

RD 401/RCC 400D/CAS 460M: INTERFAITH DIALOGUE Spring 2012

Time & Place: M: 6:00-8:50pm, Peter Claver Hall 112: Mountain View Room and Main Hall 333

Instructors: Dr. Paul Alexander, Director, Institute on the Common Good, Office: ALC 309, 3/458-4336;

Hours: by appt. palexand@regis.edu **Website:** <http://academic.regis.edu/palexand/>

Dr. Thomas B. Leininger, Chair, Department of Religious Studies, Office: Loyola 32, 3/964-5082

Hours: MW 2:30-4:00*; TR 3:00-4:00 or by appt. (*Every other Monday I attend department chair meetings from 2:30-4pm and can meet with you after these meetings at 4pm) E-mail: tleinig@regis.edu.

Website: <http://academic.regis.edu/tleinig/>

REQUIRED TEXTS

Isaacs, William. *Dialogue and the Art of Thinking Together* (New York: Doubleday, 1999)

Prothero, Stephen. *God is Not One: The Eight Rival Religions that Run the World -- and Why Their Differences Matter*. (NY: HarperCollins Publishers, 2010)

Readings as distributed in class, on course website, the internet, or DML E-Reserve [PW: "RD401L"]

Leininger, lecture notes (on the course website); outline and explain course concepts.

COURSE DESCRIPTION

This course explores the realities of interfaith/interreligious dialogue by learning about and engaging in dialogue with selected faith traditions. Particular attention will be given to how these traditions as well as students view themselves in relation to "the other." We will seek a deeper understanding of other faith traditions and explore how we experience our own tradition given our personal life story and culture. The course focuses on learning the skills necessary for engaging in rich but often difficult conversations between people of different faiths and cultures. By understanding both the commonalities and differences among faiths, we will learn to appreciate the rich diversity in the world's faith community.

COURSE QUESTIONS

1. How does one experience and communicate one's own faith tradition in a diverse world? How do others do so?
2. How do selected faith traditions perceive the world and what it means to live well in this world? What are the important questions and responses for these traditions? How do they approach selected moral/social issues?
3. How do we use tools of dialogue to engage each other on the practical issues facing the world and the human condition? In particular, what does it mean to listen deeply to the "other" and to discover and speak with one's own voice?
4. How do the ways that cultures mediate and shape religious experiences and traditions (and vice versa) affect interfaith dialogue?

LEARNING GOALS

Develop our

- skills of dialogue including listening, speaking one's own voice, attending to the experiences that shape people's views, and facilitating fruitful dialogue;
- self-awareness, both spiritually and psychologically, including the capacity to articulate to outsiders one's own faith experiences/convictions and their relations to one's moral/social views and service;
- awareness of selected religious traditions as well as the lived experiences of a practitioner of one or more of these traditions; and
- appreciation of how culture mediates and influences religious traditions and vice versa.

ASSIGNMENTS

20%	Participation in class discussions, dialogues, class presentation, etc.
50%	Weekly essays integrating material from the assigned readings and the outside speakers.
10%	Post-service reflection essay
20%	Final paper

GRADING SCALE

A ≥ 94 <i>outstanding</i>	B+ ≥ 87 <i>superior</i>	C+ ≥ 77 <i>good</i>	D+ ≥ 67 <i>meets</i>
A- ≥ 90 <i>scholarship</i>	B ≥ 83 <i>to</i>	C ≥ 73 <i>to</i>	D ≥ 63 <i>minimum</i>
Pass ≥ C-; <i>pass/fail student with a "D+ receives an F"</i>	B- ≥ 80 <i>very good</i>	C- ≥ 70 <i>satisfactory</i>	D- ≥ 60 <i>requirements</i>
			F ≤ 59 <i>fails</i>

POLICIES**Regular Class Attendance**

This class is designed such that essential and irreplaceable learning occurs during class meetings. Regular attendance is a non-negotiable academic requirement for passing this course. Every class meeting matters; class discussions cannot be made up. A maximum of 2 absences for **official university business** may be excused, provided a) they are coordinated in advance and b) you turn in a one page reflection on the assigned readings/film before the start of the class to be missed. *For students who miss over 2 classes due to illness or other unavoidable reasons, the appropriate course of action is to withdraw from the course or obtain an administrative drop and reenroll during a semester when you are able to attend on a regular basis.*

ABSENCES: over 2 = "F" for the course.

You are responsible for everything covered in class (handouts, assignments, changes in exam dates, etc.). Plan for possible illness by forming an "academic team" whose members will provide each other with all assignments, notes, handouts, changes in the syllabus, etc. whenever any team member is absent. If, after you have read these notes, something is not clear, ask us.

Class Participation. Quality of

- contribution to class learning
- preparation with the assigned texts
- practice of core dialogic skills, and
- thoughtfulness of questions raised.

With respect to each of the above, we will ask "What level (outstanding, very good, satisfactory, minimal) is demonstrated in the overall pattern of your class contributions?"

Late/Missed Assignments. Tardy work will be treated differently than timely work. With the exception of the Project Paper (see schedule), other late assignments will lose 10% of the grade for the first week it is late, after which time the assignment will earn a zero. In circumstances that require an extension for a paper, we will grant you one only if you arrange it no later than two class meetings prior to the due date. Do not wait until it is too late to discuss your circumstances.

Regis Academic Integrity Policy. Consistent with the College's Academic Integrity policy, we will also report instances of academic dishonesty to the Dean's office. Students who commit academic dishonesty multiple times may be subject to institutional sanctions, such as probation or suspension. Violation of academic integrity may result in an "F" for this course. You must cite the author if an idea is not your own even if it is not a direct quotation. The full Academic Integrity policy can be found here: <http://www.regis.edu/regis.asp?sctn=abt&p1=acpolicies>

Learning Support. If you have a documented disability requiring academic adjustments for the course, please contact the Office of Disability Support Services (x4941, mbwillia@regis.edu) as soon as possible. The director, Dr. Marijo Williams, and her staff will review your documentation and help determine appropriate accommodations. Accommodations are not provided retroactively, so contact her office promptly. Following the determination by Disability Support Services, make an appointment with the instructor to discuss your accommodation request.

Writing Center. The Writing Center is a free resource for personal feedback on your writing and answers to questions about grammar, documentation, and formatting. Peer writing consultants help at any point in the writing process, from brainstorming for ideas to organizing a draft to polishing the final version. Drop by Loyola 1 or call (303) 458-4039 for an appointment. *We will add 1 point (out of 100) and continue to add up to 3 points for rewrites marked up by the Writing Center and attached to your essay.*

Regis E-mail Account Required. This class will follow Regis University policy requiring that you maintain and check the @regis.edu e-mail address that is listed with the registrar. You are responsible for in-class or e-mail announcements of changes in assignments, our schedule of class meetings, or other items in the syllabus. Changes to office hours may be posted on our office doors.

Conferences. At least once during the semester, each student should make an appointment to come by one of our offices and chat about your papers, exams, the assigned texts, or whatever intrigues you.

Schedule

Date	Location	Topic(s)	Assignment	Presenter(s)
Jan 16		MLK Day	NO CLASS	
Jan 23	Main Hall 333	Introduction	In Class Exercises	
Jan 30	Main Hall 333	Basics of Dialogue	Isaacs, Intro., chs. 1-7; and Swidler, "The Dialogue Decalogue" <u>Essay 1:</u> (2 pages double- spaced): Critical reconstruction of Isaacs 1- 7. Be prepared to share your own reflections on what differentiates levels of class participation.	Student dialogue
Feb 6	PCH 112 (Mt. View Room)	Interfaith Dialogue in the Holy Land	Read the article at http://www.merip.org/palestine-israel_primer/Palestine-Israel_Primer_MERIP.pdf , look over the website for Common Ground (http://www.s-c-g.org) Isaacs: 8-12. <u>Essay 2:</u> Safe Container and Generative Dialogue. <u>Due:</u> name of interfaith partner	Erin Breeze, Seeking Common Ground
Feb 13	PCH 112 (Mt. View)	Culture & Religion: The	Read Adolfo Nicholas Mission Day Keynote Address";	Rev. Tim McMahon, S.J.

	Room)	Jesuits	Selections from All saints, Robert Ellsberg Sobrino, Commencement Address at Regis (1990), Prothero: Introduction <u>Essay 3</u> : Prothero, Culture & Religion	
Feb 20	Main Hall 333	Immigration Dialogue	Groody, "Crossing the Divide: A Theology of Migration; Regis student reflection; "Encountering the Stranger in Jewish, Muslim, & Christian Texts"; and National Issues Forum, "The New Challenges of Immigration."	Katie Glynn, J.D., Rocky Mtn. Immigration Advocacy Network & guests
Feb 27	PCH 112 (Mt. View Room)	Christianity Presentation/Intra-Christian Dialogue	Prothero, ch.2: Christianity; Entries on Mormonism, Evangelical Christianity, and Roman Catholicism (pts. 1 and 2) in <i>The Encyclopedia of Religion</i> ; Millet, <i>What Happened to the Cross?</i> chs. 1-3; <u>Essay 4</u> : Application of Mormons to C.C.C.	Craig Bloomberg – Denver Seminary; and Randy Jibson – LDS Church
Mar 5		Spring Break	NO CLASS	
Mar 12	PCH 112 (Mt. View Room)	Judaism Presentation	Prothero, ch.7 : Judaism <u>Essay 5</u> : Compare IFP's Faith to Readings	Rabbi Steve Booth – Nadav & guests
Mar 19	PCH 112 (Mt. View Room)	Intra-Judaism Dialogue	Scott, "The Significance of Passover"; www.Jewishvirtuallibrary.org , "Elements of Passover"; <u>Essay 6</u> : Chosen People & Generative Dialogue	Ellen Levy, Seder Dinner
Mar 26	Loyola 2	Roots of Service discussion; service project; planning Buddhist dialogue	Readings: individual research by students on roots of service in traditions of interfaith dialogue partner <u>Essay 7</u> : Roots of Service for IFP	
Apr 2	Naropa University, Boulder	Buddhism Presentation & discussion re: dialogue	Prothero, ch.5 : Buddhism; Mattis-Namgyel, "Intro" to <i>The Power of an Open Question: The Buddha's Path to Freedom</i> <u>Post-Service Reflection</u>	Dr. Judith Zimmerbrown & T.J. DeZauche – Naropa University

			<u>Essay</u> (10%)	
Apr 9	PCH 112 (Mt. View Room)	Buddhist Dialogue	Isaacs, 37-48; Swidler, "Dialogue Decalogue"; Arrupe quotation provided by Regis students; & review April 2 readings	Dr. Judith Zimmerbrown & T.J. DeZauche – Naropa University
Apr 16	PCH 112 (Mt. View Room)	Islam Presentation/Intra-Islam Dialogue	Prothero, ch.1 : Islam	Imam Khalid Latif – N.Y.P.D., N.Y.U., & Princeton University
Apr 23	Main Hall 333	Synthesis	Prothero: Conclusion Student Presentations	
Apr 30		Final Paper Due: noon		