



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.

Lesson 8: Interfaith Leadership in Action

Module 8.1: Why Does Interfaith Leadership Matter?

Being the first module in the final lesson of the course, this module will focus on drawing connections between the knowledge and skills covered in the course thus far, and explicitly explore the relationship between pluralism and interfaith leadership.

[Video \(3 min\)](#)

Student Learning Objectives:

- Explain how Interfaith Leadership puts pluralism into practice

Discussion Questions:

- Revisit your discussion post about pluralism from module 2.1. In light of what you have learned in this course, what would you add or change about your post?

Additional recommended reading:

- ["Three Reasons Interfaith Efforts Matter More Than Ever"](#), *Huffington Post*

Module 8.2: Putting Interfaith Leadership into Practice

Using the case study method, students will be asked to put some of the skills and knowledge covered in this course into practice, placing themselves in various roles and exploring how interfaith leadership could help them navigate tensions and disagreement in a campus context. Students will be challenged to apply the learnings from this course to real life situations.

[Video \(9 min\)](#)

Student Learning Objectives:

- Analyze the dynamics of a complex case of interfaith conflict and apply interfaith leadership principles to address it

Discussion Questions:

- In terms of the video, imagine that you are a student leader at Northwestern University. What recommendations might you make to SHIFT and to McSA, and how might you go about hosting a dialogue between these two groups? Respond to at least one other student's answer.

Additional recommended activities:

- Students work through a Case Study exercise, either drawn from the video or using one of the many case study resources from Pluralism Project or IFYC

Reading required for Canvas version of the course:

- "[The Case Method and Pluralism](#)", Harvard University Pluralism Project
- *The New Religious Intolerance* by Martha Nussbaum, Chapter 6: The Case of Park51
- IFYC resource "[Case Studies for Exploring Interfaith Cooperation: Classroom Tools](#)"

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

Module 8.4: The Time for Interfaith Leaders

In this final module, Eboo Patel offers real world examples of the need and impact of interfaith leadership in professional settings, bringing together the big ideas of this course in an inspirational send-off for students.

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

Student Learning Objectives:

- Identify 1-2 further steps for continuing to develop your interfaith leadership

Activities required for Canvas version of the course:

- Write a three-paragraph autobiography of your learning in this course. In the first paragraph, return to your self-assessment from Lesson 1.1 and re-assess your development as an interfaith leader in terms of vision, knowledge, and skill-set. In the second paragraph, revisit the identity wheel you created in lesson 1.2. How, if at all, has this course changed your sense of significant aspects of your identity? Explain. In the third paragraph, return to the specific question you hoped this interfaith leadership course would address for you (module 1.3). Has your question been addressed and, if so, how? What new questions about interfaith leadership do you have and how will you seek to answer them?

Additional suggested activities:

- Make a music playlist of 5-8 songs following your own development as an interfaith leader from the beginning of this course through the end. Write 2-4 sentences explaining your reasoning behind each song choice.
- Articulate the relevance of interfaith leadership to the course in which you used these materials on your campus.