HRST2083 Christian-Muslim Dialogue: Theory and Practice  DRAFT
Fall 2014  Mondays 2:10-5:00pm  DSPT #1

Dominican School of Philosophy and Theology CLASSROOM #1
2301 Vine Street
Berkeley, CA 94708

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WELCOME
Course Description
Christian-Muslim Dialogue: Theory and Practice is a seminar course exploring important elements and critical issues of dialogue. The study will include an examination of theories supporting and challenging interreligious dialogue and the history of Christian-Muslim relations. There will be a special focus on the recent development of “A Common Word” initiative begun in 2007 (http://www.acommonword.com), the upcoming 50th anniversary of the Vatican II document on the Catholic Church’s engagement with world religions: Nostra Aetate, and The World Council of Churches. Throughout the semester scholars from Christian, Jewish, and Muslim faith traditions will join us for various sessions as “dialogue partners.”

The course readings, class discussions, and writings assignments aim to fulfill the goals of the course and DSPT institutional goals, which identify significant aspects of theological learning and leadership formation. We will evaluate our progress in achieving these goals throughout the course.

Institutional Goals and Course Goals

Deep Learning
Knowledge of facts, details, concepts, and terminology that students will become familiar with in this course through Integrative Thinking Intellectual Humility Self-Direction

Collaborative Leadership
A collaborative leader inspires within others the desire to realize the common good by articulating to academy or society a coherent vision rooted in the mission of the Church, all the while leading by example.

- acquire general information about Christianity and Islam, i.e., the faith and practice of these traditions
- learn skills that will help communities to understand these faith traditions and engage with local faith communities
- articulate orally and in writing key concepts of theology of religions and various theories of interreligious dialogue
- identify theological and ecclesial challenges to interfaith dialogue
- draw implications for research and ministry from the study of interfaith dialogue
- find resources from various thinkers concerning the way religions can foster common good of societies
- recognize how these insights gained from the study of interfaith dialogue contribute to lifelong learning.
Requirements
Class Participation: 30% of the grade
   1. Attendance at all class sessions
   2. Preparation of all assigned readings
   3. Leading class discussions

Class Writing: 30% of the grade
   1. Mid-Term Paper (3 pages): "Posing Questions"
What are the critical aspects of learning and teaching about other religious traditions?
What teachings from your tradition support the study of and dialogue with other faiths?
How does the “A Common Word” Project, Vatican II Proclamation, Nostra Aetate, World Council of Churches aid in these efforts (Due October 13)

   2. Report of Two Site Visits. A three-page essay will be based on visiting a Muslim/Christian gathering places: Churches/Masjids, school or social-civic education project or institution (Due September 29 and December 1)


Final Project: (10-12 pages) 40% of the grade Choose One. (Due December 21)

A. Creating an interfaith dialogue project:
   1. Profile of communities.
      a. More detailed profile of those who will participate in the dialogue
   2. Description of the Project
      a. Goals and Outcomes
      b. Plan
         i. Topics for Sessions
         ii. Methods
         iii. Materials
      c. Evaluation of project and next steps: How will this be included and what process will be used?

B. Research paper on Interfaith Dialogue
   1. Thesis about Interfaith engagement
   2. Outline of your paper
   3. Proposed bibliography with rationale for selection of texts

Course Materials: All materials available at Dominican School online bookstore
http://www.dspt.edu/amazon


Course Reader: On Moodle. Articles and Chapters listed in syllabus below

Documents and programs from these groups: Vatican, World Council of Churches, World Parliament of Religions, and Regional Statements from various Christian Traditions, Islamic Networking Group, American Jewish Committee, Tikun/Network of Spiritual Progressives, Progressive Jewish Alliance, Religions for Peace, National Council of Churches, and others

**WEB ADDRESSES:**

http://www.acommonword.com
http://www.ispu.org
http://reseddoc.org
http://www.ing.org (Islamic Networking Group)
http://www.spiritualprogressives.org (Spiritual Progressives/Tikkun)
http://www.ajc.org/site/c.ijITI2PHKoG/b.823789/k.7F9/Interfaith.htm (American Jewish Committee)
http://www.usccb.org/seia/ (US National Catholic Bishops)
http://www.oikoumene.org (World Council of Churches)
http://rfpusa.org (Religions for Peace)
http://www.pluralism.org (Harvard Pluralism Project)
http://weltethos.org/index/ en-php (Global Ethic Foundation)
http://www.lutheranworld.org/inf (Lutheran World Federation--Search "Interreligious")
http://www.episcopalchurch.org/page/ecumenical-interreligious (Episcopal Church)
http://www.pcusa.org/interfaith/ (Presbyterian Church)

**Optional Materials:**


**Topics and Schedule**

Several sessions will include a dialogue partner who will enter into the class discussions. We have commitments from groups such as: Interfaith Council of Contra Costa County, Center for Islamic Studies, Islamic Networking Group, Islamic Cultural Center of Northern California, Church Divinity School of the Pacific, Jewish Project: Year of Civil Discourse, and Diocese of Oakland

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**I. Introduction to Work of Dialogue—September 8, 15, and 22**

*Why learn about other religions? What approaches have our faith communities suggested? What is dialogue? How have we experienced dialogue?*

**September 8**

Introduction Part 1: Personal introductions and the sharing of your interests, program, and experiences of interfaith engagement. We will also review and exchange reflections about the syllabus.


a. Look at the following websites and come to class prepared to share what you learned from the documents and projects.

b. What do you think are the intrinsic motivations for these groups to engage in dialogue?

c. What are the values and principles guiding this work?

[Links to websites are provided here, but not transcribed.]

**Readings on Moodle:**

1. Amaladoss and Bevans: How do these two authors make a case for contextual theological approaches to theological study and interfaith engagement?
**September 15 and September 22**  
Reflection: What might we mean by interfaith education or multifaith competency? What are essential elements for creating critical interfaith pedagogies for academic and community based programs to promote understanding among religions?

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**II. Foundations: September 29**

Texts, Art, Personal Experiences: Materials on Moodle for Evaluation  
Explorations in Islam and Explorations in Christianity—Working in Dyads outside of class time and then group work for the first hour of class followed by a general presentation.

What is your experience (personal and communal) as a Muslim or as a Christian? What are the basic teachings and practices of your faith? How do the materials provided for class offer a good representation of your faith tradition? If so how? If not, what would you change? What do you believe is your faiths understanding of engaging in interreligious and/or ecumenical dialogue?

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**1st SITE VISIT REFLECTION DUE**

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**III. Christian and Muslim Theories of Engagement—A Common Word: October 6, 13, 27**

**October 6**  
Visit with Islamic Networks Group. (First hour of the class)  
Readings on Moodle: Karkkainen, Part I and in Part II Chapter 7; Sachedina, Other Religions in the Qur’an; Afsaruddin, Islam and Other Religions

**October 13**  
Siddiqui: Chapters 1-3  
Knitter, Introduction and Part I

**ESSAY DUE: October 13**

**October 27**  
Siddiqui, Part II (Individual Reports)  
Knitter, Parts II, III, IV


**Course Evaluation: How are we meeting our goals thus far?**
IV. Comparative Theology and Dialogue: November 3, 10, 17, 24 and December 1

2nd SITE VISIT REFLECTION DUE DECEMBER 1

November 3
Visit with Rachel Eryn Kalish: Year of Civil Discourse (First hour)

Clooney, Frank “Comparative Theology” (On Moodle)
Ayoub and Michel, Biography and Intro
Ayoub Chapters 10 and 11
Michael Chapters 7, 13

November 10
Ayoub Part I, Chapters 1-5
Michel, Part I, Chapters 1-5

BOOK REVIEW DUE

November 17
Ayoub Part II, Chapters 6-9
Michael, Part II, Chapters 5, 6, Part III Chapter 14

Ayoub Part IV, Chapters 14 and 15
Michel, Part II Chapter 8 and 9 Part III Chapters 11 and 15

IV. Models and Guidelines for Christian-Muslim Dialogue---December 8

Review of work: Vatican Commissions, World Council of Churches, World Parliament of Religions, and Regional Statements from various Christian, Muslim and Jewish Traditions (See web address above)
Development of Guidelines (See supplemental bibliography above) and Revisiting A Common Word: Document and Response

Evaluation: Reflections of the course

FINAL PAPER/PROJECT DUE DECEMBER 19