

MNST 7190 Life Together: Building the Beloved Community
North Park Theological Seminary/School of Restorative Arts / Ignite Program
Spring 2021, Correspondence Distributed Learning
(3 credit hours)

COURSE INSTRUCTORS

Rev. Cheryl Lynn Cain, Pastor of Multicultural Ministries, Church of the Good Shepherd, Joliet, IL,
 Adjunct Faculty, North Park Theological Seminary, Chicago, IL.

Prof. Soong-Chan Rah, Milton B. Engebretson Professor of Church Growth and Evangelism, North Park
 Theological Seminary, Chicago, IL.

COURSE DESCRIPTION: This course approaches the challenges of the development of history, culture, and race and their implications within the broader U.S. context. The focus is cross-cultural and cross-racial relationship dynamics through exploring various themes such as: culture, race, racism, community and social justice. Students are enabled to develop methods toward reconciliation within a theological and biblical framework and to become agents of racial reconciliation as part of their ministry and leadership.

ADDITIONAL DESCRIPTION

Students will learn about the history of systemic racism, institutional bias, and ecclesial practices that prohibit the church from prophetically living life together and embodying Christian solidarity in the face of racial harm. This course will connect the oppression of years past to present day racial suffering and division. Students participate in listening, exploring, learning, and unpacking the cause, effect and impact of racism in the U.S. This course addresses the learning outcome found in all four NPTS degree programs to, “engage diversity and exhibit growth towards intercultural competence for ministry reflective of God’s global redemptive work.” This course fulfills the intercultural diversity course requirement.

COURSE LEARNING OBJECTIVES

Students will:

1. Identify areas for individual healing in race relations.
2. Compare biblical texts that were critical for legitimizing and sustaining racism and texts used by communities of color who have resisted racial oppression.
3. Evaluate the systemic nature of racial injustice in the United States in regard to social systems.
4. Analyze approaches to dialogues on racial righteousness and reconciliation outside the classroom within which students may be agents of restoration.
5. Plan steps to advance one’s individual healing, race relations within the learning community, or restoration within one’s broader context in the area of race relations.

REQUIRED READING

1. Charles, Mark & Soong-Chan Rah, *Unsettling Truths: The Ongoing, Dehumanizing Legacy of the Doctrine of Discovery* (IVP Books, 2019), 0830845255
2. Denis, Nelson Antonio, *War Against All Puerto Ricans: Revolution and Terror in America's Colony* (Bold Type Book, 2015), 1568585616.
3. DiAngelo, Robin. *White Fragility: Why It's So Hard for White People to Talk about Racism* (Beacon Press, 2018), 0807047414.
4. Khan-Cullors, Patrisse & Asha Bandele, *When They Call You a Terrorist: A Black Lives Matter Memoir* (St. Martins Press, 2019), 1250171083.
5. Articles and additional chapters to be distributed.

Suggested Resources and Additional Reading

6. Blount, Brian K. & Cain Hope Felder, *True to Our Native Land: An African American New Testament Commentator* (Fortress Press: 2007), 0800634217.
7. Byron, Gay. *Womanist Interpretations of the Bible: Expanding the Discourse* (SBL Press, 2016), 1628371528.
8. Edwards, Dennis. *Might from the Margins: The Gospel's Power to Turn the Tables on Injustice* (APG, 2020), 1513806017.
9. Felder, Cain Hope. *Stony the Road We Trod: African American Biblical Interpretation*, Minneapolis, MN, (Fortress Press; 1991), 0800625013.
10. Isasi-Diaz, Ada Maria. *Mujerista Theology: A Theology for the Twenty-First Century*. (Orbis Books, 1996), 1570750816.
11. Jennings, Willie. *The Christian Imagination: Theology and the Origins of Race* (Yale University Press, 2011), 0300171366.
12. Joh, Wonhee Anne. *Heart of the Cross: A Postcolonial Christology* (Westminster/John Knox Press, 2006), 0664230630.

ASSESSMENTS AND GRADING SCALE

Class Participation: Students are responsible for completing all readings in a timely manner for each module. Students need to apply readings to small group discussion modules in lieu of in-class participation. Some ungraded writing exercises reflecting on readings will be assigned in preparation for module discussions. (See Schedule below)

Small Group Discussion Modules

Throughout the semester, students will be placed in groups and asked to discuss questions prompted by the reading and the assigned lectures. The content from these group discussions will form the content for the three reflection papers.

Three Reflection Papers (1000-1200 words)

This course is designed for intentional reflection and interaction in-between assignments and through class discussion modules. Students will write THREE reflection papers over the course of the semester. Each reflection paper will be due at the end of the first three small group discussion module rotations.

Paper 1: Who am I?

Reflect on your racial and ethnic identity. What are some key moments that were defining for your formation? What are ways you have celebrated your racial and ethnic identity? What key narratives (internal and external) have shaped your identity? What are areas of pain or in need of healing regarding your racial and ethnic identity? Be specific and use examples from your own racial and ethnic journey. Include ways you hope to learn and grow in this course.

Due: February 16

Paper 2: Who do I want to become?

Reflect on how the readings so far have challenged your racial identity and God's plan for your understanding of your racial identity. How have some of the readings or class discussions shaped your understanding of "who am I" and "who do I want to become?" Reflect on one-two ways that you have found healing or would like to find healing in the area of racial and ethnic identity.

Due: March 23

Paper 3: How do I become who I want to become?

How might you continue to be a restorative presence in your community? Interact with readings as they have informed your growth. What practical steps do you plan to take to engage in a sense of racial and ethnic wholeness for the sake of your community? Additionally, was there a time when you facilitated restoration either in a class discussion or a situation outside of class? What tools were helpful?

Due: April 20

Journaling

Students will keep a journal over the semester that chronicles moments of celebrating racial and ethnic identity and also reflects on areas of pain. Consider some of these prompts throughout the semester: What are situations where you are confident or at peace regarding your identity? When are you triggered? What emotions accompany your response to readings, class discussions, or events and interactions outside of class? How did you respond? Evaluate your responses over time. Are you responding and interacting with persons who are different than you in ways you are content with? How would you like to improve? How did you feel harmed? How did you harm another? What are ways you would like to find healing?

Due: Students are expected to journal at least once a week. Journal entries will be checked on an honor system (you will check off whether you have completed your journal entries for that week). Journal entries may be used in your module reflection papers.

Final Project

The final project will be a written paper synthesizing the student's reflections on readings, scriptural and theological foundations, course materials, small and large group discussions, and personal experiences. This project will also include future plans for next steps to follow up on themes and challenges that **emerged from the course. A rubric will be provided for the final project. Length: 2000-2500 words.**

Due: May 7th

Reading Log

Along with your final project, submit the reading log that reports percentage of required reading completed.

Due: May 7th

Grade Weights

Class Participation: 10%

Reflection Papers: 45% (15% each)

Journaling: 10%

Final Project: 25%

Reading Log: 10%

*Course grades will be computed according to the policy found in the NPTS catalog.

COURSE CALENDAR

Schedule subject to adjustment.

Module One: Who am I?

Reflect on your racial and ethnic identity. What are some key moments that were defining for your formation? What are ways you have celebrated your racial and ethnic identity? What key narratives (internal and external) have shaped your identity? What are areas of pain or in need of healing in regards to your racial and ethnic identity? Be specific and use examples from your own racial and ethnic journey. Include ways you hope to learn and grow in this course.

Module Two: Who do I want to become?

Reflect on how the readings so far have challenged your racial identity and God's plan for your understanding of your racial identity. How have some of the readings or class discussions shaped your understanding of "who am I" and "who do I want to become"? Reflect on one-two ways that you have found healing or would like to find healing in the area of racial and ethnic identity.

Module Three: **How do I become who I want to become?**

How might you continue to be a restorative presence in your community? Interact with readings as they have informed your growth. What practical steps do you plan to take to engage in a sense of racial and ethnic wholeness for the sake of your community? Additionally, was there a time when you facilitated restoration either in a class discussion or a situation outside of class? What tools were helpful?

Module Four: **Synthesis and Final Project Reporting on Next Steps**

What are the concrete applications from the course that will shape our relationships inside? Outside? What can we offer in terms of Good News? What are our next steps of discipleship and Christian formation?

SCHEDULE

Readings should be completed on a schedule that allows adequate time for thoughtful completion of corresponding reading responses/assignments to be submitted Tuesdays as specified below. The material start and submission dates are based on Stateville Correctional Center's drop off and pick up days. As a small group member growing in *Life Together*, please be mindful of these deadlines so we can best interact as an inside and outside community.

	Assignment / Topic (Friday)	Assessments to submit (by Tuesday)
Week 1 Fri., Jan. 15 - Tues., Jan 19	Course Introduction and Mechanics/ Review Syllabus Start Unsettling Truths	Self-introduction to your small group. (use form) Submit Tues., Jan 19
Week 2 Fri., Jan 22 - Tues., Jan. 26	<i>Module 1: Who am I?</i> <i>Reflect on your racial and ethnic identity. What are some key moments that were defining for your formation? What are ways you have celebrated your identity? What key narratives (internal and external) have shaped your identity? What are areas of pain or in need of healing? Be specific and use examples from your own racial and ethnic journey. Include ways you hope to learn and grow in this course.</i> Finish Unsettling Truths	Initial Reading Reflection sent to small groups (use form and guidelines) Submit Tues., Jan. 26

<p>Week 3 Fri., Jan 29 Tues., Feb 2</p>	<p>Module 1 Unsettling Truths lecture ppts</p>	<p>Respond to small group reflections (use form) Continue writing reading reflections in Personal Journal (use form) Submit Tues., Feb 2</p>
<p>Week 4 Fri. Feb 5- Tues., Feb. 9</p>	<p>Module 1</p>	<p>Continue writing reading reflections in Personal Journal (use form) Submit Tues., Feb 9</p>
<p>Week 5 Fri., Feb 12- Tues., Feb.16</p>	<p>FINISH Module 1</p>	<p>Module 1 Reading Reflection Paper (see prompt and guidelines) Submit Tues., Feb 16</p>
<p>Week 6 Fri., Feb 19- Tues., Feb. 23</p>	<p><i>Module 2 : Who do I want to become? Reflect on how the readings so far have challenged your racial identity and God’s plan for your understanding of your racial identity. How have some of the readings or class discussions shaped your understanding of “who am I” and “who do I want to become” ? Reflect on one-two ways that you have found healing or would like to find healing in the area of racial and ethnic identity.</i></p> <p>Start Khan-Cullors & Bandele Additional Reading: Brown-Douglas</p>	<p>Initial Reading Reflection sent to small groups (use form) Submit: Tues., Feb 23</p>
<p>Week 7 Fri., Feb 26- Tues.,Mar. 2</p>	<p>Module 2 Finish Khan-Cullors & Bandele</p>	<p>Respond to small group reflections Submit Tues., Mar 2</p>
<p>Week 8 Fri., Mar 5 - Tues., Mar 9</p>	<p>Module 2</p>	<p>Personal Reflection and Application on reading sent to small groups (use form) Submit Tues., Mar 9</p>

Week 9	<i>NPTS Spring reading week</i> Use time to catch up on any missed reading.	
Week 10 Fri., Mar 19- Tues., Mar. 23	Module 2	Module 2 Reading Reflection Paper (see prompt and guidelines) Submit: Tues., Mar. 23
Week 11 Fri., Mar 26- Tues., Mar 30	<i>Module 3: How do I become who I want to become? How might you continue to be a restorative presence in your community? Interact with readings as they have informed your growth. What practical steps do you plan to take to engage in a sense of racial and ethnic wholeness for the sake of your community? Additionally, was there a time when you facilitated restoration either in a class discussion or a situation outside of class? What tools were helpful?</i>	Initial Reading Reflection (see form guidelines) Submit: Tues., Mar 30
Week 12 Fri., Apr 2- Tues., Apr 6	Module 3	Respond to small group reflections Submit: Tues., Apr 6
Week 13 Fri., Apr 9- Tues., Apr 13	Module 3	Continue writing reading reflections in Reading Journal (use form) Submit: Tues., Apr 13
Week 14 Fri., Apr 16- Tues., Apr 20	Module 3	Module 3 Reading Reflection Paper (see prompt and guidelines) Submit: Tues., Apr 20

Week 15 Fri., Apr 23- Tues., Apr 27	<i>Module 4: Synthesis and Final Project Reporting on Next Steps</i> <i>What are the concrete applications from the course that will shape our relationships inside? Outside? What can we offer in terms of Good News? What are our next steps of discipleship and Christian formation?</i>	Working Final Papers / Send topic and outline to the small group Submit: Tues., Apr 27
Week 16 Fri., Apr 30- Tues., May 4th		Respond to small group Submit: Tues., May 4
Week 17 Fri., May 7th		Final Paper Due

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the Seminary Catalogue in the Resource Room, pp. 25–27.

INCOMPLETE POLICY

If, due to extenuating circumstances a student anticipates he will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Director of the School of Restorative Arts.

ADDITIONAL COURSE GUIDELINES

Students are required to attend class and make up all work for missed classes. Missing more than three weeks disqualifies students from Earned Time Credit. For all assignments and class discussion, please use inclusive language – see the policy in the Writing Handbook in the Resource Room.