

LIE 3000/4000  
Managing and Developing the Interreligious Non Profit

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**NOTE: SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE PROFESSOR.**

### **I. COURSE DESCRIPTION**

This course is designed in response to the increased pressure for faith-based organizations and educational institutions to respond to the call for interreligious education and dialogue. Students will learn how to create interreligious curricula, manage interfaith staff and space, and resolve interfaith community conflicts. The texts for this class will also expose students to cutting edge management theories/practice, interfaith fundraising strategies and organizational development.

### **II. STUDENT LEARNING OUTCOMES (SLOs)**

No short-term exposure to interreligious dialogue can explore every aspect of the field. The tension between the time available and the amount of material to be covered is inherent in all survey courses. However, the hope of this course is that students not only learn something about interreligious dialogue in general, but are able to engage the material and participate in the learning community in a way that captures some of the excitement of the experience and develop some skills in the process. Given this scope, by the end of the semester, class participants will have:

1. Know the history of the interfaith cooperation movement in the United States
2. Understand ethical practices of non-profit management
3. Have familiarity with management principles from Christian, Jewish and Muslim perspectives
4. Be able to write grant proposals for projects.
5. Be familiar with strategic planning processes and principles.

### **III. PEDAGOGY**

This course is taught in an online format. For this reason, class participation is a key element to the success of the learning experience. Students will utilize various forms of engagement ranging to personal reflections, creating multi-media tools and field trips to actual organizations that provide interfaith activities. The nature of the engagement is predicated on robust student participation and involvement.

### III. ASSIGNMENTS:

1. Online postings and participation (40% of your grade). You are expected to post thoughtful reflections on the weekly readings and presentations, to engage your classmates constructively and productively, and to submit other required postings in a timely manner. Evaluation of your work in online classes is similar to those in physical classrooms. The major elements are: class attendance; mastery of the material including lectures, readings and other resources; incisive use of those materials in your weekly posts, comments on other students' posts, and other assignments; and completing the assignments by the date they are due.

“Mastery” of the material is key to getting an A or B in the class; this means that you have not only read, listened and watched, but you have internalized the information enough to use it in an informed and critical manner.

“Class attendance” means going regularly on the site; reviewing lectures, PowerPoints and other a/v materials; doing the required reading and posting.

If you need to **miss class** for a week, you should email the professors in advance. “I’m going to the Australian outback and there will be no Internet” etc. One of the advantages of online education is that you mostly set your own schedule, but weekly consistency in keeping up with the material is required because, just as in physical classrooms, you will be interacting with professors and classmates in a time-sensitive fashion.

“Completing assignments on time” is important for this course to achieve its goals, especially the weekly postings. This means that you will be expected to post your original response by Wed at 6pm every week and your response to at least 2 other students by 6pm on Friday. Late assignments will be marked down unless you received an extension from the professor which you must obtain at least days **BEFORE** the due date of the posting. It is at the discretion of the professor to grant extensions

A rubric for assessment can be found on our course site in the document, “**What makes a good post or response? SLO #1 and #3**”

**2. Personal Leadership Reflection: 10%** Details of the assignment will be posted in a separate document. The goal of this reflection is to assess your own leadership capacities and areas for improvement and to assist the instructor with focusing the course on the areas that are of most benefit to students. A rubric for assessment will be provided. **DUE FEB 3 (5 pages) SLO #2**

**3. Professional Experience Response: 10%** Students will shadow at nonprofit leader and write a response. Document pertaining to assignment will be posted along with a rubric for assessment. **DUE March 2 (5 pages) SLO #2 and 3**

**4. Final Project: 40%** Students will design a strategic planning process, implement the process and write a strategic planning document. Students will also write a grant proposal to seek funding for one aspect of the final project. The proposal will not exceed 3 pages and is counted in the final assignment. Document pertaining to assignment will be posted along with a rubric for assessment. **DUE MAY 4 ( 12-15 pages for 300 level, 20-25 pages for 400 level) SLO #4 and 5**

### IV. Required Texts:

- **Building the Interfaith Youth Movement**, Eboo Patel (Patrice Brodeur (Editor),
- **The Change Handbook, Second Edition**  
**The Definitive Resource on Today's Best Methods for Engaging Whole Systems:** Peggy Holman, Tom Devane and Steven Cady
- **Breakthrough Thinking for Nonprofit Organizations: Creative Strategies for Extraordinary Results**, Bernard Ross and Clare Segal
- **Manager as Negotiator:** [David A. Lax](#) and James Sebenius
- **Conservative Christians and Political Participation:** Glenn Utter and James True
- **Managing the Non-Profit Organization: Practices & Principles:** [Peter Ferdinand Drucker](#)
- **Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement:** John Bryson
- **Humble Leadership: Being Radically Open to God's Guidance and Grace**  
N. Graham Standish
- **This House We Build: Lessons for Healthy Synagogues and the People Who Dwell There:** Terry Bookman and William Kahn
- **Islamic Business Ethics:** Rafik Issa Beekun
- **You will also be asked to choose a resource for Class Session 13 in non profit leadership/management in a tradition we have not studied. You must find one on line resource that explains that material in a way that is accessible to your colleagues. (see Week 13)**

## V. SCHEDULE

Note, you are to post your original response to the prompt by Wed of the week assigned by 6pm (PST). You are required to respond to at least 2 students by Friday (the date listed below for each class session ending time/date) 6pm (PST). You will not always be asked to do forum posts in text, some weeks you will be assigned to make a video, or write a blog. If the assignment is different from a written forum post, a rubric for assessment will be posted outlining what “makes a good, fill in the blank with the type of assignment.” The questions posted below in the syllabus are not the forum question posts. The questions just serve as guide posts for each week's content. Note also that the professor will be adding websites to view, videos to watch and additional articles per week. Forum questions/weekly assignments will be posted for you to respond to every Friday morning no later than 9 am (PST) for

**your first original response by the next Wed 6pm (PST) and your response to two other students by the following Friday 6pm (PST).**

### **Class Session 1, Jan 20**

#### **Introduction**

*What does the word interfaith/interreligious mean to you? Is this field developing as a new discipline? What are the barriers to interfaith engagement? What are the assets of interfaith engagement within the nonprofit setting?*

READ: Lexicon Document

ANSWER: Forum questions

### **Class Session 2, Jan 27**

#### **Defining Interfaith/Interreligious**

*What is the history of the interfaith movement? How do we move from dialogue to action? What are the ways that the history of the interfaith movement informs the work you will do in the academic and practical settings?*

READ: Patel and Brodeur, full text

ANSWER: Forum questions

### **Class Session 3, Feb 3**

#### **Theories of Non Profit Management**

*What are the essential theories of management within the nonprofit setting? Who are the major figures and what is the relationship between the “for-profit” and nonprofit worlds in terms of structures, philosophies and principles? What is unique about the interfaith nonprofit?*

READ: Drucker, full text

ANSWER: Forum questions

###PERSONAL LEADERSHIP REFLECTION PAPER DUE####

### **Class Session 4, Feb 10**

#### **Refining and Defining the Role of the Manager**

*What is the role of the manager? How does the competency of a manager affect the nonprofit capacity to serve its mission? How does a manager utilize conflict resolution skills to deal with interfaith conflicts within an organization and between communities it serves?*

READ: Lax, full text

ANSWER: Forum questions

### **Class Session 5, Feb 17**

#### **Extraordinary Times, Extraordinary Organizations**

*What are the strategies that truly ground breaking organizations utilize to tackle a problem? How does an organization operationalize innovation internally and externally? What is the role of creativity in problem solving and how do organizations facilitate*

*creative solutions? What is the triple bottom line? What are the new theories of innovation and capitalism that drive current philanthropic investors?*

READ: Ross and Segal, full text

ANSWER: Forum questions.

### **Class Session 6, Feb 24**

#### **Strategic Planning Analysis**

*What is strategic planning? How does one identify the threats and assets that face an organization? What are the mandates and missions of my organization?*

READ: Bryson 1-286

ANSWER: Forum questions.

### **Class Session 7, March 2**

#### **Sustaining Strategic Plans**

*How do I implement a strategy and do it effectively? How do I map the plan and reassess and revise? What is the role of leaders in implementation and sustainability? How does the issue of time and its differing cultural/religious interpretations affect the strategic planning process, product and sustainability plan?*

READ: Bryson 286-500

DUE: Professional Leader Shadowing Assignment

### **Class Session 8, March 9, Grant Writing**

*How do I match my strategic plan with funding proposals? What are the major mistakes made by people when writing grants? How do I function as an ethical grant writer? What are the special concerns of interfaith nonprofits related to grant writing?*

READ: Articles to be posted

ANSWER: Forum questions

### **Class Session 9: March 16, Break**

### **Class Session 10: March 23, Facilitation Skills**

*What are the essential skills to facilitate transformative conversations? What are some ways that conversations can be effectively designed between staff, clients and board members of different traditions, cultures and backgrounds? How do change theories relate to change processes? What does the role of religious differences play in designing interreligious change processes? How are religious traditions assets and how can they serve as a basis for change processes?*

READ: Holman, Devane and Kaney 1-299

ANSWER: Forum questions

### **Class Session 11: March 30, Planning Methods**

*What are some of the processes that can be used for planning? How do we relate strategic planning to planning processes themselves? What are some of the issues unique to interreligious settings? What is the strategic plan for the field as a whole? How does the history and trends of interfaith engagement inform the future of the field? How can I be an effective player within this emerging academic, educational and non profit field?*

READ: Holman, Devane and Kaney 299-347

ANSWER: Forum questions

**Class Session 12: April 6, Methods/Ethics of Management based on Religious Principles**

*What are some of the different religious perspectives based on various religious orientations of individuals and systems that my nonprofit operates in? What are the areas of common ground and areas of dissonance? How can I develop educational material for my board, my community, my clients and staff on multi-religious approaches to non profit management?*

READ: Eck article to be posted, Terry Bookman and William Kahn full text, Beekun, full text

ANSWER: Forum questions

**Class Session 13, April 13, Topic above cont.**

READ: N. Graham Standish, full text AND also research one other tradition we have NOT covered, read and provide online resource for your classmates as well.

ANSWER: Forum questions

**Class Session 14, April 20, Interreligious Conflict Resolution**

*How has one community organized around conflicts that they engage in? What are the strategies for change based on one's religious orientation? What are ethical ways engaging? What are the greatest conflicts of our time? What are the essential conflict resolution theories that might inform a problem solving approach to the divisive conflicts of our time?*

READ: Utter and True, full text.

ANSWER: Forum questions.

**Class Session 15, April 27, Interreligious Conflict Resolution, Cont.**

*What are the elements that each tradition can draw upon to serve for interreligious conflict resolution? What happens when conflicts arise between communities? What are the ways that organizations have dealt with these issues effectively around the country/world?*

READ: Case studies to be provided from Pluralism Project (will be posted)

**Class Session 16, May 4, Moving Forward, Building Philanthropic Communities**

*What are the current models of international interfaith organizations? How are some of them doing work without the financial investment necessary in the US? How do we develop educational material to train US based organizations in these models? What are the patterns of giving in different communities? How do we create a multi-generational commitment to best practices of interreligious non profit management?*

READ: Articles to be posted

Answer Forum Questions

Final DUE, May 4, 5pm

