

HJ International Graduate School for Peace and Public Leadership

LTR 5622

Life and Thought of Sun Myung Moon and Hak Ja Han Moon

Course Syllabus

Spring Semester 2025

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Asynchronous Online Class

[Note: This syllabus is a guide for the course. The instructor reserves the right to make changes to this syllabus in order to enhance the overall learning experience.]

Course Description

This seminar presents an account of Reverend and Dr. Moon's life and thought, paying equal attention to the perspectives of man and woman, in this case a husband and wife. The instructor's perspective is that this couple answered the call of Heaven to fulfill God's Dream, which means to stand as the True Parents and inaugurate peaceful nations of all races and religions. This course is not socio-history as much as a gospel narrative. We begin with their thought, which is their understanding of God's Love, Will and Principle. With this in place we will study their lives in a chronological fashion: their predestination to marry each other in 1960, their path as a couple on earth until 2012, and Dr. Hak Ja Han Moon's historical path since then.

The course will explore the internal and external dimensions of their mission. The internal is the mission to reverse the human failures to achieve peace and pioneer the path by which to achieve peace. The external is to guide leaders of religion, government, media, education, science, environmental science, sports, and the arts and culture on this path.

Course Learning Outcomes

Students will apply what they learn to their personal life and professional life as pastors, chaplains, counselors, and public leaders for peace. They will be able to

1. Summarize Rev. and Dr. Moon's life course
2. Identify significant events of Rev. and Dr. Moon's lives, and explain why they are significant
3. Present Rev. and Dr. Moon's most important teachings and proclamations
4. Explain how these teachings and proclamations served, and continue to serve, as the foundation for peace, including Dr. Moon's vision for a global peace Temple.
5. Apply lessons learned to their own life and career objectives

Course Rubrics

| Course Outcomes | Novice (1) | Progressing (2) | Mastered (3) | Exceptional (4) | Score |
|------------------------|-------------------|------------------------|---------------------|------------------------|--------------|
| | | | | | |

| | | | | | |
|--|---|--|--|---|--|
| Identify the paradigms implicit in Rev. and Dr. Moon's work, and why they are significant for peace-building | Identify the paradigms | Explain how they represent a shift from current social paradigms | Explain why this shift is significant for peace-building | Present methods by which these paradigms can be applied, based upon the work of Rev. and Dr. Moon | |
| Summarize Rev. and Dr. Moon's life course | Able to present a general summary on the level of a newspaper article | Able to explain a basic timeline in terms of a one-dimensional path (e.g., marriage Blessings) | Able to summarize including multiple dimensions of ministry and activities | Able to add to that the historical conditions they made as the foundation for their proclamations | |
| Present Rev. and Mrs. Moon's most important ideas, teachings, and proclamations | Able to present a few basic teachings | Able to explain a significant number of teachings, and how they applied them | Able to add to that the development of their teachings and their purposes for presenting them to specific audiences (e.g., WFWP) | Able to add to that relevant historical and scriptural precursors necessary to present their teachings and make their proclamations | |
| Explain the principles underlying these ideas, teachings and proclamations | Explain in terms of generalities | Explain specific principles with reference to historical contexts (e.g. the Watergate Statement) | Explain their methods in terms of the application of their principles | Add to that the evolution of their ideas over the decades, and results achieved to the present day | |
| Apply lessons from Rev. and Mrs. Moon's life to their own life and career objectives | Applied in a vague and indirect way | Applied using specifics in terms of employment objectives and goal-setting | Add to that testimonies of having done so and the results obtained | Add to that a testimony of new practices, applications and opportunities that emerged as a result of this course | |

REQUIREMENTS

- Modules 1 through 14
 - Do the required reading
 - Post one 500 - 1,000 word "content paper" each week, that serves to:
 - Identify the events covered that week that are most significant to you, and explain why
 - Explain how specific ideas, teachings or statements presented that week relate to peace-building.

- Identify how they may apply to the world today
 - Post one 300 – 400 word reflection that relates that week’s content to your life and/or public calling.
- Optional, but encouraged
 - After posting your assignment, comment on others’ posts online
 - Join an online session with the instructor to share your reflection, ask questions or make comments
- **Post a Term Project**
 - This project serves to consolidate and unify the work you have done during weeks 2–14. The content paper and reflection may serve as a foundation for peace-building in your religious community or the wider community.
 - OPTION 1: An outline for a one-day “peace workshop” based on the life and thought of Rev. and Mrs. Moon.
 - OPTION 2: An substantial outline for a small group “peace curriculum” on the same subject.
 - OPTION 3: A paper on the significance of Rev. and Mrs. Moon to peace-building, specifying foundations they set and lessons from their life course, and how you can apply those foundations and lessons to your public work.

Guidelines for the Term Project

Select a project related to the assigned readings and lectures from the first half of the course, plus what you see lies ahead by scanning the later modules in the Workbook. Please give serious thought to your project and submit a proposal to the instructor for approval **no later than March 10**.

Your proposal should include your proposed title/topic and a 50-100 word abstract, describing your project, and indicating at least three resources/books/articles you will refer to in developing your project.

GRADING

1. Content paper (modules 1–14): 3 points each; 42%
2. Reflection paper (modules 1–14): 2.5 points each; 35%
3. Term project: 23 points; 23%

HJI POLICIES AND COURSE STANDARDS

This is an asynchronous Canvas class with a weekly one-hour recorded presentation by the instructor and optional but encouraged one-hour in-person Zoom discussion. Students will listen to lectures, do assigned readings and write two reflections in Modules 1-14, and post a Term Project, choosing one of three options. Students will get a class participation grade based on written reflections and contributions to the on-line discussion. Late submissions and/or unexcused absences will reduce the class participation grade. Grades for the course will not be changed nor an incomplete granted unless there are personal circumstances that made completion of course requirements impossible. Additional work submitted to improve grades after completion of the course will not be accepted. Please note the following:

- Online students are expected to log in to Canvas regularly each week. Though work can be completed according to each student's schedule, it is important to be present throughout the course week. It is not acceptable to do everything in one session and ignore the course for the rest of the week (missing the chance to interact with others and potentially missing important communications)
- Students must practice proper netiquette in all course communications.

- Students must have access to the Internet, a (real) computer, and Microsoft Word (free for students). iPads and similar devices allow you to perform many, but not all, of the required activities. Students must have the proper hardware/software (video camera, microphone, etc.) to participate in synchronous learning sessions and to record presentations.
- Late assignments are not accepted.
- **Discussion Participation:**
- Post your papers and reflections on the discussion board. You are encouraged to read and respond to others on the discussion board. Participants have ample freedom in deciding what exactly they want to offer, as long as it has constructive value for the discussion (though it may of course be critical of any statement or element of the course). Student posts to the discussion board are due by **Friday** each week and responses to other students are due by **Sunday**.
- In weeks 1-14, students are encouraged to participate in the online discussion. That meeting will consist of questions and answers related to that week's lecture and to other students' posts, and any discussions that arise from those.
- Scholarly Style: **write in a scholarly style that is appropriate for a graduate student.** Your writings should:
 - be written to make a specific point
 - go beyond presenting your personal opinions or views only. This is done by citing sources or authors who have greater authority, or Rev. or Mrs. Moon's words that countervail the instructor's thesis. By citing such authoritative sources, you demonstrate the strength of your own views.
 - use footnotes to cite all sources that you quote from, using standard footnoting style throughout the essay, that is, using a standard format such as the Chicago Manual of Style or other style guide of similar credibility
 - be written clearly and carefully, avoiding misspellings and/or poor grammar or incomplete sentences. In order to write well, an essay needs to go through several drafts. For example, a first draft should be read carefully, reviewed, corrected and improved, and the same with a second draft. This will improve your writing and will allow you to convey your content clearly.
- Plagiarism or reliance on AI for your content is not acceptable.

Final Grades are recorded by letter, and are understood as follows:

A Excellent
 B Good
 C Acceptable
 D Acceptable, but below expectations
 F Failure

Grading Rubric:

In calculating the final letter grade for the course, numerical grades for assignments are converted into the following letter grades:

| Letter | Minimum Points | | | | |
|--------|----------------|----|-------|----|-------|
| A | 93.00 | A- | 90.00 | | |
| B+ | 87.00 | B | 83.00 | B- | 80.00 |
| C+ | 77.00 | C | 73.00 | C- | 70.00 |
| D | 60.00 | F | 50.00 | | |

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00 A- 3.67 B+ 3.33

B 3.00 B- 2.67 C+ 2.33

C 2.00 C- 1.67 D+ 1.33

D 1.00 D- 0.67 F 0.00

An “incomplete” is given only when there are compelling medical or personal reasons. See the HJI catalog for a detailed grading policy.

ACADEMIC INTEGRITY

Each student’s work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else’s work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student’s own. The most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools such as ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism. Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

NETIQUETTE

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. HJI’s LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code

COURSE SCHEDULE AND ASSIGNMENTS

REQUIRED TEXT

Course Workbook: *In Their Own Words: The Life and Thought of Sun Myung Moon and Hak Ja Han Moon* (For the Word format, go to Files in the left margin and click on the Workbook folder. For the current postings, go to https://docs.google.com/document/d/1ft4_07R5_RDyhE4G01cdCu48PTHD8M_qXKflyvJBTE8/edit)

Module 1 The Week of January 27**Chapter 1: Predestination, Proclamation, the Dual Mission, and Theology of Rejection**

Reading Assignment: Course Workbook Chapter 1

Review the Syllabus Carefully

Post Your Self-Introduction on the Discussion Board and Group Meeting

Post your paper and reflection

Optional Q&A / discussion session

Module 2 The Week of February 3**Chapter 2: New Paradigms and the Predestination of the only begotten Son and Daughter**

Reading Assignment: Course Workbook Chapter 2

Post your paper and reflection

Optional Q&A / discussion session

Module 3 The Week of February 10**Chapter 3: Character, Education and Life Experiences**

Reading Assignments: Course Workbook Chapter 3

Post your paper and reflection

Optional Q&A / discussion session

Module 4 The Week of February 17**Chapter 4: The Path of Two Refugees and Foundation for Their Marriage**

Reading Assignment: Workbook Chapter 4

Post your paper and reflection

Optional Q&A / discussion session

Module 5 The Week of February 24

Chapter 5: From the Holy Marriage to God's Day

Reading Assignment: Workbook Chapter 5

Post your paper and reflection

Optional Q&A / discussion session

Module 6 The Week of March 3

Chapter 6: From God's Day to a Global Foundation

Reading Assignment: Workbook Chapter 6

Post your paper and reflection

Optional Q&A / discussion session

Submit your Term Project proposal

Module 7 The Week of March 10

Chapter 7: Home Church Failure and Global Persecution

Reading Assignment: Workbook Chapter 7

Optional Q&A / discussion session

SUGGESTED READINGS: *Chambumo Gyeong* Book 6, Book 7, Book 12, ch 2, sec's 1-2; *As a Peace-Loving Global Citizen* ch 4; Mickler (powerpoint), "Ministry to America 1971-85 PPT;" "The Healing of the World" sections on "Why the Persecution," "Trial and Error," and "Prison Life." (If you are reading Kachi, just continue until the day of Heavenly Parentism.); *A Remarkable Journey*, pp. 69-83.

Module 8 The Week of March 17

Chapter 8: The Rise of Christianity and Fall of the Soviet Union

Reading Assignment: Workbook Chapter 8

Optional Q&A / discussion session

Module 9 The Week of March 24

Chapter 9: Elder-Sonship and the Appearance of True Mother

Reading Assignment: Workbook Chapter 9

Post your paper and reflection

Optional Q&A / discussion session

Module 10 The Week of March 31

Chapter 10: Inaugurating the Global Vision

Your Term Project proposal is due this week

Reading Assignment: Workbook Chapter 10

Post your paper and reflection

Optional Q&A / discussion session

April 7-18: SPRING BREAK

Module 11 The Week of April 21

Chapter 11: The Global March to God's Coronation

Reading Assignment: Workbook Chapter 11

Post your paper and reflection

Optional Q&A / discussion session

Module 12 The Week of April 28

Chapter 12: The Declaration of Cheon Il Guk and Era after the Coming of Heaven

Reading Assignment: Workbook Chapter 12

Post your paper and reflection

Optional Q&A / discussion session

Module 13 The Week of May 5

Chapter 13: Jubilee Years, Splinters, Ascension and Succession

Reading Assignment: Workbook Chapter 13

Post your paper and reflection

Optional Q&A / discussion session

Module 14 The Week of May 12

Chapter 14: Global Pillars and Preparation for the Cheon Il Sanctum

Reading Assignment: Workbook Chapter 14

Post your paper and reflection

Optional Q&A / discussion session

Module 15 The Week of May 19

Students who have posted their Term Project will give a short presentation about it for class discussion.

The final deadline for the Term Project to be posted is May 25.

BIBLIOGRAPHY for ADDITIONAL RESEARCH

1CSG: *Cheon Seong Gyeong: Selections from the Speeches of True Parents* (Seoul, Korea: Sunghwa Publishing Company, 2006)

2CSG: *Cheon Seong Gyeong: An Anthology of True Parents' Teachings* (Seoul, Korea: Sunghwa Publishing Company, 2013)

A Remarkable Journey (go to Files in the left margin, then click Readings)

Anthology 1: *True Mother Hak Ja Han Moon: Global Unity through True Parents* (Seoul, Korea: Sunghwa Publishing Company, 2018)

Anthology 2: *True Mother Hak Ja Han Moon: A Model for the Ideal Family and World Peace* (Seoul, Korea: Sunghwa Publishing Company, 2018)

Anthology 3: *True Mother Hak Ja Han Moon: Cheon Il Guk and Our Mission* (Seoul, Korea: Sunghwa Publishing Company, 2018)

“Benediction and Words at the Declaration of the Realm of the Cosmic Sabbath”: “Third Celebration of the Declaration of the Realm of the Cosmic Sabbath for Parents of Heaven and Earth” <https://www.tparents.org/Moon-Talks/SunMyungMoon99/UM990817.htm>.

BFIK: *Blessed Family and the Ideal Kingdom* vol. I (New York, NY: Holy Spirit Association for the Unification of World Christianity, 2000)

BIF: *Blessing and Ideal Family* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1993)

Breen, Michael, Sun Myung Moon: The Early Years <https://tparents.org/Library/Unification/Books/Sm-Early/0-Toc.htm>

CBG: *Chambumo Gyeong: The Holy Scripture of Cheon Il Guk* (Seoul, Korea: Seonghwa Publications, 2015)

CU: *Core of the Universe: God’s Vision for Love, Sex and Intimacy* (Aberdeen, WA: High Noon International, 2021)

CTAIK: *Completed Testament Age and the Ideal Kingdom* (New York, NY: Family Federation for World Peace and Unification, 1999)

Christianity in Crisis: New Hope (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1974)

Exposition: Exposition of the Divine Principle (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1996)

Gathering for Reading and Learning Series (Washington, DC: Family Federation for World Peace and Unification International, 1988)

GWO: *God’s Will and the Ocean* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1987)

GWW: *God’s Will and the World* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1985)

GWW Prison Message: *God’s Warning to the World: Reverend Moon’s Message from Prison* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1985)

GWW2: *God’s Warning to the World, Book II: God’s Voice to Today’s America* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1985)

“The Healing of the World” (go to Files in the left margin, then click Readings)

History of Public Speeches Powerpoint (Selections from *Pyeong Hwa Gyeong*)

“History of the Unification Church Parts 1, 2, 3” (Dec 27-29, 1971) <https://tparents.org/Moon-Talks/SunMyungMoon71/0-Toc.htm>

HC: *Home Church* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1983)

LMJC: *Reverend Sun Myung Moon: The Life and Mission of Jesus Christ* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 2001)

Kachi: Rev. Masayuki Kachi, *Providence of Restoration Centered on True Parents, Level 3* (Distributed at an International Peace Education Center [IPEC] workshop, July, 2018)

MP: *Mother of Peace*

MYB: *True Mother in the Eyes of True Father: May You Blossom, My Beloved* (Seoul, Korea: Sunhak Institute of History, 2018)

OWCFE: *The Original World of Creation and the Future of the Earth: Reverend Dr. Sun Myung Moon and Reverend Dr. Hak Ja Han Moon on Nature and the Preservation of the Earth's Environment* (Seoul, Korea: Sung Hwa Publishing Co., 2019)

PHG: *Pyeong Hwa Gyeong: Holy Scripture of Cheon Il Guk, A Selection of True Parents' Speeches* (Seoul, Korea: Seonghwa Publications, 2014)

PLGC: *A Peace Loving Global Citizen*

"Punta del Este Notes-Part 1" <https://tparents.org/Moon-Talks/SunMyungMoon99/UM990104a.htm>

"Punta del Este Notes-Part 2" <https://tparents.org/Moon-Talks/SunMyungMoon99/UM990104b.htm> SMMPP: *Sun Myung Moon's Philosophy of Peace* (Seoul, Korea: Sunghwa Publishing Company, 2002)

Sun Myung Moon's Philosophy of Education (Seoul, Korea: Sunghwa Publishing Company, 2002)

SRSMM: *Sermons of the Reverend Sun Myung Moon* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1994)

TFGH: *True Families: Gateway to Heaven* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 2009)

TFWP: *True Family and World Peace* (New York, NY: Family Federation for World Peace and Unification, 2000)

TLTF: *True Love and True Family* (New York, NY: Family Federation for World Peace and Unification, 1997)

TM: *The Tribal Messiah* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1994)

TWP: *Textbook for World Peace* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1992)

Ward, Thomas J. and Frederick Swarts, "Rush to History: A Notable Omission in Postmortem Literature on the Cold War" <https://www.journals.uts.edu/volume-i-1997/3-rush-to-history-a-notable-omission-in-postmortem-literature-on-the-cold-war>

WST: *World Scripture and the Teachings of Sun Myung Moon* (Tarrytown, NY: Universal Peace Federation, 2007)

WUGP: *The Way of Unification in God's Providence* (New York, NY: Holy Spirit Association for the Unification of World Christianity, 1997)

2018 7-Day True Parents Course TIME_LINE (go to Files in the left margin, then click Readings)