Time and Place:
Monday-Friday, 22-26 May 2017

Course Description:

Religious leaders provide guidance on public issues through their spiritual authority. This course will provide students with opportunities to develop models for engaging in moral discourse and leadership on the social, ethical, or environmental concerns faced by Christian and Muslim communities as presented in the Luce-Hartford Conference on Christian-Muslim Relations on Forced Migration and Refugee Issues. Students will engage in deeper conversation and exploration of how the larger global or regional concerns impact and are lived out within a student’s own religious community, bringing the global into the local context. A seminar format will allow students to examine the topics presented early in the week. Additional material that will provide the opportunity to explore models and develop programs for practical inter-faith public engagement facing Christian and Muslim communities.

Attendance and participation in the Luce-Hartford Conference on Christian-Muslim Relations is required. There will be no extra registration fee for the conference for registered students.

Course Outcomes: At the end of this course, students will be able to

1. Describe the social-political issues related to forced migration and asylum seeking of Muslims from MENA into Europe and the United States (MARS 5a; DMin 1a);
2. Analyze the impact of Muslim migration on the dominant Christian cultures of Europe and the United States (MARS 5d; DMin 3d);
3. Analyze the impact of Muslim migration on established Muslim communities (MARS 5d; DMin 1b);
4. Articulate how one’s own tradition frames the issue of migration and asylum seeking (MARS 1b; DMin 1c);
5. Demonstrate skills in providing tools for public responses to this issue (MARS 4c; DMin 2b).

Corresponding MARS Program Outcomes addressed in course outcomes
5a. Understanding the relevant dimensions of social contexts in which such communities exist
5d. Demonstrating knowledge of the challenges and problems within and between such communities due to differences in social contexts
1b. Relating one’s tradition to public issues which intersect with faith
4c. Being critically reflexive about one’s own social location and how it shapes engagement with others

Corresponding DMin Program Outcomes addressed in course outcomes
1a. Identifying the relevant dynamic of social and cultural contexts in which American faith communities exist
3d. Reflecting on one’s own faith tradition from within the diverse, religiously-pluralist context of American society
1b. Demonstrating knowledge of how particular social and cultural dynamics shape the religious practices of such communities
1c. Articulating ways in which social contexts affect religious life and inform a community’s leadership
2b. Demonstrating the ability to use these tools to analyze a particular ministry setting
**Teaching and Learning Strategies:** The course will build on the presentations and discussions held at the Luce-Hartford Conference on Christian-Muslim Relations. Following the conference, registered students will continue to explore and analyze the issues raised in a seminar style format by responding to the presentations. Additional material will be presented throughout the remainder of the week that will assist students to develop their own projects. These projects will be posted on the course Canvas site and peer reviewed by the cohort in the class. Some of these projects may be used on a course website for public dissemination.

**Required Texts:**


Students should also have with them a copy of their own Scriptures; either in primary languages or English translations.

**Recommended Reading:**


Course Assignments and Assessment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Course objective(s) assessed by assignment</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation on chapter of <em>The Oxford Handbook of Refugee and Forced Migration Studies</em></td>
<td>Monday, 12 May (to be presented on 25 May)</td>
<td>#2</td>
<td>20%</td>
</tr>
<tr>
<td>Paper on Scriptural views of “refugees” or “foreigners”</td>
<td>Friday, 19 May (to be discussed on 26 May)</td>
<td>#1</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in the Luce-Hartford Conference on Christian-Muslim Relations</td>
<td>22-24 May</td>
<td>#2 and #3</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>TBA</td>
<td>#4 and #5</td>
<td>30%</td>
</tr>
</tbody>
</table>

- Students will be expected to read all required reading and engage in the seminar sessions following the conference.

- Students will be expected to register and attend the Luce-Hartford Conference on Christian-Muslim Relations. (Conference registration fees will be waived for students who are paying tuition fees.) (30% of the grade.)

- Report on one chapter in *The Oxford Handbook of Refugee and Forced Migration Studies*. Students should choose one chapter on a specific topic related to refugee or forced migration and provide an oral report in class. Students must contact the instructor via email by Monday, 15 May to choose the chapter. The presentation will be presented on Wednesday, 24 May. (20% of the grade.)

- 1,000-word review of the student’s own scriptural views on the topic of “refugees” or “foreigners.” The student should draw from their own tradition and utilize the methods of interpretation with which they are familiar or comfortable. There will be time during the seminar sessions to explore this paper. **The paper is due on the Canvas course site by Friday, 19 May.** These papers will be presented on Thursday, 25 May. (20% of the grade.)

- An individual project on a topic related to the impact of forced migration and refugee issues to one’s local context.
  The presentation should address as well as assess:
  a. An overview of the social issues related to forced migration from MENA to Europe and the US;
  b. Scriptural resources on the topic;
  c. Contemporary issues and challenges of this issue within one’s own community or specific context;
  d. A practical program or resource to assist a religious community to engage in the issue.
  **The project is due on the Canvas course site by Friday, 30 June.** This should include all materials, including an annotated Bibliography (including websites or electronic resources). Students will then provide peer reviews of each other’s projects through a Canvas discussion board. (30% of the grade.)
In some cases, final projects may be shared on a course website for public dissemination.

COURSE OUTLINE:

Monday, 22 May: 3:00 pm: Course Intro session

Monday-Wednesday 22-24: **Luce-Hartford Conference on Christian-Muslim Relations** (See Program flier)

Wednesday, 24 May: 2:00-5:00 Reflection on the Conference Engaging the Issues (Student Presentations from *The Oxford Handbook*)

Thursday, 25 May: 9:00-12:00 Scriptural perspectives of “refugees”, “strangers” or “foreigners” (Student Presentations on Scriptural perspectives) 2:00-5:00 religious and institutional social statements

Friday, 26 May: 9:00-12:00 Dialogue for Engagement and Project planning

Intensive week will be dismissed for students to prepare for Ramadan.

Friday, 30 June: Posting of Projects on Canvas Site and peer review of Projects.
Policies and Miscellany:

Attendance: Active attendance in all classes is expected. Please contact the instructor right away if you have a conflict with any of the inter-session days.

All written assignments should follow the normal conventions as in Turabian 7th ed (or later). All papers should be hard copies, unless an electronic version is explicitly requested. Please include a title page on all papers more than one page, and make sure that your name and campus box number is included below your name on the cover page. Number all pages. If there is more than one page, please staple the pages together.

Email Policy: The instructor will use the official Hartsem student email addresses for all communications. Please check your Hartsem email account regularly.

Wikipedia and other non-documented websites: Please do not cite Wikipedia or other non-documented websites. While these sites might direct one to documented sources (in the Bibliography) their authorship is unknown and cannot be considered authoritative. Students will be marked down for referencing these public sites if they are used as primary sources.

Plagiarism and Academic Integrity: Academic honesty and integrity are expected of all students. Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement, or c) the whole work is copied from another source [especially a web based source]. See “Plagiarism” at http://www.hartsem.edu/current-students/policies/.

Appropriate Classroom etiquette and use of technology: In order to respect the community within the classroom: 1) Turn off all cell phones during class; 2) Utilize laptops for the sole purpose of taking class notes. Please do not surf the web, email, or other programs during class time. Such use of the computer during class is disrespectful of the class and professor, and will result in lowering your participation grade.

Extensions: Extensions for papers will be given for illnesses or family emergencies only in consultation with the instructor.

Late Assignments/Papers: As per the Student Handbook, late assignments or papers will be marked down 1/3 of a grade for every two days.

The following evaluation process will be utilized as a guideline: (based on a 4-point system)
A (4.0-3.8) Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.
A- (3.7-3.4) Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.
B+ (3.3-3.0) Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.
B (3.0-2.8) Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.
B- (2.7-2.4) Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.
C+ (2.3-2.1) Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.
C (2.0-1.8) Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.
F (1.7-0.0) Unable to meet the basic requirements of the course.

DMin Grading Scale: High Pass (A) 4.0-3.5, Pass (B) 3.4-2.8, and Low Pass (C) 2.7-2.0.

Student Handbook: For all other questions you might have regarding policies or procedures, please check the student handbook.