TO: Undergraduate Educational Policies Committee  
January 25, 2015  

FROM: Barbara A. McGraw and the Interfaith Leadership Minor Working Group  

RE: PROPOSAL FOR A MINOR IN INTERFAITH LEADERSHIP  

I. EXECUTIVE SUMMARY  

This is a proposal for a Minor in Interfaith Leadership by Barbara A. McGraw, director of the Center for Engaged Religious Pluralism (CERP) and faculty in Business Administration, and the Interfaith Leadership Minor Working Group (IFL Minor Working Group), which consists of faculty from departments/programs across the College.\(^1\) The Interfaith Leadership Minor (IFL Minor) was developed via a grant from the Interfaith Youth Core (IFYC). The IFL Minor will be housed in the School of Economics and Business Administration and will consist of courses from across the College curricula that address the minor’s learning outcomes including two courses that integrate the learning outcomes, resulting in a cohesive program.  

II. HISTORY OF THE DEVELOPMENT OF THE INTERFAITH LEADERSHIP MINOR INITIATIVE  

In fall 2013 the Interfaith Youth Core announced a Request for Proposals for interfaith programming for undergraduates.\(^2\) Barbara McGraw, director of the Center for Engaged Religious Pluralism, contacted Dean Woolpert (as CERP is in SOLA) and Elizabeth Gallagher, and a decision was made to explore the opportunity.  

After preliminary conversations, discussions were held with the President, the Provost, the Office of Development and faculty who might be interested in the program.\(^3\) Dean Woolpert, Doug Paxton, and Barbara McGraw attended a conference on interfaith programming, which was hosted in January 23-24, 2014 by IFYC for institutions generally interested in the newly developing interfaith studies field, but especially for those intending to submit a proposal for the program grant.  

SMC’s proposal for a program entitled “Interfaith Leadership” was submitted to IFYC on March 17, 2014 with letters of support from President James A. Donahue, Provost Beth Dobkin, Vice Provost for Undergraduate Academics Richard M. Carp, Dean of SOLA Steve Woolpert, Dean of SEBA Zhan Li, and Director of Liberal and Civics Studies Shawny Anderson. On May 2, 2014, IFYC notified Elizabeth Gallagher that the proposal was successful. Shortly thereafter, an announcement of the successful proposal was made to the SMC community. Then, Barbara McGraw (grant project director) invited all interested faculty to participate in program development process.  

Beginning over the summer of 2014 and continuing through December 2014, Barbara McGraw met with numerous faculty individually and as members of what became the Interfaith Leadership Minor Working Group. That group participated in a series of conversations that began with an all-day retreat on Saturday, September 27th and continued with two evening dinner meetings on October 22nd and December 3rd. Through a collaborative process during those three meetings, and taking account of the information gleaned from Dr. McGraw’s individual meetings, the IFL Minor took shape. This proposal for the IFL Minor, to be a new program in the School of Economics and Business Administration, is the result.\(^4\) (Addendum A provides a list of faculty who were consulted and/or took an active role in the program development process.)

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\(^1\) See Addendum A for the faculty who constitute the IFL Minor Working Group.  
\(^2\) The IFYC opportunity involved a pass-through grant from the Teagle Foundation.  
\(^3\) For example the Chair of Liberal and Civic Studies (which was soon to become Justice, Community, and Leadership), the Chair of Theology and Religious Studies, and SEBA’s Associate Dean of Undergraduate Programs.  
\(^4\) The IFL Minor will be an independent, freestanding program within SEBA, just as the Ethnic Studies minor is an independent program within the School of Liberals Arts (i.e., is not a minor in another program).
III. HOW THE INTERFAITH LEADERSHIP MINOR ADDRESSES A NEED

Over several years, CERP has partnered with the American Academy of Religion to produce programming for statewide and federal prison chaplaincy directors with approximately 28 states participating in that program since 2003. This work, as well as Director McGraw’s scholarship and advocacy to advance religious pluralism in various sectors for more than a decade (most recently in the context of California’s education standards and military chaplaincy), has revealed the need for interfaith leaders:

Interfaith leaders are individuals 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 advance pluralism.

This takes more than mere good intentions or even general knowledge of various religions. It involves a capacity to recognize the dimensions of one’s own identity and religio-cultural assumptions, to understand that all human beings view the world through their own lenses, to develop the knowledge and empathy to step out of one’s own contextual lens to “see” the other, and to develop communication approaches and leadership competencies that reach across boundaries of difference.

Today more than ever, as we look around the world, it is easy to recognize the need for a vision of the world that takes account of religious, spiritual, and non-faith traditions in a way that promotes cooperation, rather than fosters conflict – or extremism. In the past, the West (especially the U.S.) tended to divide along secular and religious lines. We now know that this division presents a false choice where either religion is ignored or there is a tendency for religious actors to promote their own as the best. This division, at the very least, results in misunderstandings and the potential for conflict, but at worst can foster extremist ideologies. In contrast, interfaith leaders are pluralists who build bridges of respect and cooperation, while those at the other end of the spectrum seek to marginalize or even sometimes destroy those who believe differently.

It is important to understand that interfaith leadership and pluralism are not about anyone abandoning their own deep religious commitments, and they are not about collapsing religious traditions into one. Rather, as Diana Eck, director of Harvard University’s Pluralism Project, says: Pluralism is not diversity alone, but the energetic engagement with diversity. Pluralism is not just tolerance, but the active seeking of understanding across lines of difference. Pluralism is not relativism, but the encounter of commitments. Pluralism is based on dialogue. And as Eboo Patel, founder and executive director of the Interfaith Youth Core has said: “To see the other side, to defend another people, not despite your tradition but because of it, is the heart of pluralism.” In other words, interfaith leaders develop a superordinate identity as a pluralist, in addition to their own particular

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5 See, e.g., Rediscovering America’s Sacred Ground: Public Religion and Pursuit of the Good in a Pluralistic America (SUNY Press, 2003) and Taking Religious Pluralism Seriously: Spiritual Politics on America’s Sacred Ground (Baylor University Press, 2005), which was reviewed favorably by Jon Meacham in the New York Times Review of Books, December 25, 2005. Professor McGraw is also co-author (with Robert Ellwood) of Many Peoples, Many Faiths: Women and Men in the World Religions (Pearson Education, several editions, most recently 2014), one of the most used world religions texts in the U.S.
6 In October 2014, Professor McGraw received the Mahatma Gandhi Award for the Advancement of Pluralism from the Hindu American Foundation in recognition of her work.
7 “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 differences.
8 For more on Diana Eck’s excellent discussion of the meaning of pluralism, see http://pluralism.org/pluralism/what_is_pluralism
religious, spiritual, and non-faith tradition commitments. That pluralist identity fosters understanding and cooperation among diverse peoples, and in so doing contributes to making a more peaceful world.

Those who develop the capacities of interfaith leadership understand that religion can be a source of conflict or an invitation to cooperation, and they know how to foster the latter. And today where cross-cultural and cross-religious contacts are nearly ubiquitous, professionals in various sectors (e.g., healthcare, law, business, education, NGOs, 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.

IV. HOW THE INTERFAITH LEADERSHIP MINOR SERVES THE OBJECTIVES OF SEBA AND THE MISSION OF THE COLLEGE

SEBA administration and faculty were very excited about housing the minor in SEBA, as they immediately recognized the need described above. This is in no small part because the IFL Minor 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 IFL Minor complements and broadens existing SEBA programs by contributing to SEBA’s goal 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 support from SEBA faculty and administrators was not a surprise as they had previously unanimously approved a new course—Busad 108 “Interfaith Leadership in Business and the Professions”—offered for the first time on an experimental basis fall 2014. Also, Professor McGraw teaches a module on “interfaith leadership” for T-GEMBA, a SEBA graduate program

The development of interfaith leaders also aligns with Saint Mary’s mission, core principles and existing strategic goals. 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). As a liberal arts institution, the College’s strategic goals have included to “[p]repare students for ethical and effective engagement in a diverse and global environment” and to “[b]uild leadership that advances social justice” (Saint Mary’s College of California Academic Blueprint). And the developing Strategic Plan seeks to advance high quality academics through “the transformation of our students into ethical, global leaders pursuing the common good.” Goal 1 of the developing new Strategic Plan also makes clear that Saint Mary’s is committed to “inspiring our students] to be passionate problem solvers who work and thrive at the front lines of the world’s great challenges, such as ... violent conflict,” and that they need “[t]o become culturally competent citizens” who participate in “collaborative learning that cultivates relationships of reciprocity, mutual respect, and cooperation.” The IFL Minor serves all of these. Further, interfaith leadership serves the College’s Lasallian core principles to:

10 A proposal for final approval of the Busad 108 was recently submitted to the UEPC.
11 Although the IFYC grant proposal had not designated a school or departmental home for the minor, the lack of interest in housing the minor by faculty in other departments contrasted with SEBA faculty and administration’s preexisting interest in the subject area and excitement about the new minor made SEBA the most compatible home.
• Respect all persons (including their religious identities)
• 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 interfaith leadership minor is a rigorous program that provides a curricular focus that is not available elsewhere at the College).

Moreover, interfaith engagement is profoundly Catholic. The Roman Catholic Church has been a leader in interfaith dialogue since Vatican II, when the Secretariat for Non-Christians was established to engage other religions. In 1988, under Pope John Paul II, that office was renamed the Pontifical Council for Interreligious Dialogue. The current President of the Council is Jean-Louis Cardinal Tauran, who has participated in interfaith conferences and events around the world and is clearly an “interfaith leader” in his own right. In an interview in the Chicago Tribune, Cardinal Tauran said:

[Y]ou have to remember that interreligious dialogue is not dialogue between religions. It's dialogue between believers. It’s not a theological, philosophical exercise. First you have to accept that we live in a world that’s plural: culture, religion, education, scientific research. Every human being has a religious dimension. Between believers we try first of all to know each other. And the first thing you have to do is to proclaim your faith because you cannot build that dialogue on ambiguity. When we are understood, we have to see what separates us and what unites us and to put those commonalities at the service of society. Dialogue is not for the consumption of the community. It’s at the service of society.

And in December 2014 Vatican Radio recounted an interview with Cardinal Tauran on his discourse entitled “Religion, Society, and Violence”:

Though “collective responsibility” for a peaceful society lies “in the hands of political and economic key players,” Cardinal Tauran observed, “each one of us must remember that freedom is based on fraternity and equality” and must work towards this goal every day. Religions, he continued, have “an important role to play in bringing hearts and minds closer together.”

Thus, as a Catholic institution we have a special responsibility not only to respect others, but also to engage them so as to foster peaceful relations at home and around the world. As Pope Benedict XVI said on April 17, 2008 in his address to representatives of several religions, including, among others, Buddhists, Muslims, Jews, Jains, and Hindus:

By bearing witness to those moral truths which they hold in common with all men and women of goodwill, religious groups will exert a positive influence on the wider culture, and inspire neighbors, co-workers and fellow citizens to join in the task of strengthening the ties of solidarity.

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12 See, e.g., http://af.reuters.com/article/worldNews/idAF7TRE7AO1E620111125?pageNumber=2&virtualBrandChannel=0&sp=true
14 http://en.radiovaticana.va/news/2014/05/12/cardinal_tauran_interfaith_leaders_must_promote_peace/1100402
15 During his apostolic visit, at the John Paul II Cultural Center in Washington, D.C.
The IFL Minor will put these goals and values into practice in new ways. By expanding programming beyond religious understanding and dialogue toward leadership that champions cooperation across difference in service of the common good, Saint Mary’s College will become a leader in the newly developing interfaith leadership field while employing its own innovative approach.16

V. INTERFAITH LEADERSHIP MINOR PROGRAM LEARNING OUTCOMES AND STRUCTURE

The IFL Minor provides students with an undergraduate-level set of competencies and perspectives to begin to understand what is at stake in our religiously diverse world and how to make a difference in that regard in their own lives and in whatever careers they pursue.

A. Learning Outcomes

The IFL Minor is designed to fulfill four learning outcomes. Students who fulfill the requirements for the minor will be able to:

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**[IDENTITY/BIAS]**
Reflect on students’ own and others’ identity formation and perspectives and articulate how religious and other identities and worldviews affect perceptions of issues that arise in various environments & situations and can result in bias

**[COMMUNICATION/DIALOGUE]**
Demonstrate effective communication and dialogue facilitation skills so that they are able to address interreligious conflict and promote interfaith cooperation, engagement, and understanding

**[RELIGIOUS LITERACY]**
Demonstrate an understanding of what it means to be religiously literate, and articulate ways that religions differ in thought, practice, and organization ~ and articulate the meaning of “pluralism” in this context

**[LEADERSHIP & PRAXIS]**
Identify interfaith leadership challenges and opportunities; propose inclusive ways of addressing them; know how to lead implementation; and demonstrate that leadership knowledge in a project

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B. Structure of the IFL Minor Program

The IFL Minor consists of 6.25 courses that together fulfill the minor’s learning outcomes. There is one required full credit course, which addresses and integrates the learning outcomes, and one required quarter credit IFL praxis course, which integrates the learning outcomes in a project. In addition, there are three required course categories that fulfill specific IFL Minor learning outcomes, and two categories of electives: Interfaith/Interreligious Understanding (IF) In Context electives and Enhanced Learning Outcome (LO) electives. In addition, student learning for the Interfaith Leadership Minor is enhanced by the core curriculum requirement of two Theological Understanding courses. The IFL Minor Working Group also hopes to develop extra-curricular activities that build community among IFL Minor students. IFL Minor students will be permitted to count up to two courses in their major and one course in another minor that also fulfill the course requirements for the IFL Minor.

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16 Other organizations are pursuing similar endeavors. The Religious Freedom & Business Foundation and UN Global Compact recently published “Business: A Powerful Force for Supporting Interfaith Understanding and Peace.” The Tanenbaum Center for Interreligious Understanding provides training for professionals; the Interfaith Center of New York trains teachers and social workers in religious literacy; the Chaplaincy Institute in Berkeley and Claremont Lincoln University’s MA in Interfaith Action have interfaith events and programs. Yet none of these does what we are uniquely proposing to do: to put the leadership into “interfaith leadership.”
The courses that will participate in the minor are drawn from across the College’s curriculum, such that each provides a particular lens on one or more of the learning outcomes, as shown in the “Learning Outcome Map” below, which uses the acronyms also shown below.

**Learning Outcomes (LO):**

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<tr>
<th>Emphasis</th>
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<tbody>
<tr>
<td>IB = Identity/Bias</td>
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<td>LM = Leadership/Management</td>
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<td>RL = Religious Literacy</td>
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<td>CD = Communication/Dialogue</td>
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<td>PA = Practical Application</td>
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### Learning Outcome Map

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<thead>
<tr>
<th>Unit</th>
<th>Course Options</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>IB</td>
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<tr>
<td>Required</td>
<td>Busad 108</td>
<td>I &amp; S</td>
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<tr>
<td>Choose ONE course</td>
<td>ES 001 or Anth 001</td>
<td>P</td>
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<tr>
<td>Choose ONE course</td>
<td>Comm 106 or ES 155</td>
<td>P</td>
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<tr>
<td>Choose ONE course</td>
<td>JCL 150 or Psych 172 or Busad 131</td>
<td>P</td>
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<tr>
<td>Required</td>
<td>IFL Praxis .25 Course</td>
<td>I &amp; P</td>
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<tr>
<td>Choose ONE course in EACH category (Two total)</td>
<td>TWO CATEGORIES</td>
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<td>IF in Context:</td>
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<tr>
<td>Kines 118</td>
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<td>E</td>
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<td>Psych 150†</td>
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<td>GRS-001</td>
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<td>History 162</td>
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<td>History 163</td>
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<td>E &amp; S</td>
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<td>Politics 115</td>
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<td>E</td>
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<td>Politics 143</td>
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<td>E &amp; S</td>
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<tr>
<td>Enhanced LO study*:</td>
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<tr>
<td>ES 001 or Anth 001</td>
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<td>E</td>
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<tr>
<td>Psych 163</td>
<td>P</td>
<td>E</td>
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<tr>
<td>JCL 150 or Psych 172 or Busad 131</td>
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<td>E</td>
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<tr>
<td>Anth 117</td>
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<td>P</td>
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<td>TRS 104, 131, 143, 150, 151, 152, 153, 154, 155, 156**</td>
<td></td>
<td>P</td>
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<tr>
<td>Comm 106 or ES 155</td>
<td>P</td>
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† When taught by Caitlin Powell.

* Choice of one course that was not taken earlier to fulfill the minor requirements.

** TRS LO electives will not count for both the Theological Understanding Core Curriculum requirement and the IFL Minor’s Learning Outcome Enhancement requirement (i.e., will not “double-dip”). TRS “Topics” courses, e.g., TRS 100, 120, 130, 140, 150, and other TRS courses may also fulfill the IFL Minor’s Learning Outcome Enhancement elective requirement, depending on the content (and if available to non-TRS majors and minors), on approval of the IFL Leadership Minor Program Director.
C. Course Descriptions and Role of Courses in the Minor

1. Required One Credit Integration Course

Role in the Minor: Serves and integrates all learning outcomes

Busad 108 Interfaith Leadership in Business and the Professions

[This course is currently under UEPC consideration for final approval, after being offered once (fall 2014) as an experimental course, and under the Core Curriculum Committee consideration for final Core Curriculum approval for the American Diversity and Common Good learning outcomes.]

This course joins leadership theory, religious literacy, and communication methods, and applies them to business and professional settings in the U.S. 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. Prerequisites: English 4 and 5 and any one Seminar. Fulfills American Diversity and Common Good Core Curriculum Requirements. (Note: Offered annually fall semester.)

2. Choice of One of Two Courses: Anth 001 or ES 001

Role in the Minor: Introduces students to issues of identity and bias via a choice of one of two disciplinary approaches.

Anth 001 Introduction to Social and Cultural Anthropology

The course examines the nature of culture and the diversity of societies worldwide. It focuses on cultures in Asia, Oceania, Africa and the Americas, and introduces the beginning student to some of the main topics of anthropology including kinship, gender, the world system, fieldwork, magic and religion, race and ethnicity, social change and the political system of societies throughout the world. Satisfies Social, Historical and Cultural Understanding and Global Perspectives of the Core Curriculum. (Note: Offered every semester.)

ES 001 Introduction to Ethnic Studies

This course provides an introduction to the complex nature of racial and ethnic populations in the United States. It seeks to understand the diverse traditions and cultures of the people of the United States in order to gain an appreciation for American diversity. It offers a critical understanding of the origins and impacts of settler colonialism, conquest, slavery, war and immigration on the development of the U.S. We will examine the ways in which race and ethnicity intersect with gender, class, sexuality, citizenship and nationality in order to better understand how systems of power and inequality are constructed, reinforced and challenged. Fulfills American Diversity and Common Good Core Curriculum Requirements. (Note: Offered every semester.)

3. Choice of One of Two Courses: Comm 106 or ES 155

Role in the Minor: Addresses communication issues and identity/bias issues. These courses already include a religious diversity dimension.

Comm 106 Intercultural Communication

An exploration of intercultural communication within various national contexts, though primarily U.S.-based. The course will include an examination of the roles of identity, history, power, language, cultural values, nonverbal communication, migration, cultural space, popular cultural communication and relationships. Students will also become familiar with intercultural communication theories and with approaches to studying intercultural communication. This course seeks to provide a basis for comprehending the relationship between culture and communication and for understanding cultural practices, differences and similarities. (Note: Offered once a year.)
ES 155 Advanced Intergroup Dialogue: Peer Facilitator Training

This course prepares students to create components for and facilitate workshops among your peers on “difficult dialogue” topics — such as racism, sexism, classism, etc. Students who complete this course will be equipped with the theoretical background and practical, experiential hands-on training to develop skills to challenge prejudice and discrimination. We will focus on the creation and facilitation of dialogue workshops with an eye toward appreciating, valuing and learning across differences. The skills learned in this course will also enable us to create dialogues about a variety of issues in the contexts of our lives — both personal and professional, and to live and work successfully and civilly in a diverse world. Pre-requisite ES 50 or permission of instructor. (Note: Offered at least once every two years.)

4. Choice of One of Three Courses: JCL 150, Busad 131, or Psych 172

Role in the Minor: Provides a leadership focus. All three courses either include or will be including a religious diversity dimension.

JCL 150 Leadership in Justice & Community

As a core course in the Justice, Community & Leadership Program, this course addresses the necessary connection between understanding community and becoming advocates for and agents of change. The course builds on prior JCL courses and deepens the exploration and application of leadership theory and research. The course addresses the questions, "How does knowing leadership theory contribute to my disposition about justice and my ability to enact change with and in communities?" This course serves as the catalyst for putting together the theory and practice of leadership and social change. Moreover, this course emphasizes Friere’s notion of praxis, action and reflection within the world in order to transform community. Students will also develop proposals for their senior capstone community engagement projects. Prerequisites, JCL 10, JCL 120, junior standing, or permission of the instructor. (Note: Offered annually spring semester.)

Busad 131 Managing and Leading Organization

The study of the structure, functioning, and performance of organizations, and the impact of psychological, sociological and economic variables on the behavior of groups and individuals within them. Topics include motivation, leadership, decision-making, power and influence, group and team dynamics, conflict resolution, creativity and innovation, organizational change, and managing across cultures. Prerequisites: English 4 and 5. This course is not available to freshmen. (Note: Offered every semester.)

Psych 172 Groups, Organizations and Societies

Fundamental concepts of organizational theory as it applies to successful group functioning, with a focus on group structure and group processes, team building, group norms and group communication. Prerequisites: Psychology 1 or junior standing in psychology, business administration or sociology. (Note: Offered in alternate years.)

5. Choice of One “Interfaith in Context” Course

Role in the Minor: For students to discover that religion is not an isolated topic, but can be found in context, whether in the professional context (i.e., Kines 118 and Psych 150) or in social/historical contexts (i.e., History 162 and 163, Politics 115 and 143, and GRS 001). All of these courses either include or will be including a religious diversity dimension.

Paul Zarnoth, the instructor, includes leadership as a topic in the course, although that is not referenced in the existing course description.
Kines 118 Issues in Community Health

Investigates the history, concepts and institutions that constitute the field of community health and community organizing. The demographic, socio-economic and epidemiological conditions of urban and rural regions are examined as well as the processes by which communities and organizations work together to identify common problems and objectives, acquire and mobilize resources, and create and implement actions to achieve their goals. Student will gain field experience with community-based organizations and develop practical skills to promote community health issues. **Prerequisites:** Kinesiology 10 and 15 (or for non-majors, permission of the instructor). (Note: Offered annually fall semester)

Psych 150 Personality Psychology†

A critical review of the traditional and modern theories of personality, including the psychoanalytic, neoanalytic, trait, behavioristic and humanistic perspectives, with a focus on personality development, assessment techniques, and application of theory to everyday life. **Satisfies Social, Historical, and Cultural Understanding of the Core Curriculum. Prerequisite: Psychology 1. (Note: Generally offered at least once a year)**

† This course is included as an elective for the IFL Minor only when taught by Caitlin Powell.

GRS 001 Introduction to Global and Regional Studies

This course introduces students to the principal concepts and theories scholars and practitioners employ to analyze and understand global phenomena including an examination of historical, economic, cultural, and political events, institutions, structures, and processes. In addition, the course introduces students to major world regions and examines the connections between regional and global outcomes. Theories of globalization and key global issues are addressed including human rights, global inequality, poverty, population and migration, terrorism, global trade, and environmental issues. **(Note: Offered annually fall semester)**

History 162 Modern China

The course begins in 1911 with the toppling of the Qing (Manchu) Dynasty and ends with the split identity of present-day Communist China and the Republic of China in Taiwan. Emphasis is placed on social, cultural, environmental, political, and economic history. This course examines one of the most tumultuous eras of Chinese history and traces China's emergence from a struggling young republic to a growing superpower. **This course fulfills the Social, Historical, Cultural core curriculum requirement and the Global Perspectives requirement. (Note: Offered in alternate years).**

History 163 Ethnic Identity and Conflict in China

An examination of the perception of ethnicity in China during ancient, Imperial, modern, and contemporary periods. The course explores concepts of difference, race, ethnicity, and identity, as well as conflicts and policies derived from these notions, including the experience of specific groups as they tried to become part of mainstream Chinese society or to distinguish themselves from it. We will learn how ethnicity played a role in the construction of empire and nation in Chinese history. **This course fulfills the Social, Historical, Cultural core curriculum requirement and the Global Perspectives requirement. (Note: Offered in alternate years.)**

Politics 115 Theories of Justice

The course examines different theories of justice based on concepts such as “fairness”, “equal treatment”, and “getting one’s due”. These alternative theories are then applied to contemporary controversies concerning racial, sexual, and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment. **Satisfies Common Good of the Core Curriculum. (Note: Offered annually, usually fall semester)**
Politics 143 Middle East Politics
An introductory comparative politics course in the Middle East, the course analyzes such specific problems as the role of the military, the process of modernization, the impact of state proliferation, and the consequences of socioeconomic disparities resulting from the influx of oil wealth. In addition to providing a brief survey of major historical developments since World War I and their impact on current issues, the course examines intra-Arab and Israeli-Arab conflicts. (Note: Offered annually fall semester.)

Role in the Minor: These electives provide the student with an opportunity to enhance understanding in one of the IFL Minor learning outcome areas.

ES 001, Anth 001, JCL 150, Psych 172, Busad 131, Comm 106, or ES 155**

**These courses already have been described above. Students can choose one of these courses, except a course they already took to fulfill one of the previous IFL Minor requirements.

Anth 117 Religion
This course examines religious beliefs and spirituality in global cultures. It takes a comparative approach to Western and non-Western beliefs, including spirituality, beliefs in the supernatural, religious specialists, rituals, faith healing, and the intersection of faith and socio-political forces in contemporary life. The exact focus of the course varies, with such topics as New Religious Movements and the Internet alternating with Religion, Ritual, Magic and Healing, and the Anthropology of Death. (Note: Offered intermittently)

Psych 163 Prejudice and Stereotyping
An advanced social psychological course studying prejudice and stereotyping. 
Prerequisites: Psychology 1, and any one of the following: Psychology 3, Psychology 160, or Ethnic Studies 1. (Note: Offered in alternate years.)

TRS 104 Challenge of Modernity**
The challenge of modern times for Christian faith means both Christianity's challenge from modernity and her challenge to it. How has an old faith with the wrinkles of millennia coexisted, commingled, contended with the new and even shrill cry that we dare to know, that we find truth for ourselves, that we revolt and be free, and that no church or creed or state stand in the way of such freedom, truth, and knowledge? The various critiques of religion which have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques. Prerequisite: TRS 97. (Note: Offered intermittently.)

TRS 151 Judaism**
Modern Jewish life is the product of more than 3000 years of evolving though, worship, traditions, theology, history, and civilization. This course examines these interweaving strands of Jewish civilization as it investigates the dynamic role Judaism plays for its adherents then and now. Prerequisite: TRS 97. (Note: Usually offered at least annually)

TRS 152 Islam: Beliefs and Practices**
This course introduces the students to the ideas that shaped Islamic history, from the early pre-Islamic period and the conditions prevalent at Islam's inception all the way to the present. The basic belief system, rituals, mystical traditions and Islamic societal interaction will be studied with ample references from the Qur'an and prophetic statements. The Prophet Muhammad will be explored in
depth and various sources of historical record will be examined. Prerequisite: TRS 97. (Note: Usually offered at least annually)

**TRS 153 Eastern Religions**

This course is an introduction to the study of religion by way of four of the world's major traditions: Hinduism, Buddhism, and the Chinese religious field (Confucianism and Taoism). The emphasis will be on each traditions views of the nature of ultimate reality, human nature, the highest good that life can attain, and the conduct that leads to that attainment. Attention will also be given to the difficulties of trying to cross-conceptual boundaries. Prerequisite: TRS 97. (Note: Usually offered in alternate years)

**TRS 154 Hinduism**

This course examines the cultural/religious phenomenon of “Hinduism” in a number of its ancient and modern forms by examining how it has developed in the context of historical forces and responded to the modern world as it adapts to a global setting. It examines dimensions of Hindu theology and philosophy; the role of deities, temples, and cultural practices; investigates central myths, much-loved stories, global gurus, and Bollywood films. Prerequisite: TRS 97. (Note: Usually offered in alternative years, when an instructor is available.)

**TRS 155 Buddhism**

This course examines the history, thought, and practice of Buddhism by studying the enduring themes and cultural adaptations of its main schools through primary and secondary texts, art, video/audio, and fieldtrips. Prerequisite: TRS 97. *(Note: Usually offered in alternative years)*

**If these courses are taken to fulfill the Theological Understanding Core Curriculum requirement, they cannot also be taken to fulfill this IFL Minor elective requirement (i.e., they will not “double-dip” for the IFL Minor and the two-course Theological Understanding Core Curriculum requirement).**

**7. Quarter Credit IFL Praxis Course**

Role in the Minor: This course integrates the learning outcomes in a project.

The IFL Minor praxis course will consist of a project that integrates the IFL Minor’s learning outcomes. The project may involve a topic on campus (e.g., leading a discussion or resolution of an issue of religious diversity on campus) or involve a community partner (e.g., working with a company’s human resource manager on a religiously inclusive policy; helping Jewish Community Center college-age members reach out to another religious organization to build bridges of understanding and cooperation while participating together in a joint civic project; or working with hospital chaplains and nurses on religious inclusive practices). Depending on the number of eligible students at any time, the IFL Praxis course may be conducted as an independent study or as a team project. The project will include additional readings that enhance understanding of the issues involved in the situation addressed by the project, as well as activities that address those issues. Initially, the Interfaith Leadership Program Director will be the instructor for the course.

Based on the above, the proposed catalog language is:

**IFL 120* Interfaith Leadership Praxis**  * Proposed course number; not yet assigned

A field-based course required for students who plan to complete the Interfaith Leadership Minor. Through the integration of the Interfaith Leadership Minor learning outcomes, students receive hands-on experience in developing and conducting a project that involves building bridges of understanding and cooperation across boundaries of religious, spiritual, and/or non-faith differences. The course instructor and the enrolled student(s) work together in the development of the project, the implementation of which will be the student(s)’ primary responsibility. Depending on the number of eligible students, this course may be conducted as an independent study or involve students working together in teams. Prerequisites: Busad 108; one of Anth 001 or ES 001;
one of Comm 106 or ES 155, and one of JCL 150, Busad 131, or Psych 172. Offered annually spring semester)

VI. STUDENT POPULATION

Expected students include Center for Engaged Religious Pluralism interns, student leaders from Mission and Ministry, the Intercultural Center, and CILSA. In addition, expected students include students from majors across the curriculum for whom IFL Minor learning would enhance their course of study, including in particular students with majors in departments/programs participating in the IFL Minor, i.e., Psychology, Anthropology, Communication, Business Administration, Kinesiology, Politics, Theology and Religious Studies, and Justice, Community, and Leadership.

VII. RELATIONSHIP TO PRESENT COLLEGE CURRICULUM

The IFL Minor is a unique program that participates in a newly developing field. Its particular focus is not available anywhere else on campus and, as noted earlier, extends Saint Mary’s programs beyond religious understanding and dialogue toward leadership that champions cooperation across difference in service of the common good. The IFL Minor will establish Saint Mary’s College as a leader in the newly developing interfaith leadership field. Moreover, it will provide student learning that complements existing programs for which the competencies developed in the minor could be very important for success. Such existing programs include those listed above under VI.

VIII. MANAGEMENT OF THE PROGRAM

The IFL Minor program will be managed by a program director, who will be advised by an advisory board. The initial program director will be Barbara McGraw, and the initial advisory board will consist of the IFL Minor Working Group (identified in Addendum A). The director will advise IFL Minor students, address special action petitions, answer inquiries about the minor, and lead program reviews, as well as fulfill the other duties of program directors generally.

IX. IMPLEMENTATION, TIMING, ASSESSMENT AND COSTS

If approved, it is hoped that the IFL Minor would be launched September 2015, as there are already students interested in the minor. Because there is only one course that has not been offered previously, it is not anticipated that the program launch will be difficult.

The status of courses in the minor is as follows. Busad 108 Interfaith Leadership in Business and the Professions, a required course, has been offered once on an experimental basis. Final approval of that course is now pending before the UEPC. Courses that already include interfaith elements (i.e., religious diversity in the context of the course topic) do not need any revision. A few courses are being modified to add that content; that work is already in process.

The only course that has not been offered yet is the quarter credit IFL Praxis Course, which will not need to be offered until students have completed four prerequisites, toward the end of the program. Therefore, that course need not be offered until students are eligible to take it.

The costs for implementing the IFL Minor will be borne by the IFYC grant funds. They include faculty stipends for program assessment and for course modifications (e.g., modifications of courses that do not already include material that integrates a religious diversity dimension). IFL Minor Working Group members will develop the assessment protocol, once the program is fully operational.

X. LIBRARY RESOURCES

The Library Review for the IFL Minor can be found in Addendum C.

XI. CONCLUSION

Thank you for your consideration of this proposal. Barbara McGraw and the IFL Minor Working Group team look forward to your response.
ADDENDUM A

List of Faculty Who Participated in the Development of the Minor or Participated in Meetings with the IFL Minor Grant Lead

Department Chairs/Program Directors Consulted:
Jennifer Heung, Anthropology
Steve Miller, Kinesiology
Paul Zarnoth, Psychology
Zach Flanigan, Theology and Religious Studies
Alvaro Ramirez, Ethnic Studies
Shawny Anderson, Justice, Community, and Leadership
Jon Ely, Sociology
Dan Leopard, Communication (via email)
Myrna Santiago, History (via email)
Maria Ruiz, Global and Regional Studies (via email)
Hisham Ahmed, Politics (via email)
Jose Feito, Collegiate Seminar

Faculty Who Participated in IFL Minor Working Group Meetings:
Makiko Imamura (COMM)*
Grete Stenersen (SEM)*
Rebecca Concepcion (KINES)*
Monica Fitzgerald (JCL) – second meeting only
Aaron Sachs (COMM) – Sept retreat only
David Arnoth (SEM)*
Caitlin Powell (PSYCH) – Sept retreat only
Norrie Palmer (TRS) – Sept retreat only
Julie Park (SEM)*
Julie Ford (PERF)*
Paul Zarnoth (PSYCH) – last meeting only
Kathleen Tierney (SEM)*
Elena Escalera (PSYCH) – Sept retreat only
Emily Hause (PSYCH)*

* Denotes faculty referred to in this proposal as the “IFL Minor Working Group”
Members of SEBA’s Undergraduate Program Committee (which unanimously recommended approval to the SEBA Dean):
Larisa Genin, UPC Chair and SEBA Associate Dean of Undergraduate Programs
Bill Lee, Economics Department Chair
Greg Merrill, Accounting Department Chair
Kim Clark, Business Administration Program Director and representative for the Management Department
Tomas Gomez, representative for the Marketing Department
Kevin Okoeguale, representative for the Finance Department
Ahn Nguyen, representative for the Operations/Quantitative Methods Department

Other Faculty Who Met with Barbara McGraw:
Scott Schonfeldt-Aultman (COMM)
Rashaan Meneses (JCL)
Frances Sweeney (JCL)
Lynn Meisch (Anth)
Mary McCall (ES)
Marie Pagliarini (TRS)
David Quijada (ES) – via telephone
Elena (Edith) Songster (HIST)
Ronald Ahnen (GRS)
Doug Paxton (Leadership Studies)
Patrizia Longo, (POL) – via email
Zeynep Atalay (SOC) – via telephone
Brother Michael Meister (TRS)
Tom Poundstone (TRS)
Dear Barbara,

The anthropology department is happy to have Anth 1 and Anth 117 included as a part of the IFL minor, with an understanding that the minor will not be housed in the anthropology department. And as you noted 117 is not offered every year, but is a part of our regular rotation of classes.

Please let me know if you have additional questions.

Best,
Jennifer

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Jennifer D. Heung, PhD
Associate Professor
Chair, Department of Anthropology
Saint Mary’s College of California
1928 Saint Mary’s Rd
Moraga, CA 94575-3528
Office (925)631-8322

From: Berna Aksu <bp4@stmarys-ca.edu>
Subject: IFL minor
Date: December 11, 2014 at 4:58:27 PM PST
To: Zhan Li <zgl1@stmarys-ca.edu>
Cc: Barbara McGraw <bmcgraw@stmarys-ca.edu>

Hi Zhan,

I have received notice that faculty with expertise in the fields addressed in Busad 131 (organizations and leadership) and Busad 108 (interfaith leadership) approve those courses being included in the Interfaith Leadership Minor. After receiving that notice, and consultation with Barbara McGraw, the organizer of the IFL Minor project, I also approve these courses being included in the IFL Minor.

Please let me know if you have any questions.

Best,
Berna P. Aksu
Chair, Management Department
Stull Professor of Entrepreneurship
Director, Center for the Regional Economy
School of Economics and Business Administration
St. Mary’s College
Moraga, CA 94556
(206) 356-6264
bp4@stmarys-ca.edu
Hi Barbara,

Mea Culpa. I meant Comm 106 Intercultural Communication in my previous email.

Thanks,

Dan

Dan Leopard
Associate Professor, Media Studies and Communication
Chair, Department of Communication Studies
Saint Mary's College of California
310-779-4908
dleopard@mac.com
drl1@stmarys-ca.edu

Hi Barbara,

I heard through the grapevine that we still haven’t given you the appropriate authorization to include our Comm 106 Interpersonal Communication as part of your Interfaith Minor. Since both of the current instructors - those with the most invested in curricular design for the course - have given it their blessing I will do so as well in my role as the Communication department chair. This is of course based on the stipulation that the course stays as is and isn’t modified for inclusion in the minor. The course serves our department and our students and thus has other demands on it that need to be preserved. Since this was part of the earlier discussion and agreed upon I assume that makes it a go.

I apologize for not getting back to you sooner.

Sincerely,

Dan

Dan Leopard
Associate Professor, Media Studies and Communication
Chair, Department of Communication Studies
Saint Mary's College of California
310-779-4908
dleopard@mac.com
drl1@stmarys-ca.edu
Hi Barbara and Elena,

As you both know, in the History department each professor has the autonomy to decide if his/her courses cross-list with other programs. We have many that do so with Ethnic Studies, Women's and Gender Studies, and Environmental Studies. In none of those cases has the Chair ever "approved" anything. I am loathe to break with our tradition of autonomy and independence on this issue.

If Elena agrees to cross-list her courses, then that is all that is needed.

Good luck with the minor,
Myrna

From: Edith Songster <ees4@stmarys-ca.edu>
Subject: HIST 162 and HIST 163 approval
Date: December 10, 2014 at 6:15:13 AM PST
To: "Barbara A. McGraw" <bmcgraw9@me.com>

Dear Barbara,

I approve the inclusion of HIST 162 (Modern China) and HIST 163 (Ethnic Identity and Conflict in China) in the IFL (Interfaith Leadership) Minor.

All the Best,
Elena

E. Elena Songster, Ph.D.
Assistant Professor of Asian and World History
Department of History and
Global and Regional Studies Program
Saint Mary's College of California

From: Alvaro Ramirez <aramirez@stmarys-ca.edu>
Date: December 8, 2014 at 8:04:12 PM PST
To: "Barbara A. McGraw" <bmcgraw9@me.com>

Dear Barbara:

As Ethnic Studies Program Director, I approve of ES 001 “Introduction to Ethnic Studies” and ES 155 “Advanced Intergroup Dialogue” being included in the Interfaith Leadership Minor program. We also look forward to working with you to develop other courses that will benefit the students in the IL and ES Minor Programs.

Best,
Alvaro
Dear Barbara,

I looked over the documents and it looks fine. As I mentioned in an earlier meeting and email, GRS has already ok’d having GRS 1 as part of the interfaith minor with the understanding that GRS is solely responsible for the course content, learning objectives, course work and instructor selection.

Best,

María Luisa

********************************************

María Luisa Ruiz, Ph.D.
Associate Professor of Spanish
Language Placement and Proficiency Coordinator
Department of Modern Languages
Director, Global and Regional Studies
Saint Mary’s College of California
Dante 301
925/631-4568

Office Hours, Fall 2014
10-11, 1-2:15(T)

From: Shawny Anderson <sanderson@stmarys-ca.edu>
Subject: JCL 150
Date: December 13, 2014 at 12:21:39 PM PST
To: Barbara McGraw <bmcgraw@stmarys-ca.edu>

Dear Barbara:

After discussions with members of the Justice, Community and Leadership program, as JCL Director, I approve of JCL 150: Advanced Leadership Theory being included in the Interfaith Leadership Minor as a course to fulfill the “leadership” learning outcome for the Minor.

--Shawny Anderson, Director
Justice, Community and Leadership

From: Steve Miller <scmiller@stmarys-ca.edu>
Subject: Approval
Date: December 8, 2014 at 7:15:24 AM PST
To: "Barbara A. McGraw" <bmcgraw@me.com>, Steve Woolpert <woolpert@stmarys-ca.edu>, Robert Gorsch <rgorsch@astound.net>

Dear Barbara:

As Kines Chair, I approve of Kines 118 Issues in Community Health being included as an elective in the Interfaith Leadership Minor.
It is a logical fit and we are confident that this will be a positive experience for the students in this minor.
Best of luck with the proposal and if there is anything that I can do, please let me know,
Steve

Steve Miller, Chair
Department of Kinesiology
Saint Mary's College
Phone: 925.631.4970
Fax: 925.631.4965
From: "Dr. Hisham H. Ahmed" <dr.hhahmed@gmail.com>
Subject: Interfaith Leadership minor
Date: December 8, 2014 at 9:06:28 AM PST
To: "Barbara A. McGraw" <bmcgraw9@me.com>

Dear Barbara,

As Chair of the Politics Department, I approve of Politics 115 Theories of Justice and Politics 143 Middle East Politics being included as electives in the Interfaith Leadership Minor.

Best Regards,

Hisham

Hisham H. Ahmed, Ph.D.
Professor & Chair
Department of Politics
Saint Mary's College of California
Moraga CA 94575
925 247-8495
dr.hhahmed@gmail.com
hha@stmarys-ca.edu

From: Paul Zarnoth <pzarnoth@stmarys-ca.edu>
Subject: Re: Interfaith Leadership Minor Psych Course Approval
Date: December 7, 2014 at 2:35:10 PM PST
To: "Barbara A. McGraw" <bmcgraw9@me.com>
Cc: Roy Wensley <rwensley@stmarys-ca.edu>

Hi Barbara and Roy,

I am writing to confirm that all of the psychology department and the individual faculty teaching the relevant courses have all had conversations about the new Interfaith Leadership minor. We are in complete support of including the identified psychology courses in the minor.

best wishes,
Paul Zarnoth
Dear Barbara,

You have requested that students in the proposed interfaith leadership minor be allowed to take TRS courses as part of the minor electives. All SMC students who have completed TRS 97 or 189 are able to register for the majority of upper-division TRS classes (with the exception of a couple of classes reserved for majors and minors). Thus, the students in a proposed interfaith leadership minor are free to take these courses as part of their program as well, whether as a second TRS course or in addition to the two-course theological understanding core requirement.

Best,

Zach Flanagin, Ph.D.
Associate Professor and Chair
Department of Theology & Religious Studies
Saint Mary's College of California
dflanagi@stmarys-ca.edu
ADDENDUM C
Library Review

Review of Library Resources and Information Literacy

New Minor Proposal: Interfaith Leadership

Building on courses that are already in existence, this proposed minor is in a good position to be well supported by the current library collection. Encompassing material collected over a variety of subject allocations makes it difficult to quantitatively measure, so I hope that a more qualitative sampling of the current collection will serve adequately to highlight strengths and potential weaknesses.

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 the courses meeting the requirement for this minor (i.e. leadership theories, interfaith / intercultural dialogue, social issues, religious understanding):

- *Interfaith Encounters in America* / McCarthy (2007)
- *Beyond Tolerance: How People Across America Are Building Bridges Between Faiths* / Niebuhr (2009)

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.

Only two of the texts required for the newest course among those proposed as fulfilling the requirements—BUSAD 108—are currently in the collection; those not currently owned will be ordered.

Databases and Periodical Literature

Many existing online periodical literature databases will support for this course, including

- Academic Source Complete
- Emerald
- ATLA Religion Database

These databases index, and in most cases offer full-text, for both popular and scholarly articles on in the field of leadership and management, as well as various religious and spirituality fields. Either through these databases, one of our other 160+ databases, or traditional individual subscription, the Library provides access to thousands of key journals in many fields,

- *Leadership Quarterly* (1996 – present)

If journals are not immediately available, our Interlibrary Loan service is available to get the full text of articles in about three business days.
Information Literacy Instruction and Reference Service

As this is just a proposal for a minor, no Writing in the Discipline course is required, so a formal place for library instruction on research and information evaluation is also not required. However, faculty members are always invited to request in-person or online instruction if he or she requires in-depth research as part of the course assignment. As always, faculty members are encouraged to promote the services of Reference Librarians in their syllabus to remind students professional research help is always available.

Conclusion

With 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 are well served by the current collection. Faculty members teaching courses in this minor are encouraged to contact the librarian in the course’s area to recommend new resources as they arise.

Respectfully submitted,

Sarah Vital
Assistant Librarian
November 6, 2014