

RJUS 224: Intercultural and Interreligious Competencies

Rev. Simon C. Kim, PhD

Saturday Classes: April 6, May 4, June 8

Online: Thursdays 6:00–8:30 PM

Office Hours Online by Appointment

sckim@scu.edu; (949) 414-5352 (text preferred)

Course Description

This course provides students with various ways of intercultural and interreligious accompaniment by cultivating necessary theological, pastoral, and ministerial skills to grow in “true openness and dialogue” called for by Pope Francis in becoming Missionary Disciples. Through reflective journals, class discussions, fieldwork, and project presentations, students will explore important approaches in cultural and religious interterritoriality to serve more compassionately in a wide variety of situations and pastoral settings (e.g., prison, jail, hospital, school, military, and other related institutions, etc.). A required course in the Restorative Justice & Chaplaincy emphasis (an elective for other students). 4 units.

Required Texts

- Simon C. Kim & Ricky Manalo, *Intercultural Marriage: A Pastoral Guide to the Sacrament* (Paulist, 2022)
- Marianne Moyaert, *Interreligious Relations and the Negotiation of Ritual Boundaries: Explorations in Interterritoriality (Interreligious Studies in Theory and Practice)* (Palgrave Macmillan, 2019) *
- Other Assigned Readings (PDFs) available on Camino

Course Learning Objectives

- LO #2 (Pastoral Proficiency): Students will develop intercultural pastoral skills for complex diverse contexts in their ministries.
 - Application of intercultural, interreligious, and interterritorial principles on one’s ecclesial and social context.
 - Identify and explain the processes of cultural and religious transmission of immigrant groups and the next generation (or lack thereof).
- LO #3 (Leadership Skill): Students will gain competency in serving their communities.
 - Students will innovate by creating intercultural tools and applying them for use with diverse communities.
- LO #4 (Justice Commitment): Students will demonstrate an understanding of the common good from the perspective of those on the margins of society and within their community.
 - Integrate the perspective of the vulnerable in different cultural and religious settings.
- LO #5 (Diversity Fluency): Students will be able to function effectively in a diverse global religious environment.
 - Students will examine cultural, generational, and other life contexts forming religious beliefs.
 - Analyze cultural and religious intersectionality of various disciplines.

Topics

- The relationship (intersectionality) of cultural and the faith beliefs in evolving rituals
- Challenges to ritual practices in Diaspora and for subsequent generations
- Church Teachings on Ecumenism and Interreligious Dialogue
- Examination of disaffiliated groups as part of the emerging cultural landscape
- Strategies and tools for developing models of intercultural, interreligious, and interritual competency

Course Expectations

Intellectual Engagement: 15%

This practicum-style course invites students to actively participate by completing all assigned readings prior to class. Attendance is only a precondition for participation since intellectual engagement will be measured by your meaningful contributions to our class discussions, insightful discussion of assigned texts, podcasts, and lecture topics through respectful engagement of classmates and the instructor. A satisfactory intellectual engagement grade will not be achieved simply by offering opinions not found in the assigned readings. Thus, students are expected to prepare for class by critically reading all assigned texts.

Journal Entries: 35%

Journal entries will demonstrate an understanding of the course content, competency of other cultures and/or religions, influences on one's own identity, as well as practical applications necessary in one's ministries. Throughout the course, students will also be invited to experience different cultural expressions of people's religiosity and to document them in a reflective manner. Citations from the weekly readings and/or podcasts must be included.

Creating an Intercultural Tool: Fieldwork 15% & Class Presentation 10%

Students will create a tool/method that helps facilitate an intercultural group dialogue. Prior to leading the class in this intercultural exercise, students must first lead a group within their ministerial or communal context to report back one's successes and challenges. Thus, students will first refine their intercultural tool outside the classroom before leading the class in their method for greater awareness and dialogue. In addition, students must also provide feedback of their experience as well as from their small group participants.

Creating an Interreligious Prayer Service: Fieldwork 15% & Class Presentation 10%

Students will form a group within their ministerial context to lead a prayer ritual incorporating the three religious traditions based on the Old Testament. This liturgical experience should account for cultural and religious differences while bridging the Jewish, Christian, and Muslim faiths through a ritual highlighting common beliefs and worldviews. Similar to the previous exercise (intercultural tool), students must also lead the class in this liturgical act as well as providing personal and outside feedback of the ritual.

Course Outline

- 4/6 @San Diego – Saturday Class (in-person and online)
Cultural Awareness through Intersectionality; Intercultural Tools; *Interrituality* as Theological Method; Restorative Justice Overview
- Kim & Manalo, *Intercultural Marriage*, Preface, Chapters 1, and 3
 - TedTalk: “The Urgency of Intersectionality” (on Camino)
 - Moyaert, “Broadening the Scope of Interreligious Studies: Interrituality” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Exploration in Interrituality*
 - Hidden Brain Podcast, Making Amends
- 4/11 Deeper Exploration of Narratives Through Intersectionality; Raising Cultural Awareness Through Narrative; Biases of Our Worldview
- Kim & Manalo, *Intercultural Marriage*, Chapter 5
 - Listen to Podcast: “How Your Belief Shapes Your Reality” & Complete “Leaf Exercise”
 - **Journal Entry #1**: “Your Worldview: An Intersectional Self-Examination”
- 4/18 Intercultural & Interreligious Competency
- Kim & Manalo, *Intercultural Marriage*, Chapter 2 and Appendix A
 - Kujawa-Holbrook, “Toward the Field of Interrituality: Challenges and Opportunities”
 - Moyaert, “Scriptural Reasoning as a Ritualized Practice” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Explorations in Interrituality*
- 4/25 Cultural Impact of Race, Gender, Generation, etc.; Human Movement as a Source of Intercultural and Interreligious Tension
- Crosley-Corcoran, “Explaining White Privilege To A Broke White Person”
 - Edin, “The Tenuous Attachments of Working-Class Men”
 - Listen to Podcast: “The Men and Boys—Are Not Alright”
 - **Journal Entry #2**: “Fostering a Culture for Men and Women”
- 5/2 Complete Intercultural Tool
- 5/4 @San Diego – Saturday Class (in-person and online)
Sacramental Intersectionality; Missionary Discipleship as the way of Accompaniment
- Kim & Manalo, *Intercultural Marriage*, Chapter 4 and Appendix B
 - Arweck, “The Role of Ritual in Mixed-Faith Families”
 - *Evangelium Gaudium* (Selected Paragraphs)
 - Intercultural Tool Presentations

- 5/9 Intercultural Tool Presentations Continued
- **Journal Entry #3**: “Re-imagining Cultural Accompaniment”
- 5/16 Shared Sacred Spaces – Intersectionality of Religious Tenets of the Faith
- Kreinath, Interrituality as a New Approach for Studying Interreligious Relations and Ritual Dynamics at Shared Pilgrimage Sites in Hatay, Turkey
 - Grier, “Interreligious Events in the Public Space: Performing Togetherness in Times of Religious Pluralism” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Exploration in Interrituality*
- 5/23 The Intersectionality of Marian Shrines & Pilgrimages
- Albera, “Ritual Mixing and Interrituality at Marian Shrines” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Explorations in Interrituality*
 - Feldman, “Christian Holy Land Pilgrimage as an Interreligious Encounter” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Explorations in Interrituality*
 - The Hajj (<https://www.youtube.com/watch?v=TqK49IBotKA>)

Journal Entry #4

“Observations of Shared Sacred Spaces & Local Pilgrimage” (Due Saturday, 5/25)

- 5/30 How Vatican II changed the ecclesial landscape opening the Catholic Church to cultural appreciation, ecumenism, and interreligious dialogue
- Fitzgerald, “Vatican II and Interfaith Dialogue”
 - Pawlikowski, “Article Four of *Nostra Aetate* and Christian-Jewish Relations”
- 6/6 Complete Interreligious Prayer Service
- **Journal Entry #5**: “Re-imagining Interreligious Accompaniment”
- 6/8 @San Diego – Saturday Class (in-person and online)
Interreligious Prayer Service Presentations

SCU Policies

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of – and commitment to – a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states: I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. Violations include plagiarism, cheating, outsourcing, and destruction of library or other materials needed for a course. Students found to have engaged in any form of academic dishonesty will, at the least, receive zero points for the piece of work concerned. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Office of Accessible Education

If you have a disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216, <http://www.scu.edu/oea> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through the OAE, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am here to assist you in any way I can, I am unable to provide accommodations until I have received verification from OAE. The OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). OAE must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The OAE would be grateful for advance notice of at least two weeks. For more information, you may contact OAE at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy related impairments that impact major life activities.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, tell someone immediately. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.