Introduction to Interfaith Leadership

Interfaith Youth Core and Dominican University are delighted to share the complete curriculum for the course Introduction to Interfaith Leadership. This complete curriculum is available for faculty to use in their classrooms in a blended learning format, and will soon be available as a distinct online course. The resources that comprise this course were designed to be adaptable to meet the needs of faculty in diverse disciplines, and include dynamic videos, suggested readings, student assignments, discussion prompts, and assessment tools. There is no fee to use these materials. This project was made possible by generous funding from the Henry Luce Foundation.

This document includes descriptions of course content as well as samples of readings, assignments, and discussion prompts. To preview the entire suite, including videos, or to use any of this curriculum in an upcoming course, please email Esther@ifyc.org.

Sample course components by lesson and module:
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Lesson 1: Introduction to Interfaith Leadership

Module 1.1: Defining Interfaith Leadership

Video (4 min): This first module defines Interfaith Leadership, citing historical examples, and highlights the civic relevance of Interfaith Leadership for today’s world.

Student Learning Objectives:

- Begin to identify one’s own source of motivation to be an interfaith leader
- Name the three components of interfaith leadership

Discussion Questions:

- What ideas in the video introducing Interfaith Leadership excited you? Surprised you? What was the most revealing?
- Take a moment to self-assess: where do you think you are in your development as an interfaith leader vis-à-vis the three components: vision, knowledge, skillset?

Sample Activities:

- Quiz: Select one of the readings and identify the vision, knowledge, or skills of interfaith leadership shared or represented.
- Share sources of your commitment to cooperating with people who are different from you and your motivations for interfaith leadership by creating a Pinterest board and posting a link to the discussion board.

Sample Reading:

- Martin L King: Nobel Prize Acceptance Speech
- Gandhi and Comparative Religion: http://www.bu.edu/wcp/Papers/Comp/CompBaru.htm
- Dalai Lama, Selections from Toward a True Kinship of Faiths: http://www.spiritualityandpractice.com/book-reviews/view/20157/to
- Dorothy Day: “The Mystery of the Poor”

Module 1.2: What is Interfaith?

Video (4 min): The term “interfaith” is defined and students are introduced to the different ways this term has been applied in different contexts. Since this course will focus on people of different religious orientations coming together for cooperative action, this module covers how this differs from other applications of the term “interfaith”.

Student Learning Objectives:

- Define “Interfaith” and explain its components
- Explain the way in which your orientation around religion intersects with other dimensions of your identity

Discussion Questions:

- What are some of the experiences or aspects of your background that shape your relationship with your religious and/or non-religious identity?
- Which type of interfaith work discussed in the video is the most important to you? Why?
- Are there other types of interfaith work not represented in this module that you have witnessed or participated in?
Sample Activities:

- Complete an identity-wheel. This is a pie chart that shows your identities, with the size of each pie piece relating to how aware you are of each identity on a daily basis. (No submission assignment).
  - Drawing on the identity wheel you created, choose two significant aspects of your identity and explain how they may shape your engagement with this course.

Sample Reading:

- A New Religious America, “Chapter 1: Introduction to a New Religious America” by Diana Eck

Module 1.3: Course Structure

Video (5 min): Eboo Patel, founder and president of IFYC, will summarize the ideas shared in this first lesson and walk students through the upcoming seven lessons. This module lays out a map of the course, and points to some of the larger cumulative learning outcomes that students will achieve upon completion of the course.

Student Learning Objectives:

- Describe how interfaith leadership fits into the goals of the course you are taking on your own campus

Discussion Questions:

- What is one specific question that you hope the Interfaith Leadership course will address for you?
- Discussion Question: This lesson presented four important leaders as interfaith leaders. Think back to your previous understanding of King, Day, Gandhi, and the Dalai Lama and how you may have been taught about them in school up to this point. How is this representation of any one of them different from your previous understanding? What might you conclude about the place of religion in education (or the larger world) today?
- As you think about the cohort with which you are taking this course, do you see the world house that Dr. King describes represented? Who is missing? How do you think that might influence the dynamic of the course?
Lesson 2: Key Concepts of Interfaith Leadership

Module 2.1: Interfaith in American Democracy

Video (4 min): This module takes a closer look at the particular opportunities and challenges of interfaith leadership in a religiously diverse democracy such as the United States.

Student Learning Objectives:

- Explain the significance of the USA being a religiously diverse democracy for interfaith leadership
- Describe the different ways in which religious identity can be brought into public and civic life

Discussion Questions:

- Do you agree with Eck’s notion of pluralism as a response to diversity? Explain why or why not.

Sample Activities:

- Share a link to a recent news article that addresses the role of religion in American public life (Good suggestions can be found at Pluralism Project pluralism.org/news). In one or two sentences, summarize how this article addresses the role of religion in American public life.

Sample Reading:

- “E Pluribus Unum: Diversity and Community in the Twenty-First Century” by Robert Putnam

Module 2.2: Models of Religious Diversity

Video (10 min): This module lays the groundwork for understanding the potential influence of interfaith leadership in today’s world. We clarify the difference between diversity and pluralism, and discuss common responses to increasing diversity, including positive, negative, and apathetic. We also share a three-step process for transforming diversity into pluralism – the ultimate goal of interfaith leadership.

Student Learning Objectives:

- Explain some of the different ways people respond to increasing diversity
- Define both diversity and pluralism and explain their differences
- Define relativism and distinguish between pluralism and relativism
- Name the three necessary elements for building pluralism from diversity

Discussion Questions:

- Have you seen these different responses to diversity in your own life?
- In your experience, have you found that cooperation with people of other religious traditions has changed you? If so, how?
Sample Activities:

- Return to the article you identified in the previous module. Which response to diversity (bunkers of isolation, barriers to difference, religious extremism, indifference, bridge-building) do you see here? (Quiz; short answer)
- Return to the identity-wheel you completed in Lesson 1. What are some actions that stem from these identities?
- Reflective Essay: We heard that the first part of being a bridge-builder is to respect identities. Are there identities that don’t deserve respect? Are there identities or communities that fall outside the circle of pluralism?

Sample Reading:

- Interfaith Encounters in America by Kate McCarthy, Chapter 1: Theories of Religious Difference: The “Experts” Map Interfaith Relations

Module 2.3: Exploring Social Capital

Video (4 min): Students will learn about the important theory of social capital, and how our relationships and networks can be leveraged to increase pluralism and work towards the common good. We distinguish between bridged and bonded social capital, and offer real-world examples of bridged social capital averting violence between religious groups.

Student Learning Objectives:

- Explain the idea of Social Capital
- Distinguish between bonded and bridged social capital

Discussion Questions:

- What are some of the social networks of which you are a part, both present and historical? Are there any ways in which they have benefitted you?

Sample Activities:

- Return to the interfaith organization you identified in lesson 1: what is the bonded capital on which it is drawing (in the present and historically)? What is the bridged capital it is hoping to create?
- Interview a friend or relative who came as an immigrant to this country. What difficulties did he or she encounter? What support did he or she receive from a “pocket group?”
- After learning about the lives of King, Gandhi, the Dalai Lama, and Dorothy Day through the course readings, choose one figure to research independently. How did this person leverage bonded capital to create bridged capital?

Sample Reading:

- “Imagined Communities” by Benedict Anderson
- Bowling Alone: The Collapse and Revival of American Community, “Chapter 4: Religious Participation” by Robert Putnam
- Ethnic Conflict and Civic Life, “Chapter 1: Introduction” by Ashutosh Varshney
Module 2.4: Key Concepts Summary

**Video (2 min):** Eboo Patel will summarize the big ideas of this lesson and invite students to consider how they fit into the larger course.

**Student Learning Objectives (cumulative for Lesson 2):**
- Describe the relationship between interfaith leadership and the social landscape
- Evaluate interfaith leadership as a civic endeavor

**Discussion Questions:**
- Now that you have completed lesson 2, respond to one of more of the questions at the end of the video, and comment on the responses of at least 2 other students:
  - What motivates someone to be an interfaith leader?
  - Where does this leadership begin?
  - How can I motivate someone to join me?
Lesson 3: Identity of an Interfaith Leader

Module 3.1: What Makes an Interfaith Leader?

**Video (2 min):** In this module, students will be encouraged to explore leadership in various forms, and will learn some of the common types of personal experience that inspire others to take up interfaith work.

**Student Learning Objectives:**

- Describe the different experiences that draw people to interfaith leadership

**Sample Activities:**

- Engage in a dialogue with someone not in this course in which you explore memorable interfaith experiences the two of you have had, and why they were significant. Without disclosing the name of your dialogue partner, post a summary of your conversation and describe what you learned from it in relation to your own emerging sense of interfaith leadership.

**Sample Readings:**

- Selections from *My Neighbor's Faith* ed. Peace, Rose, Mobley
- *Faitheist* by Chris Stedman

Module 3.2: Interfaith Experiences in the Field

**Video (12 min):** Through a series of personal interviews, students will hear from several young professionals in different fields share experiences that first drew them to interfaith work, and inspired them to identify themselves as interfaith leaders.

**Student Learning Objectives:**

- Describe 3 different paths to Interfaith Leadership
- Identity one formative interfaith experience in your own life

**Discussion Questions:**

- Which interview most resonates with your own experience and why?

**Sample Activities:**

- Students share their own statements regarding an interfaith experience, either through pair-share, class discussion, video posted on the forum, or written essay.
- Class interview with interfaith leader via Skype or as a guest speaker

**Sample Reading:**

- Selections from *Acts of Faith* by Eboo Patel
- “Hajji”, *The Autobiography of Malcom X* by Malcom X
Module 3.3: The Power of Storytelling

**Video (5 min):** Story is a powerful tool for motivating social change. In this lesson, we will introduce useful strategies for transforming personal stories into inspiring public narratives that convey purpose and vision, and encourage cooperation.

**Student Learning Objectives:**
- Name one schema for sharing stories of interfaith leadership
- Describe how a public narrative differs from a story
- Evaluate the importance of storytelling and public narrative for interfaith cooperation
- Begin to construct a personal story that could develop into a compelling public narrative

**Discussion Questions:**
- Share your interfaith story using the Challenge|Choice|Outcome model for a story of Self. You can write the response, or upload an audio or video file. Respond to the story of at least one other student.
- Whose personal story has made a deep and lasting impression on you? How did you hear about them, through personal relationships, biography or autobiography?

**Sample Activities:**
- Find the text or recording of a public narrative that exemplifies this framework of Self, Us, Now

**Sample Readings:**
- “Public Narrative, Collective Action, and Power” by Marshall Ganz
- Obama 2004 DNC Speech: [https://www.youtube.com/watch?v=eWynt87PaJ0&feature=related](https://www.youtube.com/watch?v=eWynt87PaJ0&feature=related)
- “Letter from a Birmingham Jail” by Martin Luther King, Jr.

Module 3.4: Identity of an Interfaith Leader Summary

**Video (1 min):** Offering a brief review of this lesson’s content, Eboo Patel invites students to reflect on the importance of developing and sharing a vision of pluralism and cooperation to establish oneself as an interfaith leader.

**Student Learning Objectives (cumulative for Lessons 1-3):**
- Evaluate the role of vision in Interfaith Leadership

**Sample Activities:**
- Imagine yourself 20 years in a future in which your vision for interfaith leadership has been implemented. Write the headline and first paragraph of an article that features your achievements: how were you able to bring about your vision?
- Either in writing or as part of a discussion, students can articulate their own vision of interfaith cooperation.

**Sample Reading:**
Lesson 4: Cultivating Appreciative Knowledge

Module 4.1: Becoming Aware of Religious Diversity

Video (5 min): In this module, students are introduced to the three primary areas of knowledge necessary for interfaith leadership, and are given a chance to hone their awareness of the religious diversity all around them.

Student Learning Objectives:

- Describe the importance and relevance of being able to identify religious diversity
- Identify 2-4 ways that you can increase your awareness of religious diversity
- Describe the different types of knowledge that contribute to the Interfaith Leadership knowledge base

Sample Activities:

- The Pluralism Project has mapped the religious demographics of major cities. Study their method on their site and then using a tool such as Google Maps, do something similar on your own community. For example, type in something like synagogues in [your city], [state] to have markers placed on the map. Summarize what your map revealed about one or more aspects of religious diversity in your community. How has this exercise increased your understanding of religious diversity?
- Consult the data on religious diversity on your own campus (the offices of institutional research or admissions might be good places to look) and "map" religious diversity on your campus through a pie chart or similar chart. Summarize what your map revealed about one or more aspects of religious diversity in your community. How has this exercise increased your understanding of religious diversity?
- Cross the Line exercise with prompts focused on religious experience and practice

Sample Reading:

- Pew Research Center, America’s Changing Religious Landscape: http://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/
- “Pluralism – A Home For All Of Us” by Paul Chaffee, The Interfaith Observer http://theinterfaithobserver.org/journal-articles/2012/1/11/pluralism-a-home-for-all-of-us.html

Module 4.2: What is Appreciative Knowledge?

Video (5 min): We define appreciative knowledge of other religious traditions as substantive knowledge and positive inclinations. In this lesson we distinguish between appreciative knowledge and religious literacy, and provide ways for students to develop their appreciative knowledge about other religious and ethical traditions.

Student Learning Objectives:

- Gain Appreciative Knowledge of 2-3 religious traditions, including (if appropriate) one's own
- Identify three ways to develop appreciative knowledge
- Address the limitations of developing appreciative knowledge as a strategy for interfaith leadership
- Contrast appreciative knowledge and religious literacy


**Discussion Questions:**

- Return to your reflections about respecting identities: Has your opinion on this changed since looking at it in a concrete example? How so?
- Why is appreciative knowledge important? How is it distinct from religious literacy?

**Sample Activities:**

- Go to the Pluralism Project’s website and read selections about 2-3 traditions, including (if appropriate) one’s own. Try to select traditions that you have identified as being in proximity to yourself. For each tradition, name 2-3 things (e.g., beliefs, practices, and/or exemplary figures) you have come to newly appreciate about each of these traditions.
- Quiz: In one or two sentences, explain the difference between appreciative knowledge and religious literacy. Give an example that illustrates the difference.

**Sample Readings:**

- Pluralism Project website resources: [http://pluralism.org/religions/](http://pluralism.org/religions/)
- Chapter 2: Living in a Plurality of Faiths from Toward a True Kinship of Faiths by HH Dalai Lama
- Selections/Introduction to God is Not One by Stephen Prothero
- Selections from Without Buddha I Could Not Be a Christian by Paul Knitter
- How to Be a Perfect Stranger

**Module 4.3: Appreciative Knowledge in the Field**

**Video (11 min):** Through a series of short interviews, students will hear from young professionals in different fields about how they were able to build their own appreciative knowledge of other religious and ethical traditions, and how that knowledge has aided them in their life and work.

**Student Learning Objectives:**

- Identify one concrete strategy for acquiring Appreciative Knowledge
- Name something about one’s religious or ethical tradition that you wish others more often knew or understood that would be considered appreciative knowledge

**Discussion Questions:**

- What is something about your religious or ethical tradition that you wish others more often knew or understood that would be considered appreciative knowledge? Respond to at least one other student’s post.

**Module 4.4: The Interfaith Triangle**

**Video (5 min):** In this module, students learn about the ways that our attitudes about other religious and ethical traditions, our knowledge of those traditions, and our relationships with others of those traditions interact and influence one another. This three-way influence is known as the Interfaith Triangle and is exemplified in the principle known as My Friend Al.

**Student Learning Objectives:**

- Explain the three parts of the interfaith triangle and how they relate to the others
• Explain the My Friend Al principle

Discussion Questions:
• Do you have a “Friend Al” experience? Your experience does not need to focus on religious difference. Please describe your own experience in a few sentences, and then share how this experience influences your sense of yourself as an interfaith leader.

Sample Activities:
• Short Essay: explain the three parts of the interfaith triangle and how they relate to the other parts.
• In small groups, draw the Interfaith Triangle and identify and illustrate three of the arrows moving around the triangle (i.e. Knowledge leading to Relationships, Attitudes leading to knowledge) with examples from campus or the surrounding community.

Sample Reading:
• “American Grace: How a Tolerant Nation Bridges its Religious Divides” by Putnam & Campbell
• “Habits of the Heart: Implications for Religion” by Robert Bellah
• The Economist “One nation, with Aunt Susan” http://www.economist.com/node/17577087

Module 4.5: Appreciative Knowledge Summary

Video (1 min): Following a brief summary of the important concepts covered in this lesson, Eboo Patel offers his own reflections on appreciative knowledge and the interfaith triangle, and invites students to consider how these ideas will relate to the remaining two areas of the interfaith leadership knowledgebase covered in the next two lessons.

Student Learning Objectives (cumulative for lesson 4):
• Explain why appreciative knowledge is an important part of interfaith leadership

Discussion Questions:
• Share some of the appreciative knowledge insights you have developed from your classmates during this course so far.
• What aspect of appreciative knowledge is the muddiest or most confusing to you? What area of the interfaith triangle is the most confusing?
Lesson 5: Historical Examples of Interfaith Cooperation

Module 5.1: Why Does This History Matter?

**Video (5 min):** In this lesson we identify the ways in which knowing historical examples of interfaith cooperation can help interfaith leaders today combat the false notion that religious difference inherently leads to violence and tension.

**Student Learning Objectives:**
- Articulate the purpose of understanding the history of interfaith cooperation for interfaith leadership

**Discussion Questions:**
- Before taking this course, what would have been the 5 words that best describe interreligious relationships in history? Choose one of these words and explain why you included it on your list.

**Sample Activities:**
- Look through this week’s headlines: Which stories fall into Huntington’s view of religious interaction? Which stories fall into this alternative view of religious interaction?

**Sample Reading:**
- “Clash of Civilizations” by Samuel Huntington

Module 5.2: Interfaith Cooperation in United States History

**Video (13 min):** This lesson looks at the history of the United States, citing several instances of interfaith bridge-building and cooperation. These examples extend from the early European settlers through the 1960s and into today.

**Student Learning Objectives:**
- Describe 2-3 key moments of interfaith bridge-building in US History
- Select a key moment in US history and explain the importance of that event for shaping your understanding interfaith cooperation
- Critically examine the history of interfaith cooperation presented in this module for who is featured and who is absent

**Discussion Questions:**
- What are some of the identity groups that are missing from this presented history? Do you know any key figures from these identity groups who could be considered interfaith leaders?
- Describe the two historical moments of bridge building that most inspire you as you develop your own approach to interfaith cooperation.
Sample Activities:

- Have students fill in a historical timeline on a Google Doc or other shared course document. They should include figures from the video but also figures and movements not included in this brief overview.
- Washington reads a letter from the Hebrew Congregation and rephrases it, noting that the United States gives bigotry no sanction and persecution no assistance. What does this example suggest about the capacity of ordinary citizens to make a difference?
- Compare the countries of origin and percent of immigrants in the population in 1965 with the same information in 2014 (or the latest figures you can find.) How does this shift impact other social movements in the United States?

Sample Reading:

- *Interfaith Encounters in America* by Kate McCarthy; chapter 2: Strange Bedfellows: Multifaith Activism in American Politics
- *Religious Pluralism in America* by William Hutchison; Chapter 8: Protestant-Catholic-Jew: New Mainstream, Gropings Toward a New Pluralism
- Selection from Dorothy Day, Jane Addams, and Sojourner Truth
- The story behind the letters between Moses Seixas and George Washington
  - [https://www.facinghistory.org/nobigotry/the-letters/story-behind-letters](https://www.facinghistory.org/nobigotry/the-letters/story-behind-letters)
  - & the Letter from Seixas to Washington
  - & the letter from Washington to Seixas
- “The Bloody Tenet of Persecution, for Cause of Conscience” by Roger Williams
- Obama's first inaugural address

Module 5.3: Who are your Interfaith Heroes?

**Video (14 min):** Through a series of short interviews, young professionals in different fields share stories of their own interfaith role models, contributing to students' knowledge of historical examples of interfaith cooperation and identifying ways in which these precedents have been useful to their own interfaith leadership.

**Student Learning Objectives:**

- Identify an interfaith role model for yourself

**Discussion Questions:**

- Identify someone that you look up to as a leader. Are there aspects of their leadership that relate to interfaith cooperation?
- Describe (and include a link to) a specific example of a reading or film or work of art or music that has inspired you to become and interfaith bridge-builder.
- Respond to another student's post in answering either of the above two questions.
Module 5.4: Historical Interfaith Cooperation summary and Reflection

Video (1 min): In the final module of this lesson, we will summarize the key ideas presented in this lesson and elaborate on how this rich history of cooperation has set the stage for the growing interfaith movement today.

Student Learning Objectives:

- Reflect on this history of interfaith cooperation and identify something that strikes you as particularly important for interfaith leadership today

Discussion Questions:

- Return to the 5 words you listed in your earlier discussion post (module 5.1) about interreligious relationships in history. After studying this lesson, which words, if any, would you keep? Why? And which words would you suggest as alternatives? Why?
- How can the examples portrayed in this lesson be applied to a current issue that you care about (i.e. fracking, climate change, #BlackLivesMatter, gun control)? Respond to the comment of at least one other student.

Sample Activities:

- Using primary sources (quotes, speeches, written material), have students compose a brief explanation how interfaith cooperation and religious diversity influence the U.S. ideals of freedom, liberty, and justice.
- Role-play key moments of history, including potential negative instances of interreligious relationships to examine moments when interfaith cooperation was not achieved, or not achieved for everyone.

Suggested Reading:

- Selections from Peace Be Upon You: Fourteen Centuries of Muslim, Christian, and Jewish Conflict and Cooperation by Zachary Karabell
Lesson 6: Ethics and Theologies of Interfaith Cooperation

Module 6.1: What is an ethic or theology of interfaith cooperation?

**Video (5 min):** The third area of knowledge for interfaith leadership is what we call an ethic or theology of interfaith cooperation. This personal ethic, derived from the texts, figures, history, and art of one’s own tradition, is explained in detail in this lesson. We will also identify how this ethic or theology can and should be used by interfaith leaders in different contexts.

**Student Learning Objectives:**

- Explain in your own words what is meant by an ethic or theology of interfaith cooperation
- Explain how an ethic or theology of interfaith cooperation can be used by interfaith leaders to mobilize groups of religiously diverse individuals
- Identify potential sources for developing your ethic or theology of interfaith cooperation

**Discussion Questions:**

- Return to your Story of Self from module 3.3. Which, if any, elements from your Story of Self come directly from your religious or ethical tradition or background? Could these elements also be sources for developing an ethic or theology of interfaith cooperation? Explain.
- Read other participants’ responses to the previous question and select one post that has helped you develop appreciative knowledge of another’s tradition or worldview. Explain why.
- Identify someone in your own tradition who engages in this work. Can you discern an ethic or theology of interfaith cooperation in how they do the work they do? Do their reasons resonate with you? What are other things from your tradition that motivate you to do this work that they don’t mention?

**Sample Activities:**

- Define in your own words an ethic (or theology) of interfaith cooperation.
- Quiz: Given an example of how an interfaith leader might draw on an ethic or theology of interfaith cooperation in order to mobilize a group of religiously diverse people.
- Quiz: Return to the “Rivers of Faith” article and note the various traditions described on this site: [http://pluralism.org/religions/](http://pluralism.org/religions/). Identify three particular resources here which could be useful to you in developing your own ethic or theology of interfaith cooperation.

**Sample Reading:**

- Selections from *Acts of Faith* by Eboo Patel
- Selections from *Memoirs of a Jewish Extremist* by Yossi Klein Halevi
- *Dignity of Difference* by Oliver Saks
Module 6.2: Ethics of Interfaith Cooperation from the Field

**Video (13 min):** In this series of interviews, young professionals will share their individual ethics and theologies of interfaith cooperation, and share with students how and when they have used these in their own interfaith leadership.

**Student Learning Objectives:**
- Describe possible ethics/theologies of interfaith cooperation from 2-3 other religious and ethical traditions
- Compare the ethics/theologies of interfaith cooperation shared by others to your own experience
- Begin to articulate your own ethic/theology of interfaith cooperation

**Discussion Questions:**
- Of the stories and examples shared in the video, identify 1-2 stories you had not heard before that helped you to build your appreciative knowledge of another religious tradition.

**Sample Activities:**
- Return to one of the two to three traditions you explored in module 4.2. Name three aspects of that tradition that someone who identifies with that tradition might use in developing an ethic or theology of interfaith cooperation.

Module 6.3: Building Relationships across Difference

**Video (9 min):** One of the most important and most difficult skills of interfaith leadership is facilitating dialogue. In this module, students will be introduced to several skills necessary for successful dialogue facilitation and participation, creating safe spaces for diverse identities, and tools for moving dialogue into action. We will also cover what constitutes a good opening question for interfaith dialogue, and how we can use good questions to build relationships with others of different religious orientations.

**Student Learning Objectives:**
- Demonstrate ability to identify shared values between yourself and someone of a different religious or ethical background
- Explain the criteria for interfaith-friendly questions
- Identify two practices for moving dialogue into action

**Discussion Questions:**
- When and how is it appropriate to address issues of radical difference even within shared values? What is the appropriate balance between acknowledging differences on the one hand and commonalities on the other?

**Sample Activities:**
- Recalling the ethics/theologies of interfaith cooperation from video interviews from the previous module, identify 2-3 values that are shared between at least two specific religious or ethical traditions. Explain.
- Craft three interfaith-friendly questions for a dialogue between people from the two traditions you named in the previous question.
- Identify two practices for moving dialogue into action.
- In one paragraph, reflect on a situation when you engaged with someone of a different identity. In retrospect, would you say that you applied what you now understand to be
principles of Interfaith Leadership? If not, how might interfaith principles have improved the situation’s outcome?

- Role-play dialogue facilitation in which you demonstrate how to identify shared values and use interfaith-friendly questions

Sample Reading:

- *The Im-Possibility of Interreligious Dialogue* by Catherine Cornille; “Hospitality Toward Difference” pp.197-210
- *Dialogue Principles from the Dialogue Institute and the Journal of Ecumenical Studies*
- Rabbi David Rosen, “The Power of Interfaith Dialogue” [http://parliamentofreligions.org/content/power-interfaith-dialogue](http://parliamentofreligions.org/content/power-interfaith-dialogue)

Module 6.4: Ethics and Theologies of Interfaith Cooperation Summary and Reflection

**Video (1 min):** In this summative module, students will review the concept and purpose of ethics and theologies of interfaith cooperation, and reflect on how the skills needed to facilitate dialogue and build relationships with others will influence and help grow their interfaith leadership.

**Student Learning Objectives:**

- Evaluate your ethic or theology of interfaith cooperation

**Discussion Questions:**

- Building on what you have done throughout this lesson, post a one-to-two paragraph draft of your own ethic or theology of interfaith cooperation. Respond with a comment to three ethics/theologies shared by your peers.

**Sample Activities:**

- Share your ethic or theology of interfaith cooperation with someone who identifies as the same religious or ethical background. Write one paragraph that captures what you learned from this interaction. You might address questions such as: What resonated with that person? What challenges did they offer? How were you able to apply dialogue facilitation skills in this exchange? How might you use this feedback to reshape your message?

- As you think deeply about your own developing theology or ethic of interfaith cooperation, re-read what you posted in the first module (Pinterest) in light of your developing ideas in this course. What would you add as a source of motivation? What, if anything, changed? What might you have learned from another participant in this course or a story from the video?
Lesson 7: The Movement Now

Module 7.1: Interfaith Cooperation in the United States Today

Video (3 min): Building on the earlier lesson spent reviewing important examples of interfaith cooperation from history, this lesson explores the many instances of interfaith cooperation and leadership taking place across the United States today. We will discuss common challenges to the interfaith movement, as well as current trends in interfaith work.

Student Learning Objectives:
- Describe 2-3 significant activities being undertaken by interfaith organizations in the United States today
- Describe some of the common challenges interfaith leaders face today

Discussion Questions:
- Identify an interfaith organization and share which projects and activities they are doing that energize you. For examples: http://pluralism.org/profiles/

Sample Activities:
- Analyze the effort described in the “Tri-Faith Neighborhood” article. In one short paragraph, describe what the leaders in the “Tri-Faith Neighborhood” did well. What might they have done differently to be more effective? Do you think it tends toward merging the three Abrahamic faiths to create a new religion, as some critics have alleged?
- Evaluate Valarie Kaur's statement: "The way we make changes is as important as the changes we make." Do you agree? Relate to your own life's experience.

Sample Reading:
- Valarie Kaur 2013 Stanford University Baccalaureate Address video https://vimeo.com/70106933
- Cross Currents "From the Margins to the Centers of Power: The Increasing Relevance of the Global Interfaith Movement" by Patrice Brodeur http://www.crosscurrents.org/BrodeurSpring05.htm

Module 7.2: Interfaith Leadership in the Field

Video (16 min): In this final series of short interviews, students will hear from a diverse group of young professionals about their role in the interfaith movement, and how they have used interfaith leadership in their professional and personal lives.

Student Learning Objectives:
- Identify 2-3 professions benefitting from Interfaith leadership today
- Identify the applicability of interfaith leadership to your intended profession or field of study

Discussion Questions:
• Select 2-3 professions not mentioned in the video and brainstorm how those professions might benefit from interfaith leadership.

**Sample Activities:**

• Consider a profession related to your major field of study. First, draft a one-page essay in which you outline how the skills, knowledge and values of interfaith leadership would add value to a person’s practice in that profession. Second, share this draft with a professor or advisor in your major field of study and ask them to comment on what you have proposed. Finally, upload the draft and summarize your professor/advisor’s response in a sentence or two.

**Module 7.3: Creating Spaces for Interfaith Cooperation**

**Video (6 min):** In the same way that an earlier lesson explored building relationships through dialogue, this lesson offers students insight into how to successfully create spaces and opportunities for interfaith cooperation. This lesson includes suggestions and best practices for determining interfaith-friendly projects, and encourages students to determine means of assessment for any event through which they hope to build interfaith cooperation and pluralism.

**Student Learning Objectives:**

• Drawing on the course principles, design one interfaith event for one’s campus or community
• Identify possible resources for interfaith work from your campus or community
• Identify a way of measuring the intended impact of an interfaith event

**Sample Activities:**

• Complete the attached Asset Map for interfaith engagement or a specific interfaith cooperation-building event on your campus or in your community
• Use this template to draft an initial design for an interfaith event for your campus or community including plans for measuring its intended impact. (Key component include event goals, type of event, audience, potential partners, resources).
• Have the class determine a collective rubric by which they can evaluate one another’s event proposals, and use that to determine which one of the designed events they want to implement on their campus

**Sample Reading:**

• *Interfaith Encounters in America* by Kate McCarthy; Chapter 3: When the Other is Neighbor: Community-Based Interfaith Work

**Module 7.4: The Interfaith Movement Now Summary and Reflection**

**Video (2 min):** In this lesson, students will review the content from this lesson and reflect on how their own interfaith leadership could contribute to the growing interfaith movement.

**Sample Activities:**

• In one substantial paragraph, reflect on your capacity to engage in the interfaith movement: In which areas do you think you would excel? In which areas do you think you would need support?
Lesson 8: Interfaith Leadership in Action

Module 8.1: Why Does Interfaith Leadership Matter?

Video (3 min): Being the first module in the final lesson of the course, this module will focus on drawing connections between the knowledge and skills covered in the course thus far, and explicitly explore the relationship between pluralism and interfaith leadership.

Student Learning Objectives:

- Explain how Interfaith Leadership puts pluralism into practice

Discussion Questions:

- Revisit your discussion post about pluralism from module 2.1. In light of what you have learned in this course, what would you add or change about your post?

Suggested Reading:


Module 8.2: Putting Interfaith Leadership into Practice

Video (9 min): Using the case study method, students will be asked to put some of the skills and knowledge covered in this course into practice, placing themselves in various roles and exploring how interfaith leadership could help them navigate tensions and disagreement in a campus context. Students will be challenged to apply the learnings from this course to real life situations.

Student Learning Objectives:

- Analyze the dynamics of a complex case of interfaith conflict and apply interfaith leadership principles to address it

Discussion Questions:

- In terms of the video, imagine that you are a student leader at Northwestern University. What recommendations might you make to SHIFT and to McSA, and how might you go about hosting a dialogue between these two groups? Respond to at least one other student’s answer.

Sample Activities:

- Case Study exercise, either drawn from the video or using one of the many case study resources from Pluralism Project or IFYC

Sample Reading:

- The Case Method and Pluralism/The Pluralism Project [Link](http://pluralism.org/casestudy/the-case-method-and-pluralism/)
- *The New Religious Intolerance* by Martha Nussbaum, Chapter 6: The Case of Park51
Module 8.3: The Civic Goods of Pluralism

Video (5 min): Looking at the long-term impact of interfaith leadership, this lesson delves deeply into five measureable outcomes of increased pluralism on society. We name and discuss these five civic goods, discuss why having measurable outcomes is integral to effective leadership, and encourage students to identify other possible civic outcomes as a result of growing pluralism in their communities.

Student Learning Objectives:

- Identify the five civic goods that come about as a result of increased pluralism in society
- Explain the purpose of identifying tangible outcomes of pluralism

Discussion Questions:

- In relation to the reading “Highlights from A Crucible Moment” what might you suggest as remedies for two of the “Tend Indicators of Anemic US Civic Health” described in that reading?
- Which of the five civic goods mentioned in the video is most important in your view, and why? How might you, as an interfaith leader, do something specific to advance this particular civic good?

Sample Reading:

- “Highlights from A Crucible Moment: College Learning and Democracy’s Future,” National Task Force on Civic Learning and Democratic Engagement
  https://www.aacu.org/diversitydemocracy/2015/summer/fakhari

Module 8.4: The Time for Interfaith Leaders

Video (5 min): In this final module, Eboo Patel offers real world examples of the need and impact of interfaith leadership in professional settings, bringing together the big ideas of this course in an inspirational send-off for students.

Student Learning Objectives:

- Identify 1-2 further steps for continuing to develop your interfaith leadership

Sample Activities:

- Write a three-paragraph autobiography of your learning in this course. In the first paragraph, return to your self-assessment from Lesson 1.1 and re-assess your development as an interfaith leader in terms of vision, knowledge, and skill-set. In the second paragraph, revisit the identity wheel you created in lesson 1.2. How, if at all, has this course changed your sense of significant aspects of your identity? Explain. In the third paragraph, return to the specific question you hoped this interfaith leadership course would address for you (module 1.3). Has your question been addressed and, if so, how? What new questions about interfaith leadership do you have and how will you seek to answer them?