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HRST2083 Christian-Muslim Dialogue: Theory and Practice
Spring 2020
Thursdays 12:40-3:30

DSPT Classroom #3

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

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Office: Room# 205

Office Hours: Thursdays 10-12:00 and by appointment

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 Roman Catholic Church’s response to this project and the Building Bridges Seminars organized by the Anglican Church in 2002. Comparative theology methodology and interfaith pedagogies provide a foundation for these explorations. Throughout the semester scholars from Christian, Jewish, and Muslim faith traditions will join us as “dialogue partners” and we will visit their places of worship and gathering.

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.

Course Goals:

The goals align with DSPT Institutional and MA/MDiv Program Goals. Appendix A provides the full description of the “superscript” indicators. These goals also align with each of the GTU Goals (Also see Appendix A)

At the end of the course students will be able to:

- ❖ Acquire general information about Christianity and Islam, i.e., the faith and practice of these traditions. ^{IG1, IO1;ThG 1, 2;GTU-MA G1}
- ❖ Recognize the virtues and pedagogies critical for interfaith engagement and ongoing learning about Islam and Christianity. ^{IG1 and 2 ,IO3and 4;ThG 3, 4;; GTU-MA G 2}
- ❖ Articulate orally and in writing key concepts of theology of religions and various theories of interreligious dialogue. ^{IG1,2; IO2;ThG 3 and4;GTU-MA G1,1and2}

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- ❖ Identify theological and ecclesial challenges to interfaith dialogue. *IO2;ThG 2;GTU-MA G 2*
- ❖ Discover how interfaith dialogue can inform theological research as it becomes a vital ministry in the promotion of the common good of society. *IO2,4; ThG4 and 5GTU-MA G3*

Through fulfilling Course Requirements: (100 points)*

1. Attendance Class Participation: (25 points)

Each student will contribute to each class discussion, and take turns presenting opening remarks for the discussion (Details TBA). Therefore, attendance at all class sessions and preparation of all assigned readings

2. Writing assignments: (75 points)

1. Mid-Term Essay (1000 words): Mentors for Interfaith Dialogue and Comparative Theology. Students will choose a scholar who is a leader in the field of dialogue or comparative studies. They will share about the scholar's work and analyze his/her methodology. The students will then discuss how this scholar's work informs their own interests. Names and examples of scholars their own scholars to study. Due March 19 (20 points)
 2. Book Review: Students will review one of the volumes from the series *Christian-Muslim Relations: A Bibliographic History*. A guide sheet for this review will be posted on moodle. Due April 9 (15 points)
 3. Report of Two Site Visits. TWO 700 word essays based on visiting a Muslim/Christian worship/gathering places: Churches/Masjids, school or social-civic education project or institution. Muslims students will visit Christian places/projects and Christian students will visit Muslim places of worship/projects (1st Essay Due March 5 and 2nd Essay Due May 6 (15 points)
3. Final Paper on Interfaith Dialogue (2000 words) "A Common Word?" Students will select a topic from the "Bridge Building Seminars" for reading and review. Address the questions proposed in the guideline (TBA) using both resources from class readings and your own independent research. (TBA) The goals of this study include recognizing the need for incorporating contextual considerations in these seminars. Due May 16 (25 points)

Exploring Building Bridges Seminars: The Building Bridge Seminars are studies dedicated to deepening Christian-Muslim understanding. The seminars began in January 2002 by George Carey, Archbishop of Canterbury from 1991 to 2002, continued under the direction of Rowan Williams, who was Archbishop of Canterbury from 2002 until 2012. Though these sessions began before "A Common Word Between Us and You" statement and project began, they serve as a follow-up to this 2007.

The topics covered in these seminars range from discussions about sacred texts, prophecy, theological anthropology, secularism, modernity, role of religion in society, justice, human rights, the common good, to the dialogue between religion and science. Each study issues a formal report on the two-day

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conference consisting of the first day's public presentations and the second day's in-depth discussions on the topic by key Muslim and Christian scholars and leaders. They report or proceedings also offers introductions and concluding summaries composed by editors Marshall and Mosher which offer helpful guides for readers to explore the two-day dialogue and study. These materials are available through a website maintained by Georgetown University: <http://berkeleycenter.georgetown.edu/projects/the-building-bridges-seminar>.

Class Writing Style: Follow Turabian Format. 12 pt Times Roman Font. Double Spaced. Use footnotes and include bibliography or works cited for EACH assignment

*Grading criteria of the above four items: To what extent does the student demonstrate that s/he (1) comprehends the main points of the readings by making connections between themes and ideas of the readings and the topic of the assignments; (2) presents understanding and comments in a clear and timely fashion both orally and in writing; (3) shows creativity or originality in presenting and applying the materials by linking the readings with life experience and social realities.

Academic Honesty: All members of DSPT are expected to maintain ethical standards of honesty in their academic endeavors. Conduct which is contrary to academic honesty is subject to disciplinary action. Such conduct includes any activity which is aimed at falsely representing academic performance, such as cheating, plagiarizing, completing course work for another, falsifying records or data, submitting work previously presented in another course (unless authorized) intentionally assisting another student in any of these activities, and all similar conduct (Details on this policy are on pages 16-17 of DSPT Student Handbook).

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

Berling, Judith. *Understanding Other Religions*. New York: Orbis Book, 2004.
ISBN 978-1-57075-516-3 \$26.00

Bormans, Maurice. *Guidelines for Dialogue between Christians and Muslims*. Mahwah, NJ: Paulist Press, 1983. ISBN-13: 978-0809131815 \$63.69 [Used copies readily available \$4.97]

Cornille, Catherine: *The Im-Possibility of Interreligious Dialogue*. New York, NY: Herder and Herder, 2008. ISBN: 13: 978082452464-7 \$24.00

Shafiq, Muhammad and Mohammad Abu-Nimer, *Interfaith Dialogue, A Guide for Muslims* Herdon, VA: International Institute of Islamic Thought, 2011
ISBN-13: 978-1565643048 \$12.00 [1st or 2nd edition]

Siddiqui, Ataullah. *Christian-Muslim Dialogue in the Twentieth Century*. New York: Palmgrave-Macmillan, 1997. [Out of Print—Reader Available]

Smith, Jane Idelman *Muslims, Christians, and the Challenge of Interfaith Dialogue*. New York: Oxford, 2007 ISBN-13: 978-0195307313 \$44.50 (Used copies available also available on Kindle)

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Additional Readings on Moodle. The materials will be reproduced and electronically distributed pursuant to the “Fair Use” (sec 107) and the Technology, Education, and Copyright Law (U.S. Code, title 17) Articles and Chapters listed is for one time use only in this course.

Video and Internet Resources: These materials are listed below according to themes and topics. All of these materials are in the public domain.

Reference Materials: These texts are available at the GTU library.

Al-Faruqi, Ismail Raji, *Islam and Other Faiths* Herndon, VA: International Institute of Islamic Thought, 2000.

Abu-Nimer, Mohammed, Amal I. Khoury, and Emily Welty. *Unity in Diversity: Interfaith Dialogue in the Middle East*. Washington, DC: United States Institute of Peace Press, 2007.

Al-Zeera, Zahra. *Wholeness and Holiness in Education: An Islamic Perspective*. Herndon, VA: International Institute of Islamic Thought. 2001.

Barnes, Michael. *Interreligious Learning: Dialogue, Spirituality, and the Christian Imagination*. New York: Cambridge University Press, 2012.

Brecht, Mara. *Virtue in Dialogue: Belief, Religious Diversity, and Women’s Interreligious Encounter*. Princeton, NJ: Princeton University Monograph, 2014.

Chittick, William and Sachiko Murata, *Vision of Islam*, Paragon Publishers. 1998.

Clooney, Francis X. *Comparative Theology: Deep learning Across Religious Borders*. Malden, MA: Wiley-Blackwell, 2010

Dupuis, Jacques. *Christianity and Other Religions*. Maryknoll, New York: Orbis, 2002.

Fisher, Kathleen and Thomas Hart, *Christian Foundations: An Introduction to Faith in Our Time*. Mahwah, NJ: Paulist Press, 1995

Hellwig, Monika, *Understanding Catholicism*, Mahwah, NJ: Paulist Press, 2002

Karkkainen, Veli-Matti. *An Introduction to the Theology of Religions: Biblical, Historical & Contemporary Perspectives*. Downers Grove, IL: InterVarsity Press, 2003

Nasr, Seyyed H. *Heart of Islam* Harper-One, 2004

O’Neill, Maura. *Mending a Torn World*. Maryknoll, NY: Orbis Books, 2007.

Phan, Peter. *Being Religious Interreligious, An Asian Perspective on Dialogue*. New York: Orbis Books, 2004.

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Schimmel, Annemarie. *Islam: An Introduction*. State University of New York, 1992.

Song, C.S. *Tell Us Our Names, Story Theology from Asian*. New York: Wipf Perspective & Stock, 2005

Thomas, David et al. *Christian-Muslim Relations: A Bibliographic History*. Volumes 1-13. Leiden, Netherlands: Brill Publishers, 2009-2019

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

I. Introduction to Work of Dialogue—February 6 and 13

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

February 6: 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.

Part 2: Read these chapters and/or articles (Articles on Moodle)

Afsaruddin, Asma, “Religious Dialogue and Interfaith Relations” (Moodle)

Dupuis, Jacques, “Christianity and Other Religions” (Moodle)

Berling, Judith. *Understanding Other Religious Worlds*. Introduction and Chapter 1

Smith, Jane I. *Muslims, Christians, and the Challenge of Interfaith Dialogue*, Chapters 1 and 2

Question: How do these authors make a case for dialogue between Christians and Muslims? What are some of the obstacles and concerns about dialogue?

February 13

Berling, Judith . Chapters 2 and 3

Smith, Jane I. Chapter 3 and 4

Question: 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. Dialogue and Learning: February 20 and 27

February 20

Berling, Chapters 4 and 5
Al-Ghazali and Education
Aquinas and Teaching

} Articles on Moodle

February 27

Anglican *Bridge-Building Series*, *A Common Word Project* and *Christian-Muslim Relations: A Bibliographic History* (Library Project)
How might we find common ground in our pedagogies? What is Interreligious Learning?

III. Christian and Muslim Theories of Engagement: March 5, 12, and 19

March 5

King, Ursula “Feminism: The Missing Dimension in the Dialogue of Religions” (Moodle)
Kassam, Zayn, “Constructive Interreligious Dialogue Concerning Muslim Women, in *Women and Interreligious Dialogue* (Moodle)
Siddiqui: Part I, Part II Chapter 4
Smith, Chapter 5

March 12

Siddiqui, Chapters 6-8
“Christian Approaches to Interreligious Dialogue” Articles on Moodle

March 19

Nyang, Sulayman, “Seeking Religious Roots of Pluralism in the United States of America” (Moodle)
Smith, Jane I. Chapters 6 and 7

IV. Forming Communities of Dialogue and Ongoing Learning April 2, 9, and 16

April 2

Cornille: *Impossibility of Interreligious Dialogue* Challenge of the Models and Approaches Chapters 1-3
Muhammad, H.R.H. Prince Ghazi, “The Meaning of Jihad” in *A Thinker’s Guide to Islam*

April 9

Cornille, Chapters 4-5
Hayward and Marshall *Women, Religion and Peacebuilding* Introduction and Chapter 7 “Women, Religion, and Peacebuilding in Kaduna State, Nigeria”
Christian-Muslim Dialogue in Asia (Two Articles) On Moodle

April 16

Abu-Nimer, “Interfaith Dialogue and Peace-Building in Israel and Palestine” (On Moodle)
Hayward and Marshall, “Women Reborn: A Case Study of the Intersection of Women, Religion, and Peacebuilding in A Palestinian Village in Israel” Chapter 9 (On Moodle)
Smith, Chapter 8

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IV. Next Steps---April 23, April 30 and May 7

April 23 and April 30

Maurice Bormans, *Guidelines for Dialogue between Christians and Muslims*

Muhammad Shafiq and Abu Nimer, *Interfaith Dialogue: A Guide for Muslims*

Abu Nimer, Mohammad: *Unity in Diversity*, Chapter 7

Nasr, Seyyed H., “Islamic-Christian Dialogue: Problems and Obstacles to be Pondered and Overcome” and “Living in Multi-religious World”

Christian-Muslim Dialogue in Asia (Two Articles) On Moodle

May 7

Muslim and Christian Programs for Dialogue: An Investigation (Samples on Moodle e.g. For example:

Islamic Networks Group. www.ing.org; Forum for Promoting Peace in Muslim Societies; Interfaith

Youth Core <http://www.ifyc.org/>; Salaam Institute for Peace and Justice

<https://www.peacemakersnetwork.org/partners/salam-institute-peace-justice/>; World Council of

Churches <http://www.oikoumene.org/en/about-us/self-understanding-vision>; Episcopal Church

<http://www.episcopalchurch.org/page/ecumenical-interreligious>; and USCCB Interfaith Programs

<http://www.usccb.org/beliefs-and-teachings/ecumenical-and-interreligious/index.cfm>

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APPENDIX A

DSPT Institutional Goals and Program Goals

Institutional Goals:

1. ^{IG1}Pedagogical Goal: Deep Learning

OUTCOMES

¹⁰¹ **Integrative Thinking:** the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.

¹⁰² **Intellectual Humility:** an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.

¹⁰³ **Self-Direction:** the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

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2. ^{IG2}Vocational Goal: Collaborative Leadership

OUTCOMES

IO4 Ability to Collaborate: expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized

As a philosophical and theological school we believe that at the end of this course students will have applied integrative thinking, cultivated intellectual humility, and maintained good self direction during the course of study. They will also acquire a solid foundation of the topics explored by this specific course and discover ways for the application of this knowledge through further research, teaching or pastoral care.

MA Theology Program Goals

ThG 1 Foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology);

ThG 2 Specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;

ThG 3 Ability to communicate this knowledge effectively through scholarly writing;

ThG 4 Ability to communicate this knowledge effectively through oral presentations and discussions;

ThG 5 Ability to integrate contemporary theological issues with the tradition of the Catholic Church, and where possible with the theological tradition of St. Thomas Aquinas.

GOALS of GTU MA Program **The following goals are described on the GTU Website**

GTU MA 1 Obtain a basic understanding of theological or religious studies as preparation for doctoral work or as an academic foundation or secondary school teaching, educational or social justice ministries, or religious leadership in non-profit sector

GTU MA 2 Engage in ecumenical and interreligious learning opportunities through respectful dialogue

GTU MA 3 Demonstrate their focused learning of a particular theological or religious concentration by producing a research project of high academic standards