**Module 1.1: Defining Interfaith Leadership**

*This first module defines Interfaith Leadership, citing historical examples, and highlights the civic relevance of Interfaith Leadership for today’s world.*

[**Video (4 min)**](https://youtu.be/sltKzBeb30Q?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives:**

* Begin to identify one’s own source of motivation to be an interfaith leader
* Name the three components of interfaith leadership
* **Discussion Questions:**
* What ideas in the video introducing Interfaith Leadership excited you? Surprised you? What was the most revealing?
* Take a moment to self-assess: where do you think you are in your development as an interfaith leader vis-à-vis the three components: vision, knowledge, skillset?

**Activities required for Canvas version of the course:**

* Quiz: Select one of the readings and identify the vision, knowledge, or skills of interfaith leadership shared or represented.

**Module 1.2: What is Interfaith?**

*The term “interfaith” is defined and students are introduced to the different ways this term has been applied in different contexts. Since this course will focus on people of different religious orientations coming together for cooperative action, this module covers how this differs from other applications of the term “interfaith”.*

[**Video (4 min)**](https://youtu.be/448eUWvx4W8?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Define “Interfaith” and explain its components
* Explain the way in which your orientation around religion intersects with other dimensions of your identity

**Discussion Questions:**

* What are some of the experiences or aspects of your background that shape your relationship with your religious and/or non-religious identity?
* Which type of interfaith work discussed in the video is the most important to you? Why?
* Are there other types of interfaith work not represented in this module that you have witnessed or participated in?
* **Activities**
* Complete an [identity-wheel.](https://drive.google.com/open?id=0BzgTcTW0leuDbFNDRlU2QVY0TDg) This is a pie chart that shows your identities, with the size of each pie piece relating to how aware you are of each identity on a daily basis. (No submission assignment).
* Drawing on the identity wheel you created, choose two significant aspects of your identity and explain how they may shape your engagement with this course.

## Module 1.3: Course Structure

*Eboo Patel, founder and president of IFYC, will summarize the ideas shared in this first lesson and walk students through the upcoming seven lessons. This module lays out a map of the course, and points to some of the larger cumulative learning outcomes that students will achieve upon completion of the course.*

[**Video (5 min)**](https://youtu.be/IqeRvJo003I?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Describe how interfaith leadership fits into the goals of the course you are taking on your own campus

**Discussion Questions**:

* What is one specific question that you hope the Interfaith Leadership course will address for you?
* This lesson presented four important leaders as interfaith leaders. Think back to your previous understanding of King, Day, Gandhi, and the Dalai Lama and how you may have been taught about them in school up to this point. How is this representation of any one of them different from your previous understanding? What might you conclude about the place of religion in education (or the larger world) today?
* As you think about the cohort with which you are taking this course, do you see the world house that Dr. King describes represented? Who is missing? How do you think that might influence the dynamic of the course?

**Module 2.1: Interfaith in American Democracy**

*This module takes a closer look at the particular opportunities and challenges of interfaith leadership in a religiously diverse democracy such as the United States.*

[**Video (4 min)**](https://youtu.be/xX7kMac3flA?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Explain the significance of the USA being a religiously diverse democracy for interfaith leadership  Describe the different ways in which religious identity can be brought into public and civic life **Discussion Questions**:
* Do you agree with Eck’s notion of pluralism as a response to diversity? Explain why or why not.

**Activities required for Canvas version of the course**:

* Share a link to a recent news article that addresses the role of religion in American public life (Good suggestions can be found at Pluralism Project pluralism.org/news). In one or two sentences, summarize how this article addresses the role of religion in American public life.

**Additional suggested activities**:

* Look up where various countries fall on the [international religious freedom index;](http://www.state.gov/j/drl/rls/irf/religiousfreedom/index.htm#wrapper) what are the criteria on which this index is built?
* Identify some organizations that are working to make their particular religious convictions public.

**Module 2.2: Models of Religious Diversity**

*This module lays the groundwork for understanding the potential influence of interfaith leadership in today’s world. We clarify the difference between diversity and pluralism, and discuss common responses to increasing diversity, including positive, negative, and apathetic. We also share a three-step process for transforming diversity into pluralism – the ultimate goal of interfaith leadership.*

[**Video (10 min)**](https://youtu.be/slwwRpC29XE?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Explain some of the different ways people respond to increasing diversity
* Define both diversity and pluralism and explain their differences
* Define relativism and distinguish between pluralism and relativism
* Name the three necessary elements for building pluralism from diversity **Discussion Questions:**
* Have you seen these different responses to diversity in your own life?
* In your experience, have you found that cooperation with people of other religious traditions has changed you? If so, how?

## Module 2.3: Exploring Social Capital

*Students will learn about the important theory of social capital, and how our relationships and networks can be leveraged to increase pluralism and work towards the common good. We distinguish between bridged and bonded social capital, and offer real-world examples of bridged social capital averting violence between religious groups.*

[**Video (4 min)**](https://youtu.be/G7CyuafYdU8?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Explain the idea of Social Capital
* Distinguish between bonded and bridged social capital **Discussion Questions:**
* What are some of the social networks of which you are a part, both present and historical? Are there any ways in which they have benefitted you?

**Activities required for Canvas version of the course**:

* Return to the interfaith organization you identified in lesson 1: what is the bonded capital on which it is drawing (in the present and historically)? What is the bridged capital it is hoping to create?
* After learning about the lives of King, Gandhi, the Dalai Lama, and Dorothy Day through the course readings, choose one figure to research independently. How did this person leverage bonded capital to create bridged capital?

## Module 2.4: Key Concepts Summary

*Eboo Patel will summarize the big ideas of this lesson and invite students to consider how they fit into the larger course.*

[**Video (2 min)**](https://youtu.be/Obaf_wSms_k?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives (cumulative for Lesson 2)**:

* Describe the relationship between interfaith leadership and the social landscape
* Evaluate interfaith leadership as a civic endeavor **Discussion Questions:**
* Now that you have completed lesson 2, respond to one of more of the questions at the end of the video, and comment on the responses of at least 2 other students:

What motivates someone to be an interfaith leader?

Where does this leadership begin?

How can I motivate someone to join me?

* Does interfaith depend on altruism? Or does it serve distinct communities or individuals’ selfinterest?

**Module 3.1: What Makes an Interfaith Leader?**

*In this module, students will be encouraged to explore leadership in various forms, and will learn some of the common types of personal experience that inspire others to take up interfaith work.*

[**Video (2 min)**](https://youtu.be/URUvqaTlwRU?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Describe the different experiences that draw people to interfaith leadership **Activities required for Canvas version of the course**:
* Engage in a dialogue with someone not in this course in which you explore memorable interfaith experiences the two of you have had, and why they were significant. Without disclosing the name of your dialogue partner, post a summary of your conversation and describe what you learned from it in relation to your own emerging sense of interfaith leadership.

## Module 3.2: Interfaith Experiences in the Field

*Through a series of personal interviews, students will hear from several young professionals in different fields share experiences that first drew them to interfaith work, and inspired them to identify themselves as interfaith leaders.*

[**Video (12 min)**](https://youtu.be/NCJsNazfYdk?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Describe 3 different paths to Interfaith Leadership
* Identity one formative interfaith experience in your own life **Discussion Questions:**
* Which interview most resonates with your own experience and why?

**Module 3.3: The Power of Storytelling**

*Story is a powerful tool for motivating social change. In this lesson, we will introduce useful strategies for transforming personal stories into inspiring public narratives that convey purpose and vision, and encourage cooperation.*

[**Video (5 min)**](https://youtu.be/Gxt22rWv7Fc?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Name one schema for sharing stories of interfaith leadership
* Describe how a public narrative differs from a story
* Evaluate the importance of storytelling and public narrative for interfaith cooperation
* Begin to construct a personal story that could develop into a compelling public narrative **Discussion Questions:**
* Share your interfaith story using the Challenge|Choice|Outcome model for a story of Self. You can write the response, or upload an audio or video file. Respond to the story of at least one other student.

**Module 3.4: Identity of an Interfaith Leader Summary**

*Offering a brief review of this lesson’s content, Eboo Patel invites students to reflect on the importance of developing and sharing a vision of pluralism and cooperation to establish oneself as an interfaith leader.*

[**Video (1 min)**](https://youtu.be/x83DTeC1haE?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives (cumulative for Lessons 1-3)**:

* Evaluate the role of vision in Interfaith Leadership **Activities required for Canvas version of the course**:
* Imagine yourself 20 years in a future in which your vision for interfaith leadership has been implemented. Write the headline and first paragraph of an article that features your achievements: how were you able to bring about your vision?

**Module 4.1: Becoming Aware of Religious Diversity**

*In this module, students are introduced to the three primary areas of knowledge necessary for interfaith leadership, and are given a chance to hone their awareness of the religious diversity all around them.*

[**Video (5 min)**](https://youtu.be/tVvb0ZjxLYA?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Describe the importance and relevance of being able to identify religious diversity
* Identify 2-4 ways that you can increase your awareness of religious diversity
* Describe the different types of knowledge that contribute to the Interfaith Leadership knowledge base

**Activities required for Canvas version of the course (choose one)**:

* The Pluralism Project has mapped the religious demographics of major cities. [Study their method on their site a](http://pluralism.org/landscape)nd then using a tool such as Google Maps, do something similar on your own community. For example, type in something like **synagogues in [your city], [state]** to have markers placed on the map. Summarize what your map revealed about one or more aspects of religious diversity in your community. How has this exercise increased your understanding of religious diversity?
* Consult the data on religious diversity on your own campus (the offices of institutional research or admissions might be good places to look) and “map” religious diversity on your campus through a pie chart or similar chart. Summarize what your map revealed about one or more aspects of religious diversity in your community. How has this exercise increased your understanding of religious diversity?

**Module 4.2: What is Appreciative Knowledge?**

*We define appreciative knowledge of other religious traditions as substantive knowledge and positive inclinations. In this lesson we distinguish between appreciative knowledge and religious literacy, and provide ways for students to develop their appreciative knowledge about other religious and ethical traditions.*

[**Video (5 min)**](https://youtu.be/tVvb0ZjxLYA?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Gain Appreciative Knowledge of 2-3 religious traditions, including (if appropriate) one’s own
* Identify three ways to develop appreciative knowledge
* Address the limitations of developing appreciative knowledge as a strategy for interfaith leadership
* Contrast appreciative knowledge and religious literacy

**Discussion Questions**:

* Return to your reflections about respecting identities: Has your opinion on this changed since looking at it in a concrete example? How so?
* Why is appreciative knowledge important? How is it distinct from religious literacy?

**Activities required for Canvas version of the course**:

* Go to the Pluralism Project’s [website](http://pluralism.org/religions/) and read selections about 2-3 traditions, including (if appropriate) one’s own. Try to select traditions that you have identified as being in proximity to yourself. For each tradition, name 2-3 things (e.g., beliefs, practices, and/or exemplary figures) you have come to newly appreciate about each of these traditions.
* In one or two sentences, explain the difference between appreciative knowledge and religious literacy. Give an example that illustrates the difference.

**Module 4.3: Appreciative Knowledge in the Field**

*Through a series of short interviews, students will hear from young professionals in different fields about how they were able to build their own appreciative knowledge of other religious and ethical traditions, and how that knowledge has aided them in their life and work.*

[**Video (11 min)**](https://youtu.be/Ih_9QJyHTnY?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Identify one concrete strategy for acquiring Appreciative Knowledge
* Name something about one’s religious or ethical tradition that you wish others more often knew or understood that would be considered appreciative knowledge **Discussion Questions:**
* What is something about your religious or ethical tradition that you wish others more often knew or understood that would be considered appreciative knowledge? Respond to at least one other student’s post.

## Module 4.4: The Interfaith Triangle

*In this module, students learn about the ways that our attitudes about other religious and ethical traditions, our knowledge of those traditions, and our relationships with others of those traditions interact and influence one another. This three-way influence is known as the Interfaith Triangle and is exemplified in the principle known as My Friend Al.*

[**Video (5 min)**](https://youtu.be/yIaTUOG-lgA?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Explain the three parts of the interfaith triangle and how they relate to the others  Explain the My Friend Al principle **Discussion Questions:**
* Do you have a “Friend Al” experience? Your experience does not need to focus on *religious* difference. Please describe your own experience in a few sentences, and then share how this experience influences your sense of yourself as an interfaith leader.

**Activities required for Canvas version of the course**:

* Explain the three parts of the interfaith triangle and how each relates to the other two parts.

**Additional suggested activities**:

* In small groups, draw the Interfaith Triangle and identify and illustrate three of the arrows moving around the triangle (i.e. Knowledge leading to Relationships, Attitudes leading to knowledge) with examples from campus or the surrounding community.

**Module 4.5: Appreciative Knowledge Summary**

*Following a brief summary of the important concepts covered in this lesson, Eboo Patel offers his own reflections on appreciative knowledge and the interfaith triangle, and invites students to consider how these ideas will relate to the remaining two areas of the interfaith leadership knowledgebase covered in the next two lessons.*

[**Video (1 min)**](https://youtu.be/CIiUWrO98mI?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives (cumulative for lesson 4)**:

* Explain why appreciative knowledge is an important part of interfaith leadership **Discussion Questions:**
* Share some of the appreciative knowledge insights you have developed from your classmates during this course so far.
* What aspect of appreciative knowledge is the muddiest or most confusing to you? What area of the interfaith triangle is the most confusing?

**Module 5.1: Why Does This History Matter?**

*In this lesson we identify the ways in which knowing historical examples of interfaith cooperation can help interfaith leaders today combat the false notion that religious difference inherently leads to violence and tension.*

[**Video (5 min)**](https://youtu.be/Pcku9zSKcws?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Articulate the purpose of understanding the history of interfaith cooperation for interfaith leadership

**Discussion Questions:**

* Before taking this course, what would have been the 5 words that best describe interreligious relationships in history? Choose one of these words and explain why you included it on your list.

**Additional suggested activities**:

* Look through this week’s headlines: Which stories fall into Huntington’s view of religious interaction? Which stories fall into this alternative view of religious interaction?

## Module 5.2: Interfaith Cooperation in United States History

*This lesson looks at the history of the United States, citing several instances of interfaith bridge-building and cooperation. These examples extend from the early European settlers through the 1960s and into today.*

[**Video (13 min)**](https://youtu.be/tJ4gGiISC4s?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Describe 2-3 key moments of interfaith bridge-building in US History
* Select a key moment in US history and explain the importance of that event for shaping your understanding interfaith cooperation
* Critically examine the history of interfaith cooperation presented in this module for who is featured and who is absent **Discussion Questions:**
* What are some of the identity groups that are missing from this presented history? Do you know any key figures from these identity groups who could be considered interfaith leaders?
* Describe the two historical moments of bridge building that most inspire you as you develop your own approach to interfaith cooperation.

**Module 5.3: Who are your Interfaith Heroes?**

*Through a series of short interviews, young professionals in different fields share stories of their own interfaith role models, contributing to students’ knowledge of historical examples of interfaith cooperation and identifying ways in which these precedents have been useful to their own interfaith leadership.*

[**Video (14 min)**](https://youtu.be/i3dfue3LQqY?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Identify an interfaith role model for yourself **Discussion Questions:**
* Identify someone that you look up to as a leader. Are there aspects of their leadership that relate to interfaith cooperation?
* Describe (and include a link to) a specific example of a reading or film or work of art or music that has inspired you to become and interfaith bridge-builder.

Respond to another student’s post in answering either of the above two questions

**Module 5.4: Historical Interfaith Cooperation summary and Reflection**

*In the final module of this lesson, we will summarize the key ideas presented in this lesson and elaborate on how this rich history of cooperation has set the stage for the growing interfaith movement today.*

[**Video (1 min)**](https://youtu.be/9T1Oe5M4Jkk?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Reflect on this history of interfaith cooperation and identify something that strikes you as particularly important for interfaith leadership today **Discussion Questions:**
* Return to the 5 words you listed in your earlier discussion post (module 5.1) about interreligious relationships in history. After studying this lesson, which words, if any, would you keep? Why? And which words would you suggest as alternatives? Why?
* How can the examples portrayed in this lesson be applied to a current issue that you care about (i.e. fracking, climate change, #BlackLivesMatter, gun control)? Respond to the comment of at least one other student.

**Additional suggested activities**:

* Using primary sources (quotes, speeches, written material), have students compose a brief explanation how interfaith cooperation and religious diversity influence the U.S. ideals of freedom, liberty, and justice.
* Role-play key moments of history, including potential negative instances of interreligious relationships to examine moments when interfaith cooperation was not achieved, or not achieved for everyone.
* How do we engage with or respond to native examples from United States history?

**Module 6.1: What is an ethic or theology of interfaith cooperation?**

*The third area of knowledge for interfaith leadership is what we call an ethic or theology of interfaith cooperation. This personal ethic, derived from the texts, figures, history, and art of one’s own tradition, is explained in detail in this lesson. We will also identify how this ethic or theology can and should be used by interfaith leaders in different contexts.*

[**Video (5 min)**](https://youtu.be/OEWbA3cP6wo?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Explain in your own words what is meant by an ethic or theology of interfaith cooperation
* Explain how an ethic or theology of interfaith cooperation can be used by interfaith leaders to mobilize groups of religiously diverse individuals
* Identify potential sources for developing your ethic or theology of interfaith cooperation **Discussion Questions:**
* Return to your Story of Self from module 3.3. Which, if any, elements from your Story of Self come directly from your religious or ethical tradition or background? Could these elements also be sources for developing an ethic or theology of interfaith cooperation? Explain.
* Read other participants’ responses to the previous question and select one post that has helped you develop appreciative knowledge of another’s tradition or worldview. Explain why.
* Identify someone in your own tradition who engages in this work. Can you discern an ethic or theology of interfaith cooperation in how they do the work they do? Do their reasons resonate with you? What are other things from your tradition that motivate you to do this work that they don’t mention?

**Module 6.2: Ethics of Interfaith Cooperation from the Field**

*In this series of interviews, young professionals will share their individual ethics and theologies of interfaith cooperation, and share with students how and when they have used these in their own interfaith leadership.*

[**Video (13 min)**](https://youtu.be/xQ-srM2SrUc?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Describe possible ethics/theologies of interfaith cooperation from 2-3 other religious and ethical traditions
* Compare the ethics/theologies of interfaith cooperation shared by others to your own experience
* Begin to articulate your own ethic/theology of interfaith cooperation

**Discussion Questions:**

* Of the stories and examples shared in the video, identify 1-2 stories you had not heard before that helped you to build your appreciative knowledge of another religious tradition.

**Module 6.3: Building Relationships across Difference**

*One of the most important and most difficult skills of interfaith leadership is facilitating dialogue. In this module, students will be introduced to several skills necessary for successful dialogue facilitation and participation, creating safe spaces for diverse identities, and tools for moving dialogue into action. We will also cover what constitutes a good opening question for interfaith dialogue, and how we can use good questions to build relationships with others of different religious orientations.*

[**Video (9 min)**](https://youtu.be/Fx04b14hVPo?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Demonstrate ability to identify shared values between yourself and someone of a different religious or ethical background
* Explain the criteria for interfaith-friendly questions
* Identify two practices for moving dialogue into action **Discussion Questions:**
* When and how is it appropriate to address issues of radical difference even within shared values? What is the appropriate balance between acknowledging differences on the one hand and commonalities on the other?

## Module 6.4: Ethics and Theologies of Interfaith Cooperation Summary and Reflection

*In this summative module, students will review the concept and purpose of ethics and theologies of interfaith cooperation, and reflect on how the skills needed to facilitate dialogue and build relationships with others will influence and help grow their interfaith leadership.*

[**Video (1 min)**](https://youtu.be/BpQ-carMB3c?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Evaluate your ethic or theology of interfaith cooperation **Discussion Questions:**
* Building on what you have done throughout this lesson, post a one-to-two paragraph draft of your own ethic or theology of interfaith cooperation. Respond with a comment to three ethics/theologies shared by your peers.

**Activities required for Canvas version of the course**:

* Share your ethic or theology of interfaith cooperation with someone who identifies as the same religious or ethical background. Write one paragraph that captures what you learned from this interaction. You might address questions such as: What resonated with that person? What challenges did they offer? How were you able to apply dialogue facilitation skills in this exchange? How might you use this feedback to reshape your message?

**Module 7.1: Interfaith Cooperation in the United States Today**

*Building on the earlier lesson spent reviewing important examples of interfaith cooperation from history, this lesson explores the many instances of interfaith cooperation and leadership taking place across the United States today. We will discuss common challenges to the interfaith movement, as well as current trends in interfaith work.*

[**Video (3 min)**](https://youtu.be/K7UyyJ36uuU?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Describe 2-3 significant activities being undertaken by interfaith organizations in the United States today
* Describe some of the common challenges interfaith leaders face today **Discussion Questions:**
* Identify an interfaith organization and share which projects and activities they are doing that energize you. For examples: http://pluralism.org/profiles/ **Activities required for Canvas version of the course**:
* Analyze the effort described in the “Tri-Faith Neighborhood” article. In one short paragraph, describe what the leaders in the “Tri-Faith Neighborhood” did well. What might they have done differently to be more effective? Do you think it tends toward merging the three Abrahamic faiths to create a new religion, as some critics have alleged?

## Module 7.2: Interfaith Leadership in the Field

*In this final series of short interviews, students will hear from a diverse group of young professionals about their role in the interfaith movement, and how they have used interfaith leadership in their professional and personal lives.*

[**Video (16 min)**](https://youtu.be/w1JyGXGhG30?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Identify 2-3 professions benefitting from Interfaith leadership today
* Identify the applicability of interfaith leadership to your intended profession or field of study **Discussion Questions:**
* Select 2-3 professions not mentioned in the video and brainstorm how those professions might benefit from interfaith leadership.

## Module 7.3: Creating Spaces for Interfaith Cooperation

*In the same way that an earlier lesson explored building relationships through dialogue, this lesson offers students insight into how to successfully create spaces and opportunities for interfaith cooperation. This lesson includes suggestions and best practices for determining interfaith-friendly projects, and encourages students to determine means of assessment for any event through which they hope to build interfaith cooperation and pluralism.*

[**Video (6 min)**](https://youtu.be/pmW9DY_hAlE?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Drawing on the course principles, design one interfaith event for one’s campus or community
* Identify possible resources for interfaith work from your campus or community
* Identify a way of measuring the intended impact of an interfaith event **Activities required for Canvas version of the course**:
* Complete the attached Asset Map for interfaith engagement or a specific interfaith cooperationbuilding event on your campus or in your community
* Use the included template to draft an initial design for an interfaith event for your campus or community including plans for measuring its intended impact.

## Module 7.4: The Interfaith Movement Now Summary and Reflection

* *In this lesson, students will review the content from this lesson and reflect on how their own interfaith leadership could contribute to the growing interfaith movement.*
* [**Video (2 min)**](https://youtu.be/n301y94uHNU?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)
* **Activities required for Canvas version of the course**:
*  In one substantial paragraph, reflect on your capacity to engage in the interfaith movement: In which areas do you think you would excel? In which areas do you think you would need support?

**Module 8.1: Why Does Interfaith Leadership Matter?**

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

[**Video (3 min)**](https://youtu.be/yye9ktPl-g8?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Explain how Interfaith Leadership puts pluralism into practice **Discussion Questions**:
* Revisit your discussion post about pluralism from module 2.1. In light of what you have learned in this course, what would you add or change about your post?

**Module 8.2: Putting Interfaith Leadership into Practice**

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

[**Video (9 min)**](https://youtu.be/wYeL8ebU9L4?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Analyze the dynamics of a complex case of interfaith conflict and apply interfaith leadership principles to address it **Discussion Questions:**
* In terms of the video, imagine that you are a student leader at Northwestern University. What recommendations might you make to SHIFT and to McSA, and how might you go about hosting a dialogue between these two groups? Respond to at least one other student’s answer.

## Module 8.3: The Civic Goods of Pluralism

*Looking at the long-term impact of interfaith leadership, this lesson delves deeply into five measureable outcomes of increased pluralism on society. We name and discuss these five civic goods, discuss why having measurable outcomes is integral to effective leadership, and encourage students to identify other possible civic outcomes as a result of growing pluralism in their communities.*

[**Video (5 min)**](https://youtu.be/tgyrBIK0IRA?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

* Identify the five civic goods that come about as a result of increased pluralism in society
* Explain the purpose of identifying tangible outcomes of pluralism

**Discussion Questions:**

Which of the five civic goods mentioned in the video is most important in your view, and why? How might you, as an interfaith leader, do something specific to advance this particular civic.

**Module 8.4: The Time for Interfaith Leaders**

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

[**Video (5 min)**](https://youtu.be/KMLFXKx0JLk?list=PLy-ezZD5S6f3NZ3ieqmtLwZTrdxgsxoo7)

**Student Learning Objectives**:

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

**Activities required for Canvas version of the course**:

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