

JOURNEY TO MOSAIC (CHICAGO)/MNST 6532
NORTH PARK THEOLOGICAL SEMINARY
Instructors: Cheryl Lynn Cain and Dominique Gilliard
(3 Credit Course)

COURSE DESCRIPTION:

This course incorporates readings, films, podcast, conversations and interaction with individuals and a pilgrimage to major sites of racial significance in Chicago and the broader American context. The focus is on cross-cultural and cross-racial relationship dynamics leading to a greater cultural intelligence on racial and cultural issues in the church. The course will explore the biblical, theological, sociological, political, cultural, and psychological dimensions of the struggle for racial justice and its contemporary implications for ministry.

LEARNING OBJECTIVES:

Upon completion of the course, participants will:

- Develop historical knowledge of the context of race and race relations in the city of Chicago with a broader application to American society.
- Develop his/her biblical, theological and social ethical reflection on cross-cultural ministry.
- Be able to develop a critical analysis of the contemporary state of race relations and apply to the local church context.
- Begin to explore the implications of race for ministry in his/her own calling.

In addition, we will be working towards the seminary learning goals of:

- Embody a ministerial identity committed to caring for the spiritual formation of the self, individuals, and communities.
- Demonstrate vision and growing capacity to excel in leadership for God's mission.
- Communicates the whole gospel of Jesus Christ in contextually appropriate and effective ways.
- Engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God's global redemptive work.

REQUIRED READING:

Dominique Gilliard, *Subversive Witness: Scripture's Call to Leverage Privilege* (Zondervan Reflective, 2021).

David W. Swanson, *Rediscovering the White Church: From Cheap Diversity to True Solidarity* (Intervarsity Press 2020).

Matthew Soerens and Jenny Yang, *Welcoming the Stranger: Justice, Compassion & Truth in the Immigration* (Intervarsity Press 2018).

Required viewing

Watch this short [film](#) from along our southern border (6 minutes).

Watch this new feature on "[Targeting El Paso](#)" (55 minutes)

- Watch** this [sermon](#) from Richard Twiss (59 minutes)
- Watch** the documentary [True Justice: Bryan Stevenson's Fight for Equality](#) (1 hour and 40 minutes)
- Watch** this [interview](#) with James Hal Cone and Bill Moyers (45 minutes)
- Watch** this [lecture](#) by Dr. Willie Jennings (46 minutes)
- Watch** this [TedTalk](#) by Rosalie Fish (12 minutes)
- Watch** the PBS series [Asian Americans](#) (5-hour series)

Required Listens

Listen to this 4-part podcast series on Critical Race Theory.

- Critical Race Theory: [What is it, Actually?](#) (53 minutes)
- Critical Race Theory: [White Supremacy in the US](#) (1 hour & 5 minutes)
- Critical Race Theory: [White Supremacy in the US continued](#) (1 hour & 4 minutes)
- Critical Race Theory: [Why it Matters for the Church](#) (58 minutes)

Listen to these interview snippets with Jenny Yang, Vice President of Senior Vice President of Advocacy and Policy at World Relief.

- [Why should Christians care about Immigration?](#) (7 minutes & 36 seconds)
- [How do Christians show that they care about immigration?](#) (11 minutes & 54 seconds)
- [What are people missing when they say “immigrants today should do it the right way, like my ancestors”?](#) (7 minutes & 14 seconds)
- [Why should Christians engage in advocacy?](#) (13 minutes & 8 seconds)

COURSE SCHEDULE (subject to change):

Pre-Journey Sessions ONLINE

Course Overview

Book Reflections

Introductory Lectures/Podcasts

[The Journey to Mosaic - Chicago Itinerary \(see itinerary on Canvas\)](#)

Day 1/Saturday Chicago Indigenous Stories

Day 2/Sunday Chicago African American Stories

Day 3/Monday Chicago Immigrant Stories

Day 4/Tuesday Chicago Neighborhood Stories

COURSE REQUIREMENTS:

| | |
|---------------------------------|--------------|
| Participation in the Journey | 15% of grade |
| J2M Reflection Papers (2 total) | 15% of grade |
| Reading Reports (2 total) | 20% of grade |
| Final Project | 50% of grade |

Grading:

Upon completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (A – F) will be awarded according to the existing policies of North Park. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

| <u>Total Points Earned:</u> | <u>Final Grade:</u> |
|-----------------------------|---------------------|
| 95-100 | A |
| 93-94 | A- |
| 91-92 | B+ |
| 88-90 | B |
| 86-87 | B- |
| 84-85 | C+ |
| 80-83 | C |
| 78-79 | C- |
| 76-77 | D+ |
| 72-75 | D |
| 70-71 | D- |
| 69 and below | F |

Late work will be penalized 1/3 of a letter grade for each day that the assignment is late.

A FINAL GRADE for this course will be computed according to your successful completion of the following assignments:

ASSIGNMENT 1: Class Attendance and Participation 15 points max total

Please note that this course centers on participation in a four day journey in Chicago from January 22-25, 2021. Online participation in the pre- and post-journey sessions as well as attendance active participation and engagement at the journey will be required.

ASSIGNMENT 2: Session Reflection Reports 15 points max total

Two reflection papers (750-1000 words) that draw upon two of the journey experiences. Each reflection paper should capture your experience and learning with the following grading rubric:

Grading Rubric for Assignment 3 (10 points each):

- paper shows reflective and creative thinking
- paper is accurate to the content of the session
- paper is well-written and structured
 - o Gives a vivid and accurate description of the session/event
 - o Identify what were key issues of the session
 - o Reflect on what key theological concepts or motifs may apply
 - o Reflect on your personal experience
 - o

DUE: February 12th (E-mail by midnight to Dominique.Gilliard@covchurch.org)

ASSIGNMENT 3: Reading Reports

20 points max total

Your reading reports for two of the required text books are to be typed in the designated report format below.

Reading Report Format and **Grading Rubric** (2 pages, double-spaced) **(10 pts each):**

- Note the Author; Title; Publisher; and Date of the book. (1 point)
- List the percentage of the book completed by the due date. (1 point)
- Submit your understanding of the central thesis of the book. (2 points)
- Select an idea or concept from the reading that seemed especially significant and respond in your own words. (6 points)
 - o Identify concept/idea (2 points)
 - o Give a critique/reflection/analysis on the concept (2 points)
 - o Practically apply this concept in a local church setting (2 points)

DUE: January 22nd / February 21st (E-mail by midnight to Dominique.Gilliard@covchurch.org)

ASSIGNMENT 5: FINAL PAPER

50 points max total

Write a 13-15 page (3000-4000 words, double-spaced, standard margins) final paper that integrates various learnings from the course including:

- theology of racial righteousness and reconciliation, justice, and multi-ethnic ministry
- required readings, viewings, and listening, as well as original research
- ideas and reflections garnered from discussions, site visits, sessions, etc.
- paper should be practical in nature and applicable in the local church context and integrate research and reflection

DUE: May 10th (E-mail by midnight to Dominique.Gilliard@covchurch.org)

Criteria for grading written assignments and project

A/A- Well-written with no errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topic and familiarity with supporting sources (readings, online resources and discussion). Fully and clearly responsive to question(s) asked.

B/B- Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, online resources and discussion).

C/C- Content may show either less than correct familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

BIBLIOGRAPHY

- Alvarez, Julia. *How the Garcia Girls Lost Their Accents*. Reprint ed. Algonquin Books, 2010.
- Armas, Kat. *Abuelita Faith: What Women on the Margins Teach Us about Wisdom, Persistence, and Strength*, Brazos Press, 2021.
- Bantum, Brian. *Redeeming Mulatto*. Baylor University Press, 2016.
- Boggs, Grace Lee. *Living for Change*. University of Minnesota Press, 2016.
- Brown, Dee. *Bury My Heart at Wounded Knee*. Henry Holt & Co, 2007.
- Byron, Gay L. *Symbolic Blackness and Ethnic Difference in Early Christian Literature*. Routledge, 2002.
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- Isasi-Diaz, Ada María. *En La Lucha/In the Struggle: Elaborating a Mujerista Theology*. 10th anniversary ed. Fortress Press, 2004.
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- Kabri, Nazli. *Becoming Asian American*. Johns Hopkins University Press, 2003.
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- Lincoln, C. Eric and Lawrence H. Mamiya. *The Black Church in the African American Experience*. Duke University Press, 1990.
- McCaulley, Esau. *Reading While Black: African American Biblical Interpretation as an Exercise in Hope*, IVP Academic, 2020.
- Newcomb, Steven T. *Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery*. Fulcrum Publishing, 2008
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- Park, Sydney, Soong-Chan Rah, and Al Tizon, editors. *Honoring the Generations*. Judson Press, 2012.
- Raboteau, Albert. *Slave Religion*. Updated ed. Oxford University Press, 2004.
- Rah, Soong-Chan. *The Next Evangelicalism*. IVP Books, 2009.
- . *Many Colors*. Moody Publishers, 2010.
- Rah, Soong-Chan and Gary VanderPol. *Return to Justice*. Brazos Press, 2016.

Roberts, Gary L. *Massacre at Sand Creek*. Abingdon Press, 2016.

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Tatum, Beverly Daniel. *Why Are All the Black Kids Sitting Together in the Cafeteria?* BasicBooks, 2003.

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Twiss, Richard. *Rescuing the Gospel from the Cowboys*. IVP Books, 2015.

Villafañe, Eldin. *The Liberating Spirit*. Eerdmans Publishing Company, 1993.

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Walker-Barnes. Chanequa. *I Bring the Voices of My People: A Womanist Vision for Racial Reconciliation*, Eerdmans, 2019.

Warner, Stephen and Judith Wittner (eds.). *Gatherings in Diaspora*. Temple University Press, 1998.

West, Cornel. *Race Matters*. 25th Anniversary ed. Beacon Press, 2017.

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Woodley, Randy. *Living in Color*. InterVarsity Press, 2001.

Wu, Frank. *Yellow*. New York: Basic, 2002.

Films:

13th
The Color of Fear
I am Not Your Negro
Crash
Eyes on the Prize
Four Little Girls
In the White Man's Image
The Murder of Emmitt Till
Race: The Power of an Illusion
Smoke Signals
Sorry to Bother You
Blindspotting

Disabilities Accommodations:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office (773-244-5619). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website:

<http://www.northpark.edu/ada>

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park 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 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 further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

NOTES

The instructors reserve the right to modify the course syllabus to best accommodate the particular needs of the class.

Updated November 2021

Journey To Mosaic

January 22nd-January 25th

Saturday: Chicago Indigenous Stories

2:00pm Opening session begins at North Park Nyvall Hall

3:00pm Mitchell Museum of the American Indian, Evanston, IL
Docent Tour: Understanding Local Native American History and Cultures

5:00pm Speaker on Indian Boarding Schools, Denver Indian Center

6:00pm Dinner and Movie

End at approx. 8:00pm

Sunday: Chicago African American Stories

9:30am Leave from hotel for Church service

10:30am Sunday service at Oakdale Covenant Church

12:30pm Lunch

1:30pm A.J Randolph Pullman Porter Museum

3:00pm DuSable Museum

5:00pm Movie and Discussion

End at approx. 7:00pm

Monday: Chicago Immigrant Stories

9:00am Japanese American Citizen League: *Understanding the History and Advocacy work of Japanese Americans in the Chicago area*

10:00-10:15am Break

10:30-11:00 Discussion of PBS series on Asian American History

11:00am Mark Tao presents on *Understanding Chinese American History in Chicago*

12:00pm Lunch in Chinatown

2:00pm Tour of Pilsen murals and Mexican American History in Chicago

3:00pm Conversation w Dr. Robert Chao Romero, author of Brown Church

4:30pm Documentary

End at approx. 6:00pm

Tuesday: Chicago Neighborhood Stories (Cabrini Green, Humboldt Park, Lawndale)

9:00am Presentation and Walking Tour with Dr. Cynthia Stewart: *Understanding the Gentrification of Cabrini Green*

11:30am Presentation by Dr. Jules Martinez *Understanding Puerto Rican history and theology from the Latin American Perspective*

12:30pm Lunch

2:00pm Tour of Lawndale Christian Community Corp: *Understanding Stories of Christian Community Development in Chicago*

4:15pm Dinner and Debrief
End at approx. 6:00pm