



REL 3045

Interreligious Dialogue

Section: U01

Hybrid/Certified

Fall Term 2026

Course Meeting Information

Mo 12:00PM - 1:15PM

Course Time Zone: Eastern Time (ET). Course due dates and times are according to this time zone.

Course Prerequisites

Course prerequisites, if any, are listed below.

Course Description

Explores the history of inter-religious dialogue, the conditions necessary for such dialogue, and the type of dialogue that are currently occurring around the world.

This course examines interreligious dialogue both as a historical practice and as a field of scholarly theory. Students study the major theological and theoretical models—

exclusivism, inclusivism, pluralism, particularism, and comparative theology—the conditions and virtues that make dialogue possible, and the geopolitics of religious freedom that frame dialogue today. A central analytical lens is the framework of covenantal pluralism: a robust, relational, non-relativistic paradigm that pairs equal rights and responsibilities under law with a culture of reciprocal engagement across deep difference. Students apply these frameworks through a semester-long dialogue project grounded in South Florida's religiously plural communities.

Textbook and Course Materials

Interfaith Leadership A Primer

Required/Recommended: Required

Authors: Eboo Patel

Publisher: Beacon Press

Publication Date: 2016-07-05

Copyright Date: 2016

ISBN 10: 0807033623

ISBN 13: 9780807033623

Chapters/Pages: all

Panther Book Pack

Get all required course materials for \$22 per undergrad credit hour through Panther Book Pack. You'll be charged automatically unless you opt out within 3 days after the add/drop deadline.

For more details, to compare costs, and to learn how to access your course materials, visit the [Panther Book Pack information page on FIU OneStop](#).

Student Learning Outcomes/Objectives

- Summarize the history of interreligious dialogue and identify its key figures, institutions, and turning points.
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- Explain and apply the concept of covenantal pluralism, distinguishing it from mere tolerance and from relativism.
- Analyze the conditions, virtues, and obstacles that shape real-world dialogue, including the geopolitics of religious freedom.
- Design, conduct, and reflect on an interreligious dialogue or fieldwork project, communicating findings in scholarly writing.

Expectations of this Course

This is a hybrid course, meaning half of the coursework will be conducted in class, on campus, with the remaining half conducted out of class, including in this Canvas course. Expectations for performance in hybrid courses are the same as in a traditional course. Hybrid courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **review the getting started** page located in the course modules;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **Attend class sessions** in person as scheduled;

- **log in** to the course **X times** per week;
- **respond** to discussions by the due date specified. **No late work will be accepted;**
- **respond** to **emails** within **X days**;
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course **X times** per week;
- respond to **emails** within **24 hours**;
- grade assignments and/or provide feedback within **X days** of the assignment deadline.

Assignments & Assessments

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

- Provide clear guidance on the expectations and requirements
- Available dates (unlimited or for a specific time)
- Criteria for evaluating the originality and quality of students' comments and grade credit expected
(Rubric is highly encouraged)
- The expected turn-around time for feedback or grades.

Assignments

- Provide clear guidance on the expectations and requirements
- Provide due dates and late assignment policies
- Define if it is an individual or group assignment (groups: Let the students know how the groups will be formed)
- Specify and describe how to submit assignments
- State the criteria for evaluation (Rubric or list of criteria)
- The expected turn-around time for feedback or grades

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the Practice Quiz from each computer you will be using to take your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet.

- List all assessments (i.e. graded or practice)
- Provide the dates and times when assessments will become available (i.e. From Monday 10:00 am – Tuesday 11:59 pm)
- Provide assessment duration (i.e. 30 minutes, 1 hour)
- Provide details for results
- When will students be able to see the results (i.e. Immediately after the exam, after the availability period has ended, or not at all)
- What will they be able to see the results (i.e. Total score only, all of the questions and answers, etc.)
- The expected turn-around time for feedback or grades

Grading

Assessment	Weight
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Assessment	Weight
Informed participation & dialogue practice	15%
Weekly reading responses (10 × ~350 words)	20%
Interfaith/diversity position statement (3–4 pp.)	10%
Dialogue project — proposal & annotated bibliography	10%
Dialogue project — fieldwork report & reflection (8–10 pp.)	25%
Final synthesis essay applying covenantal pluralism (2,000–2,500 words)	20%

Grading scale: A 94–100; A– 90–93; B+ 87–89; B 83–86; B– 80–82; C+ 77–79; C 70–76; D 60–69; F 0–59.

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Proctored Exams

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions](#) webpage for important information concerning proctored exams, proctoring centers, and important forms.

Schedule of Topics

- Week 1 — Introduction: what is interreligious dialogue, and why study it?** Cornille, Companion, Introduction.
- Week 2 — The history of interreligious dialogue.** Swidler, Leonard. “The History of Inter-Religious Dialogue.” In Cornille, Companion, 3–19.
- Week 3 — Theologies of religion I: exclusivism and inclusivism.** Knitter, Paul F. *Introducing Theologies of Religions*. Maryknoll, NY: Orbis, 2002, selections (Canvas).
- Week 4 — Theologies of religion II: pluralism and particularism.** Hedges, Paul. *Controversies in Interreligious Dialogue and the Theology of Religions*. London: SCM Press, 2010, selections (Canvas).
- Week 5 — The conditions and virtues of dialogue.** Cornille, Catherine. “Conditions for Inter-Religious Dialogue.” In Companion, 20–33. Position statement due.
- Week 6 — Comparative theology.** Clooney, Francis X. “Comparative Theology and Inter-Religious Dialogue.” In Cornille, Companion, 51–63.
- Week 7 — Scriptural reasoning as dialogue.** Moyaert, Marianne. “Scriptural Reasoning as Inter-Religious Dialogue.” In Cornille, Companion, 64–86.
- Week 8 — Pluralism in America: the Pluralism Project model.** Eck, Diana L. *A New Religious America: How a “Christian Country” Has Become the World’s Most Religiously Diverse Nation*. San Francisco: HarperSanFrancisco, 2001, selections (Canvas).
- Week 9 — Covenantal pluralism I: the framework.** Akhtar, *Covenantal Pluralism*, Introduction and Part I. Dialogue project proposal + annotated bibliography due.
- Week 10 — Covenantal pluralism II: beyond tolerance.** Stewart, W. Christopher, Chris Seiple, and Dennis R. Hoover. “Toward a Global Covenant of Peaceable Neighborhood: Introducing the Philosophy of Covenantal Pluralism.” *The Review of Faith & International Affairs* 18, no. 4 (2020): 1–17.
- Week 11 — Covenantal pluralism III: the geopolitics of religious freedom.** Akhtar, *Covenantal Pluralism*, Part II.
- Week 12 — Dialogue and social action.** Knitter, Paul F. “Inter-Religious Dialogue and Social Action.” In Cornille, Companion, 133–148.
- Week 13 — Dialogue and peacebuilding.** Kadayifci-Orellana, S. Ayse. “Inter-Religious Dialogue and Peacebuilding.” In Cornille, Companion, 149–167.
- Week 14 — Women in interreligious dialogue.** Hill Fletcher, Jeannine. “Women in

Inter-Religious Dialogue.” In Cornille, Companion, 168–183.

Week 15 — Lived pluralism and the American case. Patel, Sacred Ground, full text discussion. Dialogue fieldwork report due.

Week 16 (Finals week) — Final synthesis essay due. Applying covenantal pluralism to the student’s dialogue project.

Course Communication

Communication in this course will take place via **the Canvas Inbox**. Check out the [Canvas Guide](#) to learn how to communicate with your instructor and peers using the Canvas Inbox.

I will respond to all correspondence within **X days**.

Policies & Resources

Before starting this course, please review the Policies & Resources Page in Canvas, which includes comprehensive information on various University and Course Level Policies, such as:

- University Policies
- Accessibility and Accommodations
- Online Etiquette
- Technical Requirements and Skills
- Computer & Digital Literacy Skills
- Course Technology Accessibility Statements and Privacy Policies
- Academic Integrity
- Copyright Statement
- Nondiscrimination Statement
- Panthers Care & Counseling and Psychological Services (CAPS)
- Fair Use Policy

Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

Zoom meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

- Reference the [Zoom Student Tutorials](#) to learn about the tool, how to access your meeting room, and share your screen.
- Access the [Zoom Test Meeting Room](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team](#). Please ensure you contact support immediately upon the issue occurring.

Nondiscrimination Statement

The **Office of Civil Rights** (OCR) is responsible for ensuring that FIU maintains a workplace and learning environment free from discrimination, where current and prospective faculty, staff, and students are treated equitably. If any student, employee, or applicant has a sincere and reasonable belief that they have been discriminated against or harassed based on age, color, disability, marital status, ethnic or national origin, race, religion, retaliation, sex, or any other protected category, they can report their concerns to the OCR team through report.fiu.edu.