



## **Introduction to Interfaith Leadership**

Interfaith Youth Core and Dominican University are delighted to share this curriculum for the course entitled *Introduction to Interfaith Leadership*. This complete curriculum is available for faculty to use in their classrooms, either through a blended learning cross-institutional course site on Canvas, or through these downloadable resources. There is no fee to use these materials, though we may contact you to learn more about how you are using them, and to measure their strengths and weaknesses. This project was made possible by generous funding from the Henry Luce Foundation.

This curriculum was designed to be adaptable to meet the needs of faculty in diverse disciplines and settings. Each lesson consists of 3-5 modules, each of which includes videos, discussion questions, classroom activities, and readings. We believe that this curriculum functions best when these various components are used together, and therefore strongly encourage you to integrate both video content and associated activities in your classes where appropriate. You are invited to use this curriculum even if you are only using select modules, rather than the curriculum in its entirety. In order to showcase what we believe is the optimal version of this course, we have indicated which activities and readings are required in the Canvas version of the course administered by Dominican University. We have also included a variety of additional suggested and recommended activities and readings throughout the curriculum.

**If you have any questions about content or how to use this curriculum in an upcoming course, please email [Carr@ifyc.org](mailto:Carr@ifyc.org).**

### **Module 8.3: The Civic Goods of Pluralism**

*Looking at the long-term impact of interfaith leadership, this lesson delves deeply into five measurable 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.*

#### **[Video \(5 min\)](#)**

#### **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?

#### **Additional suggested activities:**

- The article by Reza Fakhari cites Martha Nussbaum’s advocacy for an “education based on the idea of an inclusive global citizenship and on the possibilities of compassionate imagination” that “has the potential to transcend divisions created by distance, cultural difference, and mistrust.” Reflecting on your experience as a student, have these goals characterized your college education thus far? If so, how? If not, why not? In your view, how is interfaith leadership, as you have come to understand it through this course, related to Nussbaum’s notions of global citizenship and compassionate imagination?

#### **Reading required for Canvas version of the course:**

- “Highlights from *A Crucible Moment: College Learning and Democracy’s Future*,” National Task Force on Civic Learning and Democratic Engagement
- Reza Fakhari, “[Educating for Religious Pluralism and Inclusive Citizenship](#)”

#### **Additional recommended reading:**

- Selections from *The New Religious Intolerance* by Martha Nussbaum