

MIN 8702 Issues in Ecumenical & Interfaith Relations

Description

This course introduces conceptual, analytical, methodological, and practical dimensions of interreligious dialogue, reconciliation and collaboration. It is designed to support the development of creative and effective activists in these needed areas.

Class sessions will have both traditional lectures, as well as interactive formats with role-playing, group work, discussion and simulation. It is expected that students will develop studied but subjective interests and positions related to interreligious dimensions of peace and reconciliation.

The central theme of this course relates the inheriting the significant foundation of interfaith accomplishments of the 20th century with sufficient command to take up the mission to advance this work to its next necessary progression that applies more effectively to contemporary global circumstances. The original orientation of this course to Reverend Moon's flowering vision of Security Council level status, interfaith council at the United Nations will continue to influence the course content and orientation.

Conceptual themes at the core of our inquiry include questions of truth, commitment, pluralism, the relationship between interfaith and religious freedom, and study of what can be called the shadows of religion (textual and lifestyle dimensions of traditions that manifest in harm and excess).

Learning Outcomes

Upon completion of this course, students will:

- Understand the bases for effective efforts in the fields of interfaith, conflict resolution, and peace activism.
- Understand the requisites for effecting enduring, positive change through applying proven dynamics for peace and reconciliation.
- Be able to critically assess and review interfaith and ecumenical initiatives, make effective recommendations for improvement, and be able to engage collaboratively with "fellow-traveler" groups and individuals.

Course Schedule

- 10, 2 hour 50 minute classroom sessions 6:30 pm – 9:20 p, Tuesdays, between February 21 and May 5
- Midterm paper due after the 7th week of class
- Post Intensive Interfaith Project Proposal due May 16

Course Requirements:

- Class attendance
- Class participation
- Midterm paper
- Post Intensive Interfaith Project Proposal

COURSE OUTLINE

Week 1:

- Lecture: Course introduction and schedule and design
- Course related self-introductions (based on pre-distributed guidelines)

Weeks 2 and 3:

- Lecture: The elements of society and the structure and dynamics of their relationships
- Small group collaboration to apply elements, structures, and dynamics to student areas/projects
- Reports from groups

Weeks 4 and 5:

- Lecture: The elements of religious life and belief
- Small group collaboration to analyze religious forces in student areas/projects
- Reports from groups

Week 6 and 7:

- Lecture: The elements, dynamics, schedules, and varieties of conflict resolution and reconciliation
- Small group collaboration to analyze reconciliation dynamics in student areas/projects
- Reports from groups

Weeks 8 and 9:

- Lecture: Religion in transition, the future of religion and spirituality in technological age
- Small group collaboration to analyze technological impact on religion and spirituality in student areas/projects
- Related small group collaboration: The future of Unification
- Reports from groups

Week 10:

- Lecture: The future of Unification, Evolution in Unification life as related to mission and varieties of interfaith

- Small group collaboration to analyze The future of Unification in student areas/projects
- Related small group collaboration: The future of Unification
- Reports from groups

Post Intensive Assignment

- During this period students must complete your Post Intensive (final paper), and complete securing commentary on your paper from an active leader from an established interfaith organization, or from an established religion.
- This work must be submitted by May 16, 2023

Course Work Product

- Pre Intensive Text Review (600 words)
- Midterm Paper (3000 words. 9-10 pages. Times New Roman. 12 point Font. 1.5 spacing)
- Post Intensive Interfaith Project Proposal (5000 words. 16 pages. Times New Roman. 12 point Font. 1.5 spacing)

The work is this:

Pre-Intensive Assignment:

- Read *Sacred Quests* (See Required Texts Section below). Provide 600 words of questions and commentary about this book

Midterm paper:

- Identify an area that needs interfaith improvement and support. Deeply analyze this need, its history, dynamics, institutions, and contemporary circumstances.

Post Intensive Interfaith Project Proposal:

- Create fully integrated Interfaith Project Proposal based on Midterm research
- Secure written review of your Post Intensive Interfaith Project Proposal from an established interfaith and/or religious leader, submitted together with your Post Intensive (final paper).

I am an extremely accessible, engaged, and supportive professor. I gladly help you with any part of your effort that seems difficult.

Map of Course Assignments to Learning Outcomes

Assignment> Outcome	Identify project	Refine project with professor	Submit project proposal	Develop project	Daily Summary pages	Religion now page	Final paper
Ability to take Initiative when for situations that need interfaith attention	X	X	X	X	X	X	X
Ability to Collaborate for creating viable interfaith projects		X		X			
Ability to execute appropriate Research for designing successful interfaith projects	X			X	X	X	X
Ability to translate theory and scholarly research into functioning practical application			X	X			X
Ability to think creatively to bring about success at interfaith reconciliation and enduring constructive outcomes	X			X		X	X

Rubric of Learning Outcomes

Outcome	Beginning	Developing	Mastered	Exceptional
Ability to see local and world affairs from the perspective of an interfaith activist	Begin to see environments with the sense for transformation	Identify specific situation and desired outcome	Take up situation with clear description and definition	Insight and vision translating understanding to application
Ability to grasp interfaith action in its social/secular context	Awareness of interfaith as having context	Knowing the elements of interfaith context	Clear map of context with implications	Design process apropos social/secular context
Ability to grasp the inner elements in interfaith situations and projects	Begin to know multiple religious elements	Know the interplay between different religious elements	Project design reflects grasp of religion complexity	Project design reflects intuitive design
Ability to mediate conflict	Begin to grasp conflict conceptually	Begin to know parts and elements of conflict	Confidence to manipulate entities in conflict	Art of mediation
Capacity to place religious reality in historical time evolve	Begin to understand religion as situated in time	Begin to know particular social changes with implications	Accurate analysis of current challenges to religion	Insightful recommendations for religious and spiritual recovery and revival

Evaluation and Grade Structure:

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|---|-----|
| 1. Pre Intensive Text Review and Commentary | 10% |
| 2. Class attendance and participations: | 36% |
| 3. Midterm paper: | 22% |
| 4. Post Intensive Interfaith Project Proposal | 32% |

Grades for each assignment are recorded by letter, and are understood as follows:

- A - Excellent
- B - Good
- C - Satisfactory
- D - Poor
- F - Failure

Failure to hand in an assignment will result in an F for that assignment.

In calculating the final grade for the course, letter grades for assignments are converted into the following numerical equivalents, and the total is then converted back to a letter grade:

- A 97 A- 91.5
- B+ 87 B 82 B- 77
- C+ 72.5 C 67.5 C- 62.5
- D+ 57.5 D 53 D- 50
- F 0

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all. There is no grade of “Incomplete” for failure to hand in assignments. Incompletes are only given on account of exceptional circumstances beyond the student’s control.

Academic Integrity

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. This includes buying or submitting a paper written by a third party. All are considered forms of “plagiarism” and a violation of the Seminary’s academic integrity policy. Instances of plagiarism may be reported to the Vice President of Academic Affairs for disciplinary action. Possible disciplinary actions include probation, suspension or withdrawal.

The first instance of plagiarism in this course, the student must repeat the assignment. If the student plagiarizes again, the student will receive an “F” for the course.

Required Texts/Readings

Journal articles are provided by the instructor

Smith, Huston.(1992). *The World’s Religions: Our Great Wisdom Traditions*. New York: Harper Collins. ISBN-10: 0061660183, ISBN-13: 978-0061660184, \$12.89

Wilson, Andrew, ed. *World Scripture: A Comparative Anthology of Sacred Texts*. St. Paul, MN: Paragon House, 1992. ISBN-10: 1557787239, ISBN-13: 9781557787231, \$13.00

Selengut, Charles (2023). *Sacred Texts: New Religions, Established Religions, and Interfaith Relations*, New York, NY: ISBN-13: 979-8826893845, \$19.95

Dialogue and Alliance

Sun Myung Moon, November 15, 1985

Assembly of the World's Religions Founder's Address

Inter-religious and International Federation for World Peace Inaugural Address

Sun Myung Moon, February 6, 1999

Assembly 2000: Renewing the United Nations and Building A Culture of Peace
Sun Myung Moon, August 18, 2000
Interreligious and International Federation for World Peace Founder's Address

Address to the New Delhi Congress
Chung Hwan Kwak, February 3, 1993

Supporting Bibliography

Fisher, Mary Pat (1997) *Living religions : An Encyclopedia of the World's Faiths*, 8th edition.
London: I.B. Tauris. ISBN-10: 0205835856, ISBN-13: 978-0205835850, available used \$18.45

Eck, Diana (1993). *Encountering God: A Spiritual Journey from Bozeman to Banara*. Beacon, MA:
Beacon Press. ISBN-10: 0807073016, ISBN13: 9780807073018, \$ 9.70

Nhat Hanh, Thich (1987). *Being Peace*. Berkeley: Parallax Press. ISBN 10:188837540X, ISBN-13:
978-1888375404, \$8.05

Graef, Dana. "Learning the Language of Interfaith Dialogue." *Cross Currents*, (2005): 106-20.

Hospital, Clifford G. "Toward Maturity in Interfaith Dialogue." *Cross Currents*, (2007): 356-64.

Huff, Peter. "The Challenge of Fundamentalism for Interreligious Dialogue." *Cross Currents*,
(2000): 94-102.

Knitter, Paul F. "Toward a Liberative Interreligious Dialogue." *Cross Currents*, (1995): 451-68.

Omar, Rashied. "Overcoming Religiously Motivated Violence." *Cross Currents*, (Spring 2005):
77-82.

Patel, Eboo. "Inclusiveness and Justice: The Pitfalls and Possibilities of Interfaith Work." *Cross
Currents*, (2005): 17-40.

Thampu, Valson. "Building Communities of Peace for All." *The Ecumenical Review* 57, no. 2 (April
2005): 147-158.

Vendley, William F. "The Power of Interreligious Cooperation to Transform Conflict." *Cross
Currents*, 2005: 90-99.

Wimberly, James. "Education for Intercultural and Interfaith Dialogue." *Prospects* Vol XXXIII, no. 2
(June 2003), 200-210.

Bryant, M. Darroll. "Shanti, Shalom, Salaam: Reflections on the Quest for a Culture of Peace." Dialogue and Alliance Vol 22 No. 1, Spring / Summer 2008*

Netiquette

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Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing on 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.