Proposal for Final Course Approval (after one offering as an Experimental Course)

THE BASICS:

Course Title: “Interfaith Leadership in Business and the Professions” (Busad 108)

Proposer/Instructor: Barbara A. McGraw

School/Department/Program: School of Economics and Business Administration; Management Department; Business Administration Program

1. UPPER DIVISION JUSTIFICATION:

As the attached syllabus shows, this course has a rigorous schedule of readings and requires considerable engagement in discussion of those readings and associated questions throughout the semester, reflecting an in-depth study of the subject. The expectations for the course are high, as shown by the list of objectives in the syllabus (also listed below), which require high levels of cognitive and affective achievement. The course also has prerequisites in English 4 and 5, as well as one seminar course, to ensure that students are prepared for the course with argument-framing skills, coherent writing skills, and the ability to participate in engaging conversations on in-depth topics.

2. JUSTIFICATION FOR THE COURSE:

This course was developed to address a need in the discipline. 1 Today cross-cultural and cross-religious contacts are almost unavoidable, whether one pursues professional goals outside of the U.S. or remains in the U.S. As a consequence, it is necessary to know and respect the religious and spiritual orientations of those who we encounter in our personal and professional lives in the U.S. and abroad – and to be able to lead in religiously diverse environments. However, engagement with religion remains taboo in most professions, leading to heedless ignorance, harm to relationships, organizational dysfunction, and even litigation. That is why professionals in various sectors (e.g., law, business, education, government service and public policy) increasingly are beginning to recognize the need to address the religious dimensions of their work not only to serve more compassionately and effectively, but also to contribute to the evolution of a more inclusive and just society.

An “Interfaith Leader” is a person with the knowledge, capacity for self-reflection and empathy, values and skills to lead inclusively and effectively in any religiously and spiritually diverse environment, and in so doing advances “pluralism.” 2

In addition, the School of Economics and Business Administration has been asked to participate with more courses for the Core Curriculum. This course has been designed to meet the American Diversity and Common Good Core Curriculum requirements, which are intrinsic to the course material anyway. The course received provisional CCC approval for that as well, when the UEPC chair approved this course as an experimental offering. Final approval from the Core Curriculum Committee is pending following UEPC final approval.

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1 This course is an undergraduate counterpart to the module that Professor McGraw already teaches in the graduate T-GEMBA program.

2 “pluralism” can be understood in this context as the manifestation of a superordinate societal identity held by people from different religious, spiritual, and secular worldviews and that fosters working together toward common goals in equal dignity and respect and mutual loyalty across boundaries of religious, spiritual, and secular difference.
a. **Course Objectives:** At the completion of this course, students will be able to:

- Demonstrate knowledge of the main leadership theories.
- Identify qualities and capacities of various types of leaders and articulate where the student finds him/herself.
- Demonstrate understanding and critical appreciation across religious differences.
- Articulate how religious worldviews affect perceptions of issues in that arise in the workplace and other professional contexts.
- Identify how effective communication skills can avoid interfaith conflict and build interreligious understanding.
- Identify interfaith leadership challenges and opportunities and propose inclusive ways of addressing them.
- American Diversity Learning outcomes: Analyze aspects of religious diversity and how they affect society in the United States of America, including the affect on business and the professions and the people and communities they serve; and explain how social categories and structures of power may affect businesspersons and professionals and the people and communities they serve.
- Common Good Learning outcomes: Demonstrate a capacity for coherent, principled analysis of concrete social problems related to interreligious understanding and conflict; articulate a critical account of a just social order from the perspective of a variety of religions, including with regard to economic justice; and articulate a critical account of a just social order that includes respect for religious differences based on an understanding of “pluralism” in the interfaith context.

b. **How Objectives Relate to Program, School and College Goals:**

This course furthers SEBA’s commitment to “think globally and lead responsibly” in fulfillment of its mission:

Built upon the Lasallian, Catholic and Liberal Arts traditions of Saint Mary’s College, the School of Economics and Business Administration strives to develop business and community leaders with global and responsible perspectives. (SEBA Mission Statement)

Specifically, the course complements and broadens the existing focus of the business program to respect every person and build our students’ ability to lead in diverse environments, both in the U.S. and globally. Moreover, as business and the professions globalize, interfaith leaders participating in them can be “ambassadors” for interfaith cooperation and religious pluralism in the organizations in which they work, across their professions, and in the larger society.

The development of interfaith leaders also aligns with Saint Mary’s mission, core principles and strategic goals. The exploration of this developing field of “interfaith leadership” in Busad 108 contributes to the College’s liberal arts mission by building democratic capital and promoting responsible citizenship through strengthening tolerance of difference, social trust, and political efficacy among professionals, their constituents, and others who business people and professionals encounter. Moreover, the course subject-matter aligns well with Saint Mary’s mission in that Saint Mary’s, “recognizing that all those who sincerely quest for truth contribute to and enhance its stature as a Catholic institution of higher learning, welcomes members from its own and other traditions, inviting them to collaborate in fulfilling the spiritual mission of the College” (Mission Statement). In addition, interfaith leadership serves the College’s Lasallian core principles to:

- Respect all persons (including their religious identities, including their “faiths” in God)
- Build inclusive community (not only here at Saint Mary’s, but also within organizations and in the broader society)
- Promote social justice (understood here as joining in the value of “pluralism” in the interfaith context to create mutual bonds of trust to contribute to a more peaceful society), and
• Provide quality education (As the syllabus demonstrates, the course is a rigorous investigation of the topic.)

Further, as a liberal arts institution, the College’s strategic goals have been to “Prepare students for ethical and effective engagement in a diverse and global environment” and “Build leadership that advances social justice” (Saint Mary’s College of California Academic Blueprint), and it is likely that such goals will be represented in the new strategic plan, as well. Moreover, the existence of the College Committee on Inclusive Excellence and its programs demonstrates the College’s commitment to understanding diversity and building communities of cooperation, rather than conflict. That is what interfaith leadership is all about.

c. **Kinds of Assignments/Tasks:**

As when the course was offered in its experimental status, this course will be conducted as a discussion course, using seminar-style methods. Students will be expected to come to class prepared to discuss the assigned readings in detail, address questions previously provided by the professor, and reflect on the material from the students’ perspectives. In addition, students will work together on an interfaith leadership project, which will integrate learning from across the semester and be a project that benefits the College. (Fall semester, students produced an interfaith awareness display in Dryden Hall of ten religions and their fall/winter holy days. It was very well attended by at least 40 students.) The students will also keep a “journal” in which reflections on various assigned topics will be entered. Lastly, there will be two short tests and a final exam, which will include essays. (Pass/Fail will not be an option.)

3. **STUDENT POPULATION:**

Expected students include Business Majors, Center for Engaged Religious Pluralism interns, Mission and Ministry student leaders, students from other majors who are generally interested in the topic, and students who want to fulfill the American Diversity and/or Common Good Core Curriculum requirements. Also, if the minor in Interfaith Leadership is approved by the UEPC (proposal forthcoming), the students in that minor will be required to take this course.

4. **RELATIONSHIP TO PRESENT COLLEGE CURRICULUM:**

Although different in content, this course will complement other Management Department courses, specifically Busad 10 Global Perspectives in Business and Society; Busad 181 Business Ethics and Society; and Busad 131 Managing and Leading Organizations, all of which address the role of business in society in various ways. There will not be a need to modify or delete existing courses as a result of this course offering.

There will not be any impact on other departments or programs by this course offering, except that if the American Diversity and Common Good Core Curriculum designations are approved (as they were at the experimental course offering stage), then this course would compete for students with other courses fulfilling those Core Curriculum designations.

5. **ANY EXTRAORDINARY IMPLEMENTATION COSTS?**

No. The course will require only regular classroom technology, e.g., projector/screen to show videos and an occasional power point.

6. **LIBRARY RESOURCES:** See the Library Review after the Syllabus below.

7. **COURSE CREDIT AND GRADING OPTIONS:**

- Contact Hours: 3 regular in-class hours per week
- Duration: Full semester course
- Course Credit: One full Upper Division course credit
- Projected (Average) Out of Class Time Per Week: 6-9 hours
- Format of the Course: Primarily discussion

8. **PREREQUISITES:**

English 4 and 5 and one Collegiate Seminar course. Not available to freshmen.
9. COURSE DESCRIPTION WORDING FOR THE COLLEGE CATALOG (UNDER BUSINESS ADMINISTRATION):

108 Interfaith Leadership in Business and the Professions

This course joins leadership theory, religious literacy, and communication methods, and applies them to business and professional settings primarily in the U.S., but also addressing global implications. Students develop knowledge, values, and skills to lead inclusively and effectively in religiously diverse environments to further business and professional goals, while fostering interreligious understanding and cooperation, and in so doing contributing to the societal common good. Prereqs: English 4 and 5 and any one Seminar. Fulfills American Diversity and Common Good Core Curriculum Requirements.\(^3\) (Note: Offered every fall.)

10. COURSE CONTENT:

See the fully developed syllabus included at the end of this proposal.

11. REVIEW OF EXPERIMENTAL OFFERING:

When first offered as an experimental course, Busad 108 worked very well as a discussion-based course. The students were well-prepared for class and engaged the material. The interfaith leadership project went extremely well. The students and I had a great semester, and the course evaluations reflected that. I learned the following from offering the course as an experimental course:

- One supplemental book I assigned, The Five Levels of Leadership, did not work well. It was boring for the students and really didn’t do what I needed it to do, although I originally had thought that the book (an easy read) would sum up the leadership material well. Instead, as you will see in the syllabus, I will show a video on that material. That way the students will have the summary without having to dredge through a boring text to get the main points. Eliminating that book left room for me to include more of another leadership text I had assigned for the course, which did work extremely well: Susan R. Komives, et al., Exploring Leadership: For College Students Who Want to Make a Difference, 3rd ed. (John Wiley & Sons, 2013). That book elicited great discussion and the particularly good student participation demonstrated that the students found the book engaging. The proposed syllabus (semester topic and assignments) reflects that change.

- It became clear toward the end of the semester that chapters from Exploring Leadership (referenced above) would work better closer to the beginning of the semester, and that I needed to coordinate the material in that book more with the book on non-violent communication that I also assigned. The proposed syllabus (semester topic and assignments) reflects that change.

- The students were assigned various “reflections” for journal entries. When the students handed in their journals the first time, I realized that I hadn’t given them sufficient instructions for the journal format. Also, I had asked the students to organize their journal chronologically as assignments were given, which turned out to make grading difficult. Next time, I will be clearer about the format and will have the students organize the material by type (e.g., all reflections on the narratives from Neighbor’s Faith grouped together).

- Lastly, assigning my “Moral Economy in Global Perspective” article at the end of the semester didn’t work well. The article is important to the Common Good learning outcome and it seemed to be more of an afterthought when it was assigned at the end of the semester. Consequently, I decided that it would be more effective to integrate that material throughout the semester, as relevant religious “lenses” are discussed. The proposed syllabus (semester topic and assignments) reflects that change.

[SEE SYLLABUS NEXT PAGE]

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\(^3\) Core Curriculum Committee approval for these learning outcomes is pending.
INTERFAITH LEADERSHIP
in Business and the Professions"
SYLLABUS/FALL 2014
[Note: Using Fall 2014 Dates for this Template]
PROFESSOR BARBARA A. McGRAW
Course Number: Busad 108-01; Course Days/Times T/Th 1:15-2:50; Room: GV 150
First Day of Class for this Course: Tuesday, September 2nd
Last Day of Class for this Course: Thurs, December 4th***Final Exam Day: Tues, Dec 9th 1:00-3:00

PHONE INFO
Cell Phone: 925.997.0333
You may call me on my cell, but
only between 9:00 am & 6:00 pm!**
**Please do not text me, unless it is a real emergency

BEST WAY TO REACH ME EMAIL -->
bmcgraw@stmarys-ca.edu
Office: Galileo Rm. 316
Office Hours: GV 150, T/Th 4:35-5:30**
**But you can always make an appointment!

GENERAL COURSE DESCRIPTION
This course will join interfaith understanding, leadership theory, and communication methods, and apply them in business and professional settings. In so doing, this course will help students begin to develop the knowledge, values, and skills needed to lead inclusively and effectively in a religiously diverse environment to further business and professional goals.

Today cross-cultural and cross-religious contacts are almost unavoidable, whether one pursues professional goals outside of the U.S. or remains in the U.S. As a consequence, it is necessary to know and respect the religious and spiritual orientations of those with whom business and the professions serve in the U.S. and abroad – and to be able to lead in religiously diverse environments. Yet engagement with religion remains taboo in most professions, leading to heedless ignorance, harm to relationships with constituents, organizational dysfunction, and even litigation. Nevertheless, increasingly professionals in various sectors (healthcare, law, business, education, government service and public policy) are beginning to recognize the need to address the religious dimensions of their work not only to serve more compassionately and effectively, but also to contribute to the evolution of a more inclusive and just society. Prerequisites: English 4 and 5 and one Collegiate Seminar course. This course is not available to freshmen.

REQUIRED READINGS

BOOKS:
Susan R. Komives, et al., Exploring Leadership:
For College Students Who Want to Make a Difference, 3rd ed., selected chapters
(John Wiley & Sons, 2013)

Stephen Prothero, God Is Not One: The Eight Religions that Run the World
— And Why Their Differences Matter “Introduction” & Selected Additional Chapters
(HarperOne, 2010)

Jennifer Howe Peace, Or N. Rose, Gregory Mobley, eds.,
My Neighbor’s Faith: Stories of Interreligious Encounter, Growth and Transformation
(Orbis Books, 2012), selected stories

Marshall B. Rosenberg, Speak Peace in a World of Conflict:
What You Say Next Will Change Your World (Puddle Dancer Press, 2005)

AVAILABLE FREE ON MOODLE:
Barbara A. McGraw, “Moral Economy in Global Perspective: Protestant Christianity,
Confucianism, Islam and Hinduism” In Purushartha: A Journal of Management, Ethics, and Spirituality
(School of Management Science, February 2013)

COURSE READER WITH THE FOLLOWING READINGS:
in Crossing the Divide: Intergroup Leadership in a World of Difference

Stephen Prothero, Religious Literacy: What Every American Needs to Know
— And Doesn’t (HarperOne, 2007), Chapter One


**SELECTED CASES FOR CLASS DISCUSSION**

**HOW THE COURSE IS CONDUCTED AND THE IMPORTANCE OF YOUR PARTICIPATION**

This course will **consist primarily of class discussion** that builds on the assigned readings, although some points of the readings may be summarized in class. **Being prepared is, therefore, essential** and will make the class more rewarding for you as well as your classmates—and will impress the professor! Students will be held accountable for knowing material in the assigned readings that is not covered in class and material covered in class that is not in the assigned readings. Attendance and class participation will be factored into your grade.

**MOODLE**

THIS COURSE WILL USE MOODLE

Be sure to check regularly for announcements.

Watch for my email updates.

**COMMON COURSE LEARNING OUTCOMES**

At the completion of this course, students will be able to:

- Demonstrate knowledge of the main leadership theories.
- Identify qualities and capacities of various types of leaders and articulate where the student finds him/herself.
- Demonstrate understanding and critical appreciation across religious differences.
- Articulate how religious worldviews affect perceptions of issues in that arise in the workplace and other professional contexts.
- Identify how effective communication skills can avoid interfaith conflict and build interreligious understanding
- Identify interfaith leadership challenges and opportunities and propose inclusive ways of addressing them.
- American Diversity Learning outcomes: Analyze aspects of religious diversity and how they affect society in the United States of America, including the affect on business and the professions and the people and communities they serve; and explain how social categories and structures of power may affect businesspersons and professionals and the people and communities they serve.
- Common Good Learning outcomes: Demonstrate a capacity for coherent, principled analysis of concrete social problems related to interreligious understanding and conflict; articulate a critical account of a just social order from the perspective of a variety of religions, including with regard to economic justice; and articulate a critical account of a just social order that includes respect for religious differences based on an understanding of “pluralism” in the interfaith context.

**CLASS-DAY ASSIGNMENTS**

Assignments due each class day are set out on the “Semester Topics and Assignments” handout.

**EXAMS**

There will be **TWO SHORT TESTS** (October XX and November XX) and a **FINAL EXAM** (December XX 1:00-3:00). All tests/exams will include multiple-choice questions and may include one or more of the following: (a) term or concept identification, (b) short answer questions, or (c) essay. The Short Tests will not be cumulative. The Final Exam will be cumulative.
JOURNAL & REFLECTIONS

Each student will keep an attractive journal (some creativity would be nice!), WHICH WILL BE A VERY IMPORTANT ASPECT OF THIS COURSE. BRING YOUR JOURNAL TO EVERY CLASS. The journal will consist of:

(1) Your brief reflections (one page, single-spaced) on each Neighbor’s Faith chapter as it is assigned (written before the class for which the chapter is due, so you are ready to use it in class, if needed). The reflection shall address the following:
   • What do you think was the reason the author thought it was especially important to tell that particular story?
   • What reactions (feelings/thoughts) do you have to the story?
   • How does the story relate to your life in some way?
   • Does the story present an interfaith leadership opportunity? If so, how so? If not, why not?
   NOTE: You will get better at answering these questions as the semester progresses.

(2) Reflections in response to other questions the professor asks of the class, e.g., religious site visit (see below) or related to a film shown in class. These also will be one page, single-spaced, unless otherwise indicated, e.g., for the Religious Site Visit, see below.

More specific information on the Journal requirements will be provided later.

RELIGIOUS SITE VISIT & REFLECTION FOR THE JOURNAL

During the week of September 24th, students will visit one of a list of religious sites provided by the professor – TBA. The students will include a reflection on the religious site in their journals based on the following:
   • Before your Religious Site Visit, Read Many Peoples, Many Faiths, Ch One (in reader)
   • After Religious Site Visit, write a reflection on the visit for your journal based on these criteria:
     o Include full name, exact address, the exact religious affiliation of the site visited (not too general; e.g., not just “Buddhist” or “Christian”), and the date of the visit.
     o From your observations and discussions at the site (and the reading assigned above):
       § What is your own reaction to the visit? Thoughts? Feelings?
       § What do you think the religion teaches?
       § What do you think the religion’s practices entail?
       § What kind of group is it?
     o Must be between two and three pages, single-spaced.
   • Be ready to discuss the site visit in class on September 30th.

INTERFAITH LEADERSHIP PROJECT

The class will produce an interfaith awareness event for the SMC campus community. More information about this project will be provided later.

ATTENDANCE & CLASS PARTICIPATION

The Business Administration Program faculty values your presence and participation in class. As a member of our learning community, you MUST ATTEND CLASS REGULARLY. However, I understand that occasionally other priorities may make it difficult for you to attend or to be prepared on a given day. So, everyone will be given two “free passes” for unexcused absences during the course of the semester. Any other absences must be for a DOCUMENTED, specific, exigent cause (e.g., illness, death in the family) or they will count against your grade. Absences will only be excused if the Professor is NOTIFIED IN ADVANCE.

Absences will be counted as follows: if you miss more than two classes, your final grade will be lowered by one-third of a letter grade for each class missed. For example, if you miss three classes in this course, your grade will be lowered by one-third of a letter grade (B+ to B). If you miss four classes, your grade will be lowered by two-thirds of a letter grade (B+ to B-). Please come to class on time as attendance will be taken at the beginning of every class. EXCESSIVE TARDINESS will be counted as one or more absences.

Class participation grades will be one of the following based on your participation in the classes you attend, however excessive tardiness or absences can affect class participation grades, as well. Participation includes any speaking in class, including offering ideas, answering questions, and posing questions.
0 — Extremely Poor 85 — Good
50 — Unsatisfactory 90 — Better than Good
75 — Average 95 — Excellent
100 — Extra Specially Fabulous

GRADING

The final grade for the course will be an accumulation of points for the following (adjusted for any attendance issues as described above). All assignments will be graded on a 100 point scale, but they will be weighted as follows.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weightage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>250 points</td>
<td>(2.5X the points given)</td>
</tr>
<tr>
<td>First Short Test</td>
<td>100 points</td>
<td>(the points given)</td>
</tr>
<tr>
<td>Second Short Test</td>
<td>150 points</td>
<td>(1.5X the points given)</td>
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<tr>
<td>Interfaith Leadership Project</td>
<td>100 points</td>
<td>(the points given)</td>
</tr>
<tr>
<td>Journal (first review)</td>
<td>100 points</td>
<td>(the points given)</td>
</tr>
<tr>
<td>Journal (second review)</td>
<td>100 points</td>
<td>(the points given)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 points</td>
<td>(2X the points given)</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000 points</strong></td>
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</table>

NOTE REGARDING YOUR GRADES AS THE SEMESTER PROGRESSES

You will always be able to tell where you stand in the class, as the semester progresses because your grades will be posted on Moodle. Moodle will provide you with the tally throughout the semester. Be very careful not to become complacent, however, if you are doing well. Grades can go up or down a lot, based on continuing performance in the class. The grade scale for this class is:

- 94-100 points = A
- 90-93 points = A-
- 87-89 points = B+
- 84-86 points = B
- 80-83 points = B-
- 77-79 points = C+
- 74-76 points = C
- 70-73 points = C-
- 67-69 points = D+
- 64-66 points = D
- 60-63 points = D-
- 0-59 points = F

TECHNOLOGY POLICY

To avoid distraction of your colleagues and the professor, you are prohibited from using personal technology devices and classroom computers for other than instructor assigned tasks during class. Your desk must be clear of all personal electronic devices, including cell phones. You may not use your phone or computer for Internet access, email, or texting during class time unless directed by the instructor. For each infraction of this policy, your final grade may be reduced by one-third of a letter grade for each incident.

CLASSROOM ETIQUETTE

To avoid distraction of your colleagues and the professor, you must refrain from conversation with other students in the classroom except as part of public class discussion or in-class group work assigned by the professor. For the same reason, you must arrive on time and refrain from leaving the room once class has begun. All discussions must be conducted in a manner respectful of your student colleagues and the professor.

GRADE ADJUSTMENT POLICY

ENTIRE CLASS: Grades will be as earned. The only time I will adjust the grades on a test is when I find that the testing has proven to be too difficult for all of the students in general. If so, I will adjust the grades up and inform the students that I have done so. However, if, for example, the entire class does poorly on a relatively easy test, then I will not make an adjustment. I will not adjust downward, if everyone does well.
INDIVIDUAL CASES: If a student disputes his/her a grade on a test question, the student may challenge the grade ONLY according to the procedure set forth below:

(1) The student must submit via email the challenge to a grade to Professor McGraw in writing (typed) within one week of receipt of the grade, and the student must set forth the following in his/her challenge:

(a) Why the student thinks the original grade was erroneous.

(b) Why the student thinks the grade he/she is requesting is more accurate.

(2) When reviewing such challenge, Professor McGraw reserves the right to review the entire test, not just the part the student is challenging. In other words, she may make adjustments up or down or leave the grade the same on the overall test or paper, including the grade on the question being challenged, but only if there is a reasonable basis for doing so.

(3) If the challenge involves a mathematical error, there is no need to submit a challenge in writing and Professor McGraw will not review the entire exam. The student should just show the professor the error and she will correct it.

EXTRA CREDIT

Extra credit will be given for attending Business Club, Marketing Club, Accounting Club, and Economics Club speaker meetings, and all Other Events the professor suggests or approves, and submitting a brief (1/2 to 1 page) review of the speaker’s talk BY EMAIL. The event MUST include a substantive discussion and not be merely a “meet and greet” recruiting or social event. You will receive 5 points for each meeting attended up to four (20 points total). The professor may announce that additional events will be given extra credit (or even extra, extra credit) and added to the total points. The students’ reviews of such events will not be graded or returned to the student. If you fulfill the requirement, you will get the points.

VERY IMPORTANT REQUIREMENTS:

1. Send the event review by EMAIL with the following as the subject-line: EXTRA CREDIT #1 (or 2 or 3 etc.)

2. You must address the following questions:

Who was the speaker?
What was the topic?
What were the speaker’s main points?
What did you learn from or think of the talk?

Please note that no credit will be given for attending any of these meetings unless you sign up at the event and you submit a review of it within one week of the meeting. The review MUST BE submitted via email as required above.

ROAD MAP FOR HOW TO GET A HIGH GRADE IN THIS CLASS

First and foremost come to class prepared as much as possible. Be willing to participate in classroom discussion and in-class group work. This should not be difficult because the subject-matter is very interesting and relevant to all of our lives. (Of course, I could be biased about this, but I really do think this.) In this regard, keep in mind two things: (1) I love “stupid” questions! I find that when students are free to ask “stupid” questions, we find out that the questions actually are not so stupid and usually are questions that someone else was afraid to ask. (2) I love “stupid guesses!” and “stupid answers.” Sometimes the whole class is stumped about something. We are all sitting there and no one has an answer. When that happens, I love it if someone can make a good guess. Sometimes those guesses turn out to be right. Other times, they get the discussion going.

Second, fulfilling the basic requirements and addressing the issues correctly, but not really engaging the subject matter, will result in, at most, a “B-” and often a “C” because such work is “good” or “satisfactory” but not excellent. So, be prepared to put a little of yourself into it. Be creative with your ideas. A good idea
that is well-stated, but is different from anything said in class or in a text, or adds a new twist to class material or texts, is more likely to get an “A” or “A-” than just reiterating something said in class or in a text. On the other hand, if you do wish to reiterate something from class or the texts, you will be more likely to receive an “A” or “A-”, if you are able to articulate it in your own words in an especially well, or you are able to add something of yourself to it.

NO MAKE-UP TEST POLICY

There will be no opportunity to make up graded exams and essays, except in major emergency situations that are documented. Make up exams are very difficult to coordinate. So, please be sure to come to class on exam and days.

FOOD POLICY

You are welcome to bring a drink to class as long as you consume it quietly (e.g., crunching your ice would not be acceptable). Please do not eat during class, however. I have found that this is very distracting to other students and myself. Thank you.

IMPORTANT NOTE RE YOUR FINAL EXAM SCHEDULE

DO NOT schedule to leave the area on or before the date of your scheduled Final Exam. Early final exams WILL NOT BE GIVEN to accommodate travel arrangements.

ACADEMIC INTEGRITY

Cheating of any kind will not be tolerated.

OFFICIAL SMC ACADEMIC INTEGRITY POLICY: Saint Mary’s College expects every member of its community to abide by the Academic Honor Code. According to the Code, “Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community.” Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the Student Handbook at http://www.stmarys-ca.edu/your-safety-resources/student-handbook.

COLLEGE RESOURCES

WRITING CENTER: CWAC: Center for Writing Across the Curriculum, www.stmarys-ca.edu/center-for-writing-across-the-curriculum, offers two options for all students, of all disciplines and levels:
Writing circles: Students register for the .25 course COMM 190: Writing Circles and then contact CWAC to select a weekly Circle time. Students sign up before or during the first week of the semester. During the small-group workshops, writers discuss their own projects, at all stages of the process.
One-on-one sessions: Students call 925.631.4684 to make appointments or drop in, Dante 202. Online sessions via Skype are available. Fall hours: 4-8 p.m. Sunday; 12-8 p.m. Monday; 12-6 p.m. Tuesday; and 12-8 p.m. Wednesday and Thursday. Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their assignment sheets and readings in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. They may discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters.

LIBRARY ASSISTANCE: Reference/Information assistance is available at the Reference Desk, by phone (925) 631-4624, text message or IM. Check the Library’s “Ask Us” link for details: http://library.stmarys-ca.edu/ask-us/ Extended assistance by appointment is also available. Contact the subject librarian for your major or any of the Reference librarians for an appointment. Or, if you’d prefer, you can provide the contact link information for your Subject Librarian, which can be found at this link: http://library.stmarys-ca.edu/about/staff/selectors.html.

STUDENT DISABILITY SERVICES: Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 or sds@stmarys-ca.edu to arrange a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: http://www.stmarys-ca.edu/sds

THIS SYLLABUS IS SUBJECT TO REVISION. IF IT IS REVISED, THE NEW SYLLABUS WILL BE HANDED OUT IN CLASS OR MADE AVAILABLE VIA MOODLE.
# BE 108 SEMESTER TOPICS AND ASSIGNMENTS

[Note: Using Fall 2014 Dates for this Template]

## VERY IMPORTANT!!!
If you miss a class in which handouts are passed out, it is **YOUR RESPONSIBILITY** to arrange to get them from Moodle or a classmate.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments (Due on Day They Are Noted)</th>
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</thead>
<tbody>
<tr>
<td><strong>Sept 2 Intro to Course</strong></td>
<td>No assignment due 1st day of class</td>
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</tbody>
</table>
| **Sept 4 Intro to Interfaith Leadership** | Read “Interfaith Leadership” article by Eboo Patel, et al. (in course reader)  
Be Prepared to discuss questions posted on Moodle  
Read *Neighbor’s Faith* #6  
Enter Journal Entry for #6 (see questions in syllabus)  
Be Prepared to discuss your own “interfaith encounter” |
| **Sept 9 Interfaith Encounters in the Workplace & Intro to Non-Violent Communication (NVC)** | Read Taxi Driver Case “Driven by Faith or Customer Service” (posted on Moodle)  
Be Prepared to discuss questions at end of Taxi Driver Case  
Read *Speak Peace*, pgs 9-26  
Enter *Speak Peace* Exercise in Journal (must be something you can share with others in the class)  
Read *Neighbor’s Faith* #10  
Enter Journal Entry for #10 (see questions in syllabus) |
| **Sept 11 Intro to Religious Literacy & NVC (cont.)** | Read *Religious Literacy*, Ch 1 (in course reader)  
Be Prepared to discuss questions posted on Moodle  
Read *Speak Peace*, pgs 27-40  
Enter *Speak Peace* Exercise in Journal (must be something you can share with others in the class) |
| **Sept 16 Intro to Leadership & NVC (cont.)** | Read *Exploring Leadership*, Ch 2, pgs 35-71  
Enter Journal Entry Answer to Ch 2 Ques #1  
Read *Speak Peace*, pgs 41-55 (Ch 3)  
Enter Journal Entry on SP exercises (must be something you can discuss in class)  
Watch Ted Talk Video url posted on Moodle for homework (not in class)  
Be Prepared to discuss questions posted on Moodle for Ted Talk |
| **Sept 18 Relational Leadership & 5 Levels of Leadership** | Read *Exploring Leadership*, Ch 3  
Enter Journal Entry Answer to Ch 3 Ques #1  
Watch “5 Levels of Leadership” video before class at: www.youtube.com/watch?v=aPwXeg8ThWI  
Be Prepared to Discuss “5 Levels” video questions posted on Moodle – No journal entry required |
| **Sept 23 Exploring Your Potential for Leadership Part I (Understanding Yourself) & NVC (cont.)** | Read *Exploring Leadership*, Ch 4  
Be Prepared to discuss questions at the end of the chapter  
Enter Journal Entry answers to those questions  
Read *Speak Peace* Chapter 4  
Enter *Speak Peace* Exercises in Journal (must be something you can share with others in the class) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Discussions</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Sept 25</td>
<td>Religious Literacy: Understanding Diverse Religious “Lenses” (Part 1) and Their Influence on Culture</td>
<td>Read <em>God Is Not One</em>, “Introduction”</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
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<td></td>
<td>Read “Moral Economy in Global Perspective” sections: “Introduction,” “Religious Origins of U.S. Capitalist Culture,” and “Calvinist Protestantism and Economic Liberalism” posted on Moodle</td>
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<td>Be Prepared to discuss questions posted on Moodle</td>
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<td>Sept 27</td>
<td>Religious Site Visit: San Ramon Islamic Center (Saturday)</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
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<td>Before your Religious Site Visit, Read <em>Many Peoples, Many Faiths</em>, Ch One (in course reader) and criteria for your Religious Site Visit Journal Reflection in the Syllabus so you know what you will be looking for</td>
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<tr>
<td>Sept 30</td>
<td>Religious Literacy: Understanding Diverse Religious “Lenses” Part 2</td>
<td>Read <em>God Is Not One</em>, “Islam” Chapter 1</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
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<td></td>
<td>Enter Journal Entry for your Site Visit (see syllabus requirements)</td>
<td>Be Prepared to discuss your Site Visit in class</td>
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<td>Read “Moral Economy in Global Perspective” sections on Islam posted on Moodle</td>
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<td>Be Prepared to discuss questions posted on Moodle</td>
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<td>Oct 2</td>
<td>Exploring Your Potential for Leadership Part II (Understanding Others)</td>
<td>Read <em>Exploring Leadership</em>, Ch 5</td>
<td>Be Prepared to discuss questions at the end of the chapter</td>
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<td>Enter Journal Entry for your answers to those questions</td>
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<td></td>
<td>Read <em>Speak Peace</em> Chs 5 &amp; 6</td>
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<td>Enter <em>Speak Peace</em> Exercises in Journal (must be something you can share with others in the class)</td>
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<td>Oct 7</td>
<td>Religious Literacy: Understanding Diverse Religious “Lenses” Part 3 &amp; East-West Video (viewed in class)</td>
<td>Read <em>God Is Not One</em>, “Hinduism” Chapter 4</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
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<td>Read “Moral Economy in Global Perspective” sections on Hinduism posted on Moodle</td>
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<td>Be Prepared to discuss questions posted on Moodle</td>
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<td>Read <em>Neighbor’s Faith</em> #22</td>
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<td>Enter Journal Entry for #22 (see questions in syllabus)</td>
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<td>Oct 9</td>
<td>FIRST SHORT TEST &amp; NVC (cont.)</td>
<td>Read <em>Speak Peace</em>, Ch 7</td>
<td>Be Prepared to Discuss <em>Speak Peace</em> Questions posted on Moodle</td>
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<td></td>
<td>“What do you want to change?”</td>
<td>Enter <em>Speak Peace</em> Exercises and question answers in Journal (must be something you can share with others in the class)</td>
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<tr>
<td>Oct 14</td>
<td>Religious Literacy: Understanding Diverse Religious “Lenses” Part 4</td>
<td>Read <em>God Is Not One</em>, “Confucianism” Chapter 3</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
<td>Be Prepared to discuss questions posted on Moodle</td>
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<td></td>
<td>Read <em>Neighbor’s Faith</em> #38</td>
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<td>Enter Journal Entry for #38 (see questions in syllabus)</td>
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<td>Read “Moral Economy in Global Perspective” sections on Confucianism posted on Moodle</td>
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<td>Be Prepared to discuss questions posted on Moodle</td>
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<tr>
<td>Oct 16</td>
<td>Short Test Review &amp; Leadership Discussion</td>
<td>Be Prepared to discuss your answer to the Test Essay in conversation with the rest of the class.</td>
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<td>Read <a href="http://www.stmarys-ca.edu/saint-marys-magazine/roundtable">www.stmarys-ca.edu/saint-marys-magazine/roundtable</a></td>
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<td>Be Prepared to Discuss questions posted on Moodle</td>
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<td>Read <em>Neighbor’s Faith</em> #32</td>
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<td>Enter Journal Entry for #32 (see questions in syllabus)</td>
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</table>
Oct 21  **FIRST JOURNAL HAND-IN DATE**
& IFL Project Development

Oct 23  **MIDTERM HOLIDAY**

Oct 28  Structural Social Obstacles to Understanding and Cooperation


Nov 4  Understanding the Dimensions of Pluralism

Nov 6  Conflict Communication in Comparative Perspectives: Muslim & Chinese Religion “Lenses”

Nov 11 Conflict Communication in Comparative Perspectives: Palestinian & Israeli “Lenses”

Nov 13 **SECOND SHORT TEST** &
Leading with Integrity

Nov 18 Guest Speaker: Scott Catamas

Nov 20 In-Class Video/TBA

Class Time Used for IFL Project Development

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Read *Speak Peace*, Chs 8-9
Be Prepared to Discuss *Speak Peace* Questions posted on Moodle
Enter *Speak Peace* Exercises in Journal (must be something you can share with others in the class)

Read *God Is Not One*, “Judaism” Chapter 7
Be Prepared to discuss questions posted on Moodle
Read *Neighbor’s Faith* #25
Enter Journal Entry for #25 (see questions in syllabus)

Read “Pluralism and Relativism” (in reader)
Be Prepared to discuss the questions for the above reading posted on Moodle
Read *Neighbor’s Faith* #39
Enter Journal Entry for #39 (see questions in syllabus)

Read ““Historical, Political, and Spiritual Factors of Conflict,” excerpt on Islam (in reader)
Be Prepared to discuss the questions for the above reading posted on Moodle
Read ““Historical, Political, and Spiritual Factors of Conflict,” excerpt on Chinese religion (in reader)
Be Prepared to discuss the questions for the above reading posted on Moodle

Read *Many Peoples, Many Faiths*, excerpts from Chapters 7 and 9 (in reader)
Be Prepared to discuss the questions for the above readings posted on Moodle
Read *Neighbor’s Faith* # 35
Enter Journal Entry for #35 (see questions in syllabus)

Read *Exploring Leadership*, Ch 6
Enter Journal Entry for your answers to questions at the end of the chapter
Be Prepared to discuss the questions for the above reading and know them for the test, too

Non-Violent Communications Expert Comes to Class!! Don’t miss this class.
Read *Neighbor’s Faith* # 30
Enter Journal Entry for #30 (see questions in syllabus)

No additional assignment this day. Watch video in class.
Discuss IFL Project Status.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 25</td>
<td>Making a Difference as an Interfaith Leader</td>
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<td><strong>INTERFAITH PROJECT UPDATE DUE</strong></td>
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<td><em>Read</em> <em>Exploring Leadership</em>, Chs 10-11</td>
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<td><em>Be Prepared</em> to discuss questions at the end of the chapter</td>
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<td><em>Enter Journal Entry for your answers to those questions</em></td>
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<td><em>Read</em> <em>Speak Peace</em>, Ch 10</td>
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<td><em>Be Prepared to Discuss <em>Speak Peace</em> Questions</em> posted on Moodle</td>
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<td><em>Enter Speak Peace Exercises in Journal (must be something you can share with others in class)</em></td>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 26</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<td>November 26 through November 30</td>
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<td><em>Speak Peace</em>, Ch 10</td>
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<td><em>Be Prepared</em> to Discuss <em>Speak Peace</em> Questions* posted on Moodle</td>
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<td><em>Enter Journal Entry for your answers to those questions</em></td>
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<td><em>Religious Diversity in the Workplace</em> Case posted on Moodle</td>
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<td><em>Be Prepared to discuss the questions at end of the Case</em></td>
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<td><em>Enter Journal Entry for your answers to the Workplace Case questions</em></td>
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<td><em>Prison Case posted on Moodle</em></td>
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<td>*Be Prepared to discuss the Prison Case questions posted on Moodle</td>
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<td><em>Enter Journal Entry for your answers to the Prison Case questions</em></td>
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<tr>
<td>Dec 2</td>
<td>Accommodating Religious Diversity</td>
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<td><strong>SECOND JOURNAL HAND IN DATE</strong></td>
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<tr>
<td>Dec 4</td>
<td>Putting it All Together: Transforming Business Culture &amp; Toward a Moral Economy</td>
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<td>Dec 3</td>
<td>(Wednesday)</td>
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<td><strong>INTERFAITH PROJECTS / COMMUNITY TIME</strong></td>
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<tr>
<td>Dec 9</td>
<td>(Tuesday) 1:00-2:00</td>
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<td><strong>FINAL EXAM</strong></td>
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<td><em>Read</em> <em>Speak Peace</em>, Ch 11-13</td>
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<td><em>Be Prepared</em> to Discuss <em>Speak Peace</em> Questions* posted on Moodle</td>
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<td><em>Enter Speak Peace Exercises in Journal</em></td>
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<td></td>
<td><em>Read</em> “Moral Economy in Global Perspective” section on “Implications for a Moral Economy” to end of article posted on Moodle</td>
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<td><em>Be Prepared</em> to discuss questions posted on Moodle</td>
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Review of Library Resources and Information Literacy

New Course Proposal: BUSAD 108: Interfaith Leadership

Following the recent “Review of Library Resources and Information Literacy” for the new minor proposal for Interfaith Leadership, evidence is clear that the Library is well equipped to support the Interfaith Leadership course as it is proposed to be a permanent addition to the course catalog. As this class does not have a heavy outside research component, specific research resources are not required. However, our current collection and collecting habits align well with the interdisciplinary nature of this course, and will adequately fulfill students’ stimulated interests and allow for further investigation on the topics covered.

Books and Videos

The following is a sample of book titles selected from the whole collection that are related to the stated topics of interest to this course (i.e. leadership theories, interfaith / intercultural understanding, religious worldviews):

- **Interfaith Encounters in America** / McCarthy (2007)
- **Beyond Tolerance: How People Across America Are Building Bridges Between Faiths** / Niebuhr (2009)
- **10 Virtues of Outstanding Leaders: Leadership and Character** / Gini & Green (2013)
- **Interfaith Discussion** / a film from Films Media Group (2008)

Our collection in this area really benefits from our subscription to the ebrary e-book collection and the Films on Demand and Alexander Street Press streaming video collections.

Those titles required for the course that are not current owned will be purchased for the collection.

Any titles or journal articles not immediately available in our collection can be requested through our Link+ or Interlibrary Loan services. The faculty are always invited and encouraged to request titles for purchase.

Information Literacy Instruction and Reference Service

As mentioned, this specific course doesn’t require a traditional research component. However, faculty members are encouraged to promote the services of Reference Librarians in their syllabus to remind students professional research help is always available. Librarians are available to consult with students on traditional research (i.e., finding outside material), but also to help locate known items, evaluate the quality of found resources, and format appropriate citation.

Conclusion

As with the proposed minor in this area, established programs in Theology and Religious Studies, Psychology, Sociology, Business, and Leadership, as well as the overarching curricular focus on social justice and addressing social problems, the proposed learning outcomes of this course are well served by the current collection

Respectfully submitted,

Sarah Vital
Assistant Librarian
January 21, 2015