

## **RJUS 224: Intercultural and Interreligious Competencies**

Rev. Simon C. Kim, PhD

Spring 2023: March 28 – May 30

Online: Tuesdays 6:00 – 9:00 PM

Office Hours Online by Appointment

sckim@scu.edu

(949) 414-5352 (text preferred)

### **Course Description**

This course will provide 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 interrituality to serve people more compassionately from diverse backgrounds 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**

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

### **Expected Learning Outcomes**

- Students will examine cultural, generational, and other life contexts of religious beliefs;
- Identify and explain the processes of cultural and religious transmission of immigrant groups and the next generation (or lack thereof);
- Integrate the perspective of the other on theological and pastoral issues;
- Communicate the cultural and religious intersectionality of various disciplines;
- Apply intercultural, interreligious, and interritual principles to both the ecclesial and social context of the student.

### **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 *Nones* and other disaffiliated groups as part of the emerging cultural landscape
- Strategies for developing models of intercultural, interreligious, and interritual competency

## **Course Expectations**

### *Intellectual Engagement: 15%*

This practicum-style course requires students to actively participate by reading all assigned materials and exercises before the beginning of each class. Attendance is only a precondition for participation since intellectual engagement will be measured by your consistent, dynamic contributions to our class discussions; serious and courteous discussion of assigned texts and lecture topics; and respectful engagement of classmates and 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: 25%*

Journal entries will demonstrate an understanding of the course content, competency of other cultures and religions, as well as practical applications useful in their 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 must be included.

### *Field Project: 25%*

Students will gather a group within their ministerial context and lead a prayer ritual (not from the Christian tradition) taken from another culture (including language) to make it a part of one's own practice. Some anonymous feedback from the participants should be documented after the interritual experience. This experience should also be recorded (5-10 minutes) and uploaded on your SCU Google Drive. Links to the video will be shared on Camino Discussion Board for the class to review.

### *Critique of Field Project: 10%*

After viewing your classmates' field project video, students will evaluate the interritual experience as well as providing insights on how to adapt the ritual experience for other contexts. Comments must include aspects gleaned from the course with an honest evaluation of its intercultural, interreligious, and interritual aspects.

### *Final Project: 25%*

Students will create a method to help raise intercultural, interreligious, and/or interritual awareness within their pastoral context (similar to the exercise on the first day of class). This practice should help the class identify generational and/or cultural differences within a pastoral setting.

## Course Outline

- 3/28 Raising Cultural Awareness Through Narrative; Deeper Exploration of Narratives Through Intersectionality; Biases of Our Worldview
- Kim & Manalo, *Intercultural Marriage*, Preface, Chapters 1, and 3
  - Listen to Podcast: “How Your Belief Shapes Your Reality” & Complete “Leaf Exercise” (found on Camino)
  - Journal Entry: “An intersectional self-examination with a worldview outcome” (Due Sunday, April 2<sup>nd</sup>)
- 4/4 No Class – Holy Week (Field Work)
- 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*
  - Pfatteicher, “The Great and Holy Week”
  - Journal Entry: “Creating an Intercultural Holy Thursday & Good Friday Family Ritual” (Due Sunday, April 9<sup>th</sup>)
- 4/11 *Interrituality* as Theological Method
- Moyaert, “Broadening the Scope of Interreligious Studies: Interrituality” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Exploration in Interrituality*
  - Kujawa-Holbrook, “Toward the Field of Interrituality: Challenges and Opportunities”
  - Schilbrack, “A Philosophical Analysis of Interrituality” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Exploration in Interrituality*
- 4/18 An Understanding of Culture and Competency
- Kim & Manalo, *Intercultural Marriage*, Chapter 2 and Appendix A
  - Weaver, “Striving for Cultural Competence - Moving Beyond Potential and Transforming the Helping Professions”
  - Black, “Teaching Cultural Competence: An Innovative Strategy Grounded in the Universality of Storytelling”
  - Crosley-Corcoran, “Explaining White Privilege To A Broke White Person”
  - Journal Entry: “Your Story That Transmits both Faith and Culture” (Due Sunday, April 23<sup>rd</sup>)
- 4/25 Cultural Impact of Race, Gender, Generation, etc.; Human Movement as a Source of Intercultural and Interreligious Tension
- Kim & Manalo, *Intercultural Marriage*, Chapter 5
  - Smith, “Theorizing Religious Effects Among American Adolescents”

- Edin, “The Tenuous Attachments of Working-Class Men”
- Listen to Podcast: “The Men – and Boys – Are Not Alright”
- TBD
- Journal Entry: “Creating a Men’s and Women’s Culture” (Due Sunday, April 30<sup>th</sup>)

5/2 Sacrament and Sacramental Intersectionality

- Kim & Manalo, *Intercultural Marriage*, Chapter 4 and Appendix B
- Arweck, “The Role of Ritual in Mixed-Faith Families”
- King, “A Path Toward Interracial Marriage: Women’s First Partners and Husbands across Racial Lines”
- Moyaert, “Scriptural Reasoning as a Ritualized Practice” in *Interreligious Relations and the Negotiation of Ritual Boundaries: Explorations in Interrituality*

5/9 How Vatican II changed the ecclesial landscape opening the Catholic Church to cultural appreciation, ecumenism, and interreligious dialogue; Missionary Discipleship as the way of Accompaniment

- Fitzgerald, “Vatican II and Interfaith Dialogue”
- Pawlikowski, “Article Four of *Nostra Aetate* and Christian-Jewish Relations”
- *Evangelium Gaudium* (Selected Paragraphs)
- Journal Entry: “Your Theology of Accompaniment” (Due Sunday, May 14<sup>th</sup>)

5/16 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*
- Kreinath, Interrituality as a New Approach for Studying Interreligious Relations and Ritual Dynamics at Shared Pilgrimage Sites in Hatay, Turkey
- The Hajj (<https://www.youtube.com/watch?v=TqK49lBotKA>)

***Group 1 Upload Field Project Video & Send Link (Due 5/18)***

***All Post Critique on Discussion Board (Due 5/21)***

5/23 Group 1 Final Project Presentations

***Group 2 Upload Field Project Video & Send Link (Due 5/25)***

***All Post Critique on Discussion Board (Due 5/28)***

5/30 Group 2 Final Project Presentations

## **Writing support**

The GPPM is happy to offer the assistance of Dorothy Suarez who works for our program to help to be sure that your writings reflect your best possible work. She is skilled, knowledgeable, and experienced having worked with many students to help them to shine. We think you will find her a delight to work with. Dorothy can be reached at 408-828-9204 or [GPPM.Dorothy@gmail.com](mailto:GPPM.Dorothy@gmail.com)

## **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](http://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/oae> 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](mailto: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/>.