Soul: A Psychiatrist Explores the Connection Between Darkness and Spiritual Growth*. Harper Collins ebooks, 2004. Note – identifies as Christian, speaks as MD

McCarroll, Pamela. *The End of Hope – The Beginning: Narratives of Hope in the Face of Trauma and Death*. Fortress, 2014. Identifies as Christian, uses Social Sciences and Theology of the Cross to explore suffering and practices of hope.

Dalai Lama. *The End of Suffering and the Discovery of Happiness: The Path of Tibetan Buddhism*. Hay House, 2012. Writes from a Buddhist perspective on suffering and liberation.

Jackson, Sherman. *Islam and the Problem of Black Suffering*. Oxford University Press, New York, 2009. Writes from a Muslim perspective on suffering and hope.

Ahmed, S. and Amer, M.M. (Eds.). *Counseling Muslims: Handbook of Mental Health Issues and Interventions*. New York: Taylor and Francis Group, 2012. Written from Muslim perspectives exploring situations of suffering and practices for well-being

Kujawa-Holbrook, Sheryl A. & Karen B. Montagno, eds. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Fortress Press, 2009. This is an edited volume including chapters on spiritual care for people from diverse religious backgrounds who suffer. The chapters include interventions/practices of care to foster health and wellbeing

O'Connor et al, eds. *Psychotherapy: Cure of Souls*. Waterloo Lutheran, 2015. This is an edited volume including chapters on spiritual care for people from diverse religious backgrounds who suffer. The chapters include interventions/practices of care to foster health and wellbeing

### **Trauma and recovery – Indigenous perspectives on TRC**

Aguiar, William & Halseth, Regine. *Aboriginal People and Trauma: The Process of Intergenerational Transmission*. National Collaborating Centre for Aboriginal Health. PDF available online

Klinik Community Health Centre Winnipeg, *Trauma-informed Toolkit*, 2<sup>nd</sup> ed. PDF available online

Linklater, Renee. *Decolonizing Trauma Work: Indigenous stories and Strategies*. Fernwood Pub. 2014

### Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask [xxx] for further help.]

## **Course Learning Objectives**

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### **Basic Degree Level**

Students successfully completing this course will build their capacity in demonstrating the following learning outcomes (MPS - ATS)

#### **Religious Faith and Heritage**

- Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions in terms of traditions of thought and practice regarding suffering and hope.
- Identify and respect the diversity of viewpoints and practices within their own and other religious traditions as experienced and studied in class.

#### **Culture and Context**

- Demonstrate critical understanding of the relationship between faith practices and cultural contexts particularly as these pertain to experiences of suffering and the possibility for health and well-being.
- Employ diverse methods of analysis in relating to the cultural contexts particularly using both inductive and deductive methods of reflection.
- Give evidence of critical self-awareness, with regard to their own – and others' – faith perspectives and practices particularly as these pertain to suffering and human flourishing.

#### **Spiritual/Vocational Formation**

- Demonstrate understanding of the variety of callings and spiritual practices within their and other religious tradition.
- Attend to the spiritual development and well-being of self and others.
- Display capacity for self-reflexive and spiritual practices within communities of faith.

#### **Practices of Area of Specialization**

- Demonstrate initiative, responsibility and accountability in personal relationships and group contexts.
- Demonstrate knowledge of theories and practices relevant to leadership with families, individuals and groups who are suffering and seeking practices for healing and wholeness.

For those registered in the MPS, Spiritual Care and Psychotherapy Certificate program, the following CRPO Entry-to-Practice Competencies will be demonstrated and built upon in this course:

Competency	How the competency will be demonstrated
<p>1. Foundations :</p> <p>1.1 Integrate theory of human psychological functioning in terms of hope and suffering, especially in terms of trauma theory;</p> <p>1.2 Work within a framework based upon established spiritual care practice in terms of assessing the experiences of suffering and practices of hope to feed well-being</p> <p>1.4 Integrate awareness of self in relation to professional role</p> <p>1.5. Integrate knowledge of human and cultural diversity</p>	<p>Through in-class role plays and discussion, submitted case studies, reflections paper and research paper students will show how they have integrated their understandings of theory and practice.</p> <p>The case study and research paper emphasize this competency, as well as in-class presentations/ discussions on cases.</p> <p>Not only will students explore their own experiences of suffering and hope in discussion and reflection paper, they will engage hope index/inventory tools for themselves as a means for self awareness and building assessment capacity regarding practices of hope.</p> <p>This will happen particularly through group interaction across diverse cultural/religious/life experiences. As well, the course explores diverse manifestations of suffering and practices of hope across different religious traditions.</p>
<p>2. Collegial and Interprofessional Relationships</p>	<p>Through class discussions, presentations, written case studies and small group work, students will develop capacity for clear communication, maintaining relationships and contributing to a collaborative and productive atmosphere.</p>
<p>3. Professional Responsibilities</p> <p>3.2 Ethical decision-making process</p> <p>3.3 Maintain self care and level of health necessary for responsible therapy</p>	<p>Through case studies, discussion groups, and final research paper (including case study) students will demonstrate these 3 aspects of care.</p>

3.8 Assist Client with needs for advocacy and support	
4. Therapeutic Process demonstrate the following: 4.3 Safe and Effective Use of Self in therapeutic relationship 4.5 Structure and facilitate the therapeutic process	Through reflection paper, case studies as well as in-class assignments and final paper students will demonstrate safe and effective use of self.  Case studies will include a section for students to share and practice interventions to address suffering and serve well-being
5. Professional Literature and Applied research 5.1 Remain current with professional literature 5.2 Use research findings to inform practice	The final assignment (research paper) is particularly focussed on students demonstrating their use of research to inform evidence-based practice

For Students enrolled in graduate studies EMP 65xx, the following Outcomes will contribute to your program outcomes.

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<b>By the end of this course, students successfully completing, will have acquired the following levels of knowledge:</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:</b>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions as related to traditions of thought and practice in terms of suffering and hope.</li> </ul>	<ul style="list-style-type: none"> <li>• lectures</li> <li>• reflection paper, case study, research paper</li> <li>• course as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• PhD: 1</li> <li>• ThM: 1.2</li> <li>• MA: 1.2</li> </ul>
<ul style="list-style-type: none"> <li>• Identify and respect the diversity of viewpoints and practices within their own and other religious/spiritual traditions in terms of suffering and hope.</li> </ul>	<ul style="list-style-type: none"> <li>• lectures</li> <li>• case study, research paper</li> <li>• course as whole</li> </ul>	<ul style="list-style-type: none"> <li>• PhD: 1.1; 1.2, 1.3</li> <li>• ThM: 1.1, 1.2</li> <li>• MA: 1.1, 1.2</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate critical understanding of one's area of specialization of the</li> </ul>	<ul style="list-style-type: none"> <li>• lectures</li> </ul>	<ul style="list-style-type: none"> <li>• PhD: 1.1, 1.2</li> </ul>

relationship between spiritual practices, suffering and hope	<ul style="list-style-type: none"> <li>• case study</li> <li>• research paper</li> </ul>	<ul style="list-style-type: none"> <li>• ThM: 1.2, 1.2</li> <li>• MA: 1.2</li> </ul>
<ul style="list-style-type: none"> <li>• Employ diverse methods of analysis in relating to the research and lived experience of suffering and hope</li> </ul> <p>Give evidence of critical self-awareness, with regard to their own – and others’ – faith perspectives and practices of care.</p> <p>Develop capacity to work with case study method of research – Capacity to undertake applied research at the advanced level</p>	<ul style="list-style-type: none"> <li>• Lectures, discussion</li> <li>• research paper</li> </ul> <ul style="list-style-type: none"> <li>• Reflection paper</li> <li>• Research paper</li> </ul> <ul style="list-style-type: none"> <li>• Case study</li> <li>• Research paper</li> </ul>	<ul style="list-style-type: none"> <li>• PhD: 1.2, 2, 3.1, 3.2</li> <li>• ThM:1.1,1.2, 2.5</li> <li>• MA: 1.1, 1.2, 2.5</li> </ul> <ul style="list-style-type: none"> <li>• PhD 2, 3, 4, 5</li> </ul>
<b>By the end of this course, students successfully completing, will have had an opportunity to demonstrate and enhance their level of ability in the following areas:</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:</b>
Written research, developing a coherent argument based on case study method, inductive analysis	<ul style="list-style-type: none"> <li>• research paper</li> </ul>	<ul style="list-style-type: none"> <li>• PhD: 5, 6</li> <li>• ThM:2.5</li> <li>• MA: 2.5</li> </ul>
the use of a library and the construction of a bibliography	<ul style="list-style-type: none"> <li>• research paper</li> </ul>	<ul style="list-style-type: none"> <li>• PhD: 2</li> <li>• ThM: 2.3</li> <li>• MA: 2.3</li> </ul>

## ***Evaluation***

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### Basic Degree Students

- (1) Preparation, participation, reading and spiritual gathering (10%) – In addition to participating in the regular activities of the class, including the reading of the required texts, students are expected to engage in discussion with classmates on presentations. Each student will participate in leading the class in a spiritual practice either from their own religious tradition or constructed to foster reflective practice.
- (2) Reflection Paper (20%) – Due week 3 – 6-8 pages – Reflect on your own experience and interpretation of suffering and the possibility for hope/healing. Consider implications for safe and effective use of self in spiritual care, including interpretations of suffering and practices of hope that serve well-being.
- (3) Case Study & Presentation (30%) – Draw from a situation in the media or another source to create a case study that demonstrates suffering. Use a faith-based and social science/psychological perspectives to unpack the nature of suffering and the possibilities for practices of hope to serve well-being.
- (4) Final Integrative research paper (40%) – 10-12 pages - Present a case that focusses on suffering as trauma. Explore understandings of suffering and practices for hope/resilience from a religious perspective and psychology/social sciences perspectives. Demonstrate your understanding of what this means in terms of practices to serve wellbeing, the implications for spiritual care practice and the therapeutic relationship. Be sure to demonstrate how practice invites research and research requires evidence-based practice.

### Graduate Degree Students (ThM, MA, PhD, DMin)

- (1) Reflection Paper (20%) – Due week 3 – 6-8 pages – Reflect on your own experiences and interpretation of suffering and the possibility for hope/healing. Consider implications for your understandings of the connections and disconnections between suffering and health/hope.
- (2) Case study & presentation (30%) – Draw from a situation in the media or create a case study that demonstrates suffering. Use a faith-based and a social science perspective/psychological to unpack the nature of suffering and possibility for practices of hope that can serve well-being.
- (3) Final Integrative research paper (50%) – 20-25 pages - Present a case that focusses on suffering as trauma. Explore understandings of suffering and the possibility for hope from a religious/spiritual perspective and a psychological/social sciences perspective. Demonstrate your understanding of what this means in terms of practices to serve wellbeing. Be sure to engage the research to demonstrate the linkages between interpretations of suffering and the possibilities for flourishing.

## Grading System

A+ (90-100)  
A (85-89)  
A- (80-84)  
B+ (77-79)  
B (73-76)  
B- (70-72)  
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. A grade per week (4 marks) will be deducted for late work. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the day the final paper is due. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

## **Policies**

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism

in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges  
([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

## **Course Schedule**

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### **Week 1 Course Introduction. Hope and well-being - Exploring the connections and disconnections with suffering**

Required McCarroll, Pamela. *The End of Hope*. Introduction, ch 1. “A Brief History of Hope in the Modern West”; ch. 2, “Finding our way to Hope: The Possibilities of Multivalence,” 1-50

Recommended Lear, Jonathan. *Radical Hope*  
Delbanco, Andrew. *The Real American Dream*  
Lasch, Christopher. *The True and Only Heaven*.

### **Week 2 Psychology/Health/Social Sciences Perspectives on Hope and the connections with suffering**

Readings: Herth, Kaye. “Development and Refinement of an Instrument to Measure Hope,” *Scholarly Inquiry for Nursing Practice International Journal*, 5.1 (1991): 39-51  
----- “Abbreviated Instrument to Measure Hope: Development and Psychometric Evaluation”, *Journal of Advanced Nursing*, 17.10 (1992), 1251-1259.  
----- “Hope in Older Adults in Community and Institutional Settings,” *Issues in Mental Health Nursing*, 14.2 (1993), 139-156.

Scioli, Anthony, <http://gainhope.com/hope/default.cfm>

Stoner, Martha. "Measuring Hope."

Snyder, "Handbook of Hope." A key theorist and research in Positive Psychology and the character of hope in positive psychology

### **Week 3      Suffering – making some distinctions: Suffering in modernity; suffering and theodicy; suffering vs pain; suffering and radical suffering/affliction; suffering and healing possibility**

Required – Pamela Cooper-White - "Suffering," *Wiley Blackwell Companion to Practical Theology*

Look up definitions for suffering in at least 5 different sources and come to class ready to share

### **Week 4      Suffering and Hope: Case studies of trauma and possibilities for post-traumatic recovery and resilience, indigenous perspectives**

Aguiar, William & Halseth, Regine. *Aboriginal People and Trauma: The Process of Intergenerational Transmission*. National Collaborating Centre for Aboriginal Health. PDF available online

Klinik Community Health Centre Winnipeg, *Trauma-informed Toolkit*, 2<sup>nd</sup> ed. PDF Available online

Linklater, Renee. *Decolonizing Trauma Work: Indigenous stories and Strategies*. Fernwood Pub. 2014

Recommended:

- Calhoun, Lawrence G. & Tedeschi, Richard G. *Post-traumatic Growth in Clinical Practice*.
- Judith Hermann, *Trauma and Recovery*
- Peter Levine, *In an Unspoken Voice* - See also Youtube videos
- Bessel van der Kolk, *The Body Keeps the Score* - See also CBC radio Ideas programs. CBC Radio - Ideas with Paul Kennedy, "All in the Family, part 1,2,3"  
<http://www.cbc.ca/gsa/?q=ideas&gns=SEARCH>

### **Week 5      Multi-Faith perspectives on suffering and flourishing**

Readings – Astrow, Alan B., Ingrid Mattson, Rabbi James Ponet, Michelle White, "Inter-religious Perspectives on Hope and the Limits of Cancer Treatment," *Journal of Clinical Oncology*, 23.11 (April 10, 2005): 2569-2573.

McKellar, Melody & Armitte, Roger. "Journey Toward Creator and the Realm of Peace: Two voices in

Aboriginal spiritual caregiving," in Schipani, ed. *Multifaith Views*

Moaz, Daniel & Donohue, James & Ala' Al-Thibeh & Ayse Erenay. "Abrahamic Faiths and Compassion: Judaism, Christianity and Islam," in Schmidt et al, eds. *Thriving on the Edge*, pp 209-229.  
O'Connor, Thomas St. James & Lund, Kristine & Berendsen, Patricia, eds. *Psychotherapy: Cure of Souls*.  
Waterloo Lutheran Seminary, 2014.

Bard, Terry. "Cure of Souls: Judaism," 41-48.

Hill, Gus. "A Holistic Aboriginal Framework for individual Healing," 59-70.

Long, Ibrahim. "Caring for the Muslim Soul: Approaches to Spiritual Care," 49-58.

McCarroll, Pamela & Cheung, Helen. "Re-imagining Hope in the Care of Souls: A Literature Review," 97-108.

Ross, Christopher & Doering, Robert. "Buddhism, Healing and Pastoral Care," 83-96.

Price, Lauren. *Healing the Divide: Applying a Psychoanalytic Framework to Religious Oppression and Exclusion in Canada*, 109-120.

Recommended:

Daniel Schipani, ed. *Multifaith Views of Spiritual Care*. Pandora, 2013

## **Week 6 Christian Perspectives on Suffering, God and Practices of Hope**

Required: Douglas Hall. *God and Human Suffering*, pp.

Soelle, *Suffering*. pp.

Susan Nelson, *Facing Evil: Five Paradigms for Understanding Evil*," Interpretation 57.4 (2003), 399-413.

McCarroll, *Hope Matters in Changing Times*," *Faith Matters in Changing Times*. TJT Supplement 2015, 68-80.

Recommended: Wendy Farley. *Tragic Vision and Divine Compassion: A Contemporary Theodicy*

McCarroll, *Waiting at the Foot of the Cross*

## **Week 7 Suffering and Hope in Christian Traditions and Practices: the case of trauma**

Required: McCarroll, *The End of Hope*, ch. 3-7, 51-134.

McCarroll, "Love Rages and Weeps: Suffering and Holy Possibility," *Suffering and God Issue, Concilium International Journal of Theology*, 2016, vol. 3. 11-24.

Recommended: Swinton, *Raging with Compassion*

## **Week 8 Muslim Perspectives on Suffering, God and Practices of Healing**

Reading:

Abu Rabi, Ibrahim M. (ed.). *Theodicy and Justice in Modern Islamic Thought: The Case of Said Nursi*. Ashgate, Surrey, 2010. Selected chapter(s)

Adams, Charles J. "Joy and Misery." *Encyclopaedia of the Qur'an*. Ed. Jane Dammen McAuliffe. Vol. 3. Leiden, The Netherlands: Brill Academic Publishers, 2003, pp. 59-64.

## **Week 9 Suffering and Health in Muslim Traditions and Practices: The Case of Trauma**

Readings: Sachedina, Abdulaziz Abdulhussein. "Health and Suffering" in *Islamic Biomedical Ethics: Principles and Application*. Oxford: Oxford University Press, 2009, pp. 77-100.

Sheikh, A. & Gatrad, A.A. *Caring for Muslim patients*, pp. 25-43, 103-121.

Alexander, Scott C. "Trust and Patience." *Encyclopaedia of the Qur'an*. Ed. Jane Dammen McAuliffe. Vol. 5. Leiden, The Netherlands: Brill Academic Publishers, 2006. 378-385.

Recommended: Abu Hamid al-Ghazali (d. 1111), *The Revival of the Religious Sciences (Ihyā' 'ulūm al-dīn)*, Book 33: On Fear and Hope, translated by W. McKane, pp. 1-25.

<http://www.ghazali.org/site/ihya.htm> ; <http://www.ghazali.org/books/ih-33.pdf>

## **Week 10 Buddhist Perspectives on Suffering and Practices for Harmony**

Readings: Buswell, Robert and Donald S. Lopez. *The Princeton Dictionary of Buddhism*. Princeton: Princeton University Press, 2014.

"duḥkha (suffering)", pp. 270-271;

"four noble truth", pp. 304-305;

Bhikkhu Bidhi. *The Noble Eightfold Path: Way to the End of Suffering*, 3<sup>rd</sup> ed., Pariyatti Pub., 2006.

Thich Nhat Hanh. *The Heart of Buddha's Teaching: Transforming Suffering into Peace, Joy and Liberation*. Harmony Books, 1998, 2015.

Dalai Lama. *The End of Suffering and the Discovery of Happiness: The Path of Tibetan Buddhism*. Hay House, 2012.

## **Week 11 Suffering and Peace in Buddhist Traditions and Practices: The Case of Trauma**

<http://www.wisdompubs.org/book/arts-contemplative-care/table-of-contents>

Trudi Jinpu Hirsch, "The Four Noble Truth as a Framework for Contemplative Care", in Cheryl Giles and Willa Miller (eds.), *The Arts of Contemplative Care: Pioneering Voices in Buddhist Chaplaincy and Pastoral Work* (Somerville: Wisdom Publication, 2012), pp. 55-62.

Master Sheng Yen, "The Five Methods for Stilling the Mind (五停心觀)," in *Hoofprint of the Ox: Principles of the Chan Buddhist Path as Taught by a Modern Chinese Master*, pp. 65-67. Oxford: Oxford University Press, 2001.

Samuelson, Marlene, James Carmody, Jon Kabat-Zinn, and Michael A. Bratt, "Mindfulness-Based Stress Reduction in Massachusetts Correctional Facilities," *The Prison Journal* 87.2 (2007): 254-268.

Britton, Willoughby, "The Messy Truth about Mindfulness," Video interview by Mindful Direct. 2015; Britton's Presentation of the Problems among Meditators to the 14th Dalai Lama.

## **Week 12 – Presentations and final reflections**

Students will have shared their case studies with classmates (depending on size of class) and will engage in sharing highlights with each other.

## **Bibliography – Suffering and Hope**

### Cultural Studies, Narrative Accounts, Health Sciences & Psychology etc. Perspectives

Beck, Aaron T. *Beck Hopelessness Scale*, The Psychological Corporation: 1988.

----- et al, "Relationship Between Hopelessness and Ultimate Suicide," *American Journal of Psychiatry*, 1990

Bidwell, Duane & Donald L. Batsky, "Abundance in Finitude: An Exploratory Study of Children's Accounts of Hope in Chronic Illness," *The Journal of Pastoral Theology*, 19.1, Summer 2009: 38-59.

Cohen, Richard M. *Strong in the Broken Places: Voices of Illness, a Chorus of Hope*. New York: Harper Collins, 2008

Delbanco, Andrew. *The Real American Dream: A Meditation on Hope*. Cambridge, Mass.: Harvard University Press, 1999.

Frank, Arthur W. *At the Will of the Body: Reflections on Illness*. 2<sup>nd</sup> Edition. New York: Houghton Mifflin Co., 1991 (1<sup>st</sup> ed.)2002.

----- *The Wounded Storyteller: Body, Illness and Ethics*. University of Chicago Press, 1995.

Frankl, Viktor E. *Man's Search for Meaning*. Revised and Updated. Washington Square Press, 1984.

Gawande, Atul. *Being Mortal: Medicine and What Matters at the End of Life*. Doubleday, 2014.

Groopman, Jerome. *The Anatomy of Hope: How People Prevail in the Face of Illness*. New York: Random House, 2004.

- Herth, Kaye. "Development and Refinement of an Instrument to Measure Hope," *Scholarly Inquiry for Nursing Practice International Journal*, 5.1 (1991): 39-51
- "Abbreviated Instrument to Measure Hope: Development and Psychometric Evaluation", *Journal of Advanced Nursing*, 17.10 (1992), 1251-1259.
- "Hope in Older Adults in Community and Institutional Settings," *Issues in Mental Health Nursing*, 14.2 (1993), 139-156.
- Kalanthi, Paul. *When Breath Becomes Air*. Random House, 2016.
- Kuhl, David. *What Dying People Want: Practical Wisdom for the End of Life*. New York: Public Affairs, 2002.
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