



HORIZONS IN RELIGIOUS EDUCATION
THE RELIGIOUS EDUCATION ASSOCIATION

GOD BEYOND BORDERS

INTERRELIGIOUS LEARNING
AMONG FAITH COMMUNITIES

SHERYL A. KUJAWA-HOLBROOK

God Beyond Borders Interreligious Learning Among Faith Communities Horizons In Religious Education

Clive Pearson



God Beyond Borders Interreligious Learning Among Faith Communities Horizons In Religious Education:

God Beyond Borders Sheryl A. Kujawa-Holbrook, 2014-03-17 Based on ten years of research *God Beyond Borders* is a comprehensive study of interreligious learning in faith communities The United States is one of the most religiously diverse countries of the world Kujawa Holbrook details the many practices of interreligious learning in faith communities through interreligious encounters religious education shared sacred space shared prayer and compassionate action The book also surveys the field of interreligious learning and investigates some of the more common intentionally interreligious communities families clergy groups chaplaincies and community organizations Kujawa Holbrook combines theory and praxis to make a case for the importance of interreligious learning in all religious organizations

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Before Theological Study Harry O. Maier, Ashley John Moyse, Richard R. Topping, 2021-09-16 *Before Theological Study* will orient students to the aptitudes knowledge spirituality imagination and dispositions that are appropriate to thoughtful engaged and generous theological study The book has the character of a modern theological enchiridion handbook for engagement with the disciplines that are a part of preparation for ministry It is characterized by the vision of the Vancouver School of Theology to prepare students for thoughtful engaged and generous Christian ministry practiced in a way that is alert to the multi religious contexts and the colonial legacy of mainline Christianity The essays in this handbook are written in a variety of registers yet each remains accessible to the newcomer or potential newcomer to theological education The book is not rooted in a unified orthodoxy but expresses the bandwidth of contemporary theological viewpoints

Teaching for a Multifaith World Eleazar S. Fernandez, 2017-05-05 When religious diversity is our reality radical hospitality to people of other faiths is not a luxury but a necessity More than necessary for our survival radical hospitality to religious diversity is necessary if we are to thrive as a global society By no means does the practice of hospitality in a multifaith world require that we be oblivious of our differences On the contrary it demands a respectful embrace of our differences because that is who we are Neither does radical hospitality require that we water down our commitment because faithfulness and openness are not contradictory We must be able to say with burning passion that we are open to the claims of other faiths because we are faithful to our religious heritage The essays in this book do not offer simply theological exhortations they offer specific ways of how we can become religiously competent citizens in a

multifaith world Let's take the bold steps of radical openness with this book on our side **Enacting a Public Theology**

Clive Pearson, 2019-12-17 The practice of a public theology is to identify issues that require attention for the sake of a civil society and the flourishing of all In diverse ways the writers of *Enacting a Public Theology* recognise that the present is a volatile moment in time The publication explores the loss of confidence in the contemporary expressions of democracy the climate emergency accompanies the dawn of the Anthropocene the migration of people raises concerns to do with identity belonging and where is home the invasion of land wrongly described as *terra nullius* and then invaded demands a deepened praxis of reconciliation between first and second peoples and lastly there is an urgent need to speak into the situation of those pushed to the margins because of HIV Aids *Enacting a Public Theology* represents the thinking of writers from Australia and Aotearoa New Zealand It is both local and global in its concern Each one of the contributors participated in the triennial gathering of the Global Network of Public Theology held in Stellenbosch in 2016 *The Georgetown Companion to Interreligious Studies* Lucinda Mosher, 2022-06-01 The Georgetown Companion to Interreligious Studies provides fifty

thought provoking chapters on the field's unique history priorities challenges pedagogies and practical applications written by an international roster of experts and practitioners across religious traditions This will serve as a valuable reference to students in the field **Virtue in Dialogue** Mara Brecht, 2014-03-05 Religious diversity is a persistent theological predicament for Christian thinkers Historically theologians have wrestled with the relationship between believing Christians and religious others The clash between the Christian doctrine of salvation and non Christian belief systems often comes down to the question can non Christians be saved In a pluralist world a second question arises can believers of divergent traditions reconcile their theological differences Is the logical answer that one believer abandon her faith convictions and promote a relativistic mindset This book draws upon original research documenting conversations by women in an interreligious dialogue group to show that when believers converse in honesty empathy and patience in short when engaged in virtuous dialogue they can bridge the gap left by theory When believers from different faiths come together in open conversation it need not lead to relativism but instead can lead to strengthened belief Sharing convictions with people who believe differently sincere believers find they often come to hold their own core beliefs with newfound strength **Receptive**

Ecumenism as Transformative Ecclesial Learning Paul D. Murray, Gregory A. Ryan, Paul Lakeland, 2022-05-26 Receptive Ecumenism asks not what other churches can learn from us but what can we learn and receive with integrity from our ecclesial others Since the publication of *Receptive Ecumenism and the Call to Catholic Learning Exploring a Way for Contemporary Ecumenism* OUP 2008 this fresh ecumenical strategy has been adopted critiqued and developed in different Christian traditions and in local national and international settings including the most recent bilateral dialogue of the Anglican Roman Catholic International Commission ARCIC III The thirty eight chapters in this new volume by academics church leaders and ecumenical practitioners who have adopted and adapted Receptive Ecumenism in various ecclesial and

cultural contexts show how Receptive Ecumenism has grown and matured Part One demonstrates how Receptive Ecumenism itself is capable of being received with integrity into very different ecclesiologies and ecclesial traditions In Part Two this approach to transformative ecumenical learning is applied to some recurrent ecclesial problems such as the understanding and practice of ministry revealing new insights and practical opportunities Part Three examines the potential and challenges for Receptive Ecumenism in different international settings Part Four draws on scripture hermeneutics and pneumatology to offer critical reflection on how Receptive Ecumenism itself implements transformative ecclesial learning Addressing the 70th Anniversary of the World Council of Churches Archbishop Justin Welby said that One of the most important of recent ecumenical developments has been the concept of Receptive Ecumenism This volume provides an indispensable point of reference for understanding and applying that concept in the life of the Christian churches today

Religion Index One, 2007 **God Beyond Borders** Sheryl A. Kujawa-Holbrook, 2012-02-01 **The Catholic Periodical and Literature Index**, 1992 International Handbook of Inter-religious Education Kath Engebretson, Marian de Souza, Gloria Durka, Liam Gearon, 2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of as well as collaboration between religions has essential educational value The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights justice and peace Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain and call their followers to compassion for every human being It also seeks to lead students to an awareness that the followers of religions across the world need to be and to grow in dialogical relationships of respect and understanding An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and therefore it has great potential to contribute to the common good of the global community Interreligious education has grown from the interfaith movement whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893 This was the first time in history that leaders of the eastern and western religions had come together for dialogue and to consider working together for global unity

Interreligious Learning Didier Pollefeyt, 2007 The growth of secularisation pluralism and globalisation have placed the West's traditional monoreligious education under pressure Christianity no longer possesses a privileged position in Western Europe Since the 1970s a number of scholars have been trying to formulate an answer to this question of multireligiosity by developing a multireligious concept of religious education As both a critique on and alternative for the multireligious model scholars in the 1990s developed the interreligious model of religious education This approach distinguishes itself from monoreligious pedagogy through acknowledging plurality among the pupils as both a part of departure and as a possible end result of religious education Moreover it openly approaches the plurality of religions and worldviews as a learning opportunity Religious education thus becomes a place of encounter and dialogue between different

religious convictions Interreligious learning further distinguishes itself from the multireligious model by overcoming a purely objective representation of the multitude of religions In the interreligious model students are not only informed but are introduced to the cognitive and value commitments underlying the different religions giving them the opportunity to enrich and develop their own personal religious identity The teacher takes an explicit and particular religious Christian standpoint but also tries to bring in other committed religious and philosophical voices The interreligious model aims to teach students that holding a proper religious identity while having an openness to the religious other is not necessarily self contradictory What is more that authentic religiosity is able to welcome the other in his her vulnerability and strength as a witness to God In this volume scholars from various disciplines theology pedagogy psychology and ethics and from different religious backgrounds Jews Christians and Muslims face up to a total of ten challenges related to interreligious learning Challenges that may act as obstacles to the acceptance of this possible new paradigm for religious education *Interfaith Education for All* Duncan R. Wielzen, Ina Ter Avest, 2017-10-10 Living together in the midst of diversity is an issue of pivotal importance all over the world in particular for people involved in the education of the younger generation The search intended in this publication is to find the means to go beyond mere tolerance of differences Education as envisioned in this book engages learners in active citizenship and enables pupils and students young people to transform their social environment Learning about the other and to a certain extent appreciating the other s perspective together with acquiring dialogical skills are key elements for learning to live together with people from different cultural backgrounds and with diverse religious and secular worldviews Hence faith development dialogicality and citizenship are central themes in this publication This book brings together the latest insights and best practices available in the fields of religious education from around the world which are reflected upon by distinguished scholars in the field The input provided by the three parts of this book will give every educator further food for thought be it in the classroom at home or in leisure activities The diversity approach of this book is mirrored in the composition of the team of editors Duncan Wielzen is a theologian with research interest in religious education in plural societies Ina Ter Avest is a psychologist with a focus on the intersectionality of psychology culture and religion The focus of both editors is on inter faith education its implication and further development **Understanding Other Religious Worlds** Judith A. Berling, 2004-01-01 This book articulates a learning process to help educators improve approaches to other religious traditions Understanding Other Religious Worlds distinguishes between learning facts about other religions and understanding them and their followers in a wholistic manner Berling argues that incorporating the religious other in one s own Christian identity is integral to living an authentic Christian life **BOOK JACKET Title Summary** field provided by Blackwell North America Inc All Rights Reserved **Participatory Learning** Chris Hermans, 2003-07-01 In many respects children and youths receiving religious instruction in our culture resemble extraterrestrial beings doing an orientation course Religion and religiosity are unknown quantities which they have hardly encountered at home Religion

seems something else something greater This book is a study of the foundations of religious education centered around six concepts religion in a globalizing society religious tradition religion the religious self learning through participation and interreligious learning Shared Learning in a Plural World Gert Rüppell, Peter Schreiner, 2003 Shared Learning in a Plural World takes the reader along to a discourse held between representatives of different world religions religious educators and researchers about How religious education can contribute to good community relations Starting with the issue of pluralism the book leads on to concepts of learning in world religions reflections on inter religious learning in Europe and examples on methodologies of education and community A number of documents related to the Interfaith work of the World Council of Churches are also documented The publication is an outcome of a co operation between the World Council of Churches Education and Ecumenical Formation Inter religious Relations and the Comenius Institut in Munster Germany

Interreligious Learning and Teaching Kristin Johnston Largent, Mary E. Hess, Christy Lohr Sapp, 2014 There is still resistance in Christian institutions to interreligious dialogue The author provides not only the theological grounding for such a position but also advice on how to teach and live out this conviction in a way that promotes greater understanding and respect for others and engenders a deeper appreciation of one's own faith tradition **Critical Perspectives on**

Interreligious Education, 2020-03-31 The editors of Experiments in Empathy Critical Reflections on Interreligious Education have assembled a volume that spans multiple religious traditions and offers innovative methods for teaching and designing interreligious learning This groundbreaking text includes established interreligious educators and emerging scholars who expand the vision of this field to include critical studies decolonial approaches and exciting pedagogical developments The book includes voices that are often left out of other comparative theology or interreligious education texts Scholars from evangelical Muslim Catholic Protestant Jewish religiously hybrid and other background enrich the existing models for interreligious classrooms The book is particularly relevant at a time when religion is so often harnessed for division and hatred By examining the roots of racism xenophobia sexism and their interaction with religion that contribute to inequity the volume offers real world educational interventions The content is in high demand as are the authors who contributed to the volume Contributors are Scott Alexander Judith A Berling Monica A Coleman Reuven Firestone Christine Hong Jennifer Howe Peace Munir Jiwa Nancy Fuchs Kreimer Tony Ritchie Rachel Mikva John Thatanamil Timur Yuskaev

Beyond Intolerance Stella Adamma Nneji, 2018-04-20 There is no gainsaying the fact that the problem of religious intolerance has become a worldwide problem In today's pluralistic society the dialogical tension between openness and identity has become a major challenge for interreligious dialogue and peaceful co existence This tension is expressed in the question Can one maintain one's own religious identity without one closing oneself off from the other This question is central to the challenges posed on how religious education can contribute to sustainable peace in Nigeria and the world over In this book Stella Nneji critically assesses the various models of religious pedagogy mono religious multi religious and inter

religious by asking how these models relate to the dialogical tension between openness and identity in Nigeriaa nation perceivably confronted with an enduring history of post colonial strife religious intolerance and violence The contention is that the mono religious and multi religious models which while dominant in current practice and in academia nevertheless fall short of expressing the authentic challenges and opportunities religious intolerance presents in Nigerian multi religious cultural context In this connection this book provides a clear notion of the theological foundation principles and framework of inter religious education and a practical guide for authentic dialogue in a plural context She calls for a paradigm shift for confessional religious pedagogy to a model of inter religious learning as incorporated within the hermeneutical communicative education On this basis the book proposes a new model for the role of religious education in Nigeria This model in a critical enculturated way attempts to recognize the tensions of authentic religious difference presupposing a broad spectrum of difference in the classroom in a way that also incorporates genuine religious encounters and expressions of identity

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