

Because the field trip happens during the winter break in the January months, it is unclear whether some site visits will be possible if the exhibits/museums are closed. Details will have to be confirmed later

BIBL 6290 (Section 1) Intercultural Readings of the Bible J-Term 2023 Syllabus

Instructors	Max J. Lee Associate Professor of New Testament
Class Hours/Location:	MTWThF 8:30am-5pm (Jan 9–13, 2023)
Office/Phone	Nyvall 39 / 773-244-5258
Office Hours	by appointment; please email the prof you want to talk with
Email	mlee1@northpark.edu
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Catalog Description

The course interprets select biblical texts from the Old and New Testament with an appreciation for how African-American, Asian-American, Latin-American, and other ethnic-American scholars hear these same texts from their respective cultural locations and social histories. Special attention is given to exegetical method, theological reflection, and cultural hermeneutics. 3 hours.

Course Objectives

- ♦ We seek to **read the Bible interculturally** and examine the contributions offered from Asian-, Latino/a-, and African-American Christian readers of Scripture to our understanding of the gospel of Jesus Christ.
- ♦ The class will still seek *to build a common vocabulary* with the ancient world of the biblical text (i.e., use the best tools of exegesis and the historical critical method, including the original languages) and *apply* its original message into our present Christian context (the task of hermeneutics and theological reflection). We do this to ask how **the ancient world** frames perennial questions that continue to have relevance today. Yet this mode or method of biblical interpretation has its own set of limitations and deficiencies, and so the class will seek to explore how reading biblical texts using other methods might inform (but not replace) the traditional task of exegesis, hermeneutics and theological reflection.
- ♦ Also half the class will be pointed to **cultural studies**. We study the lives of Asian Americans, Latino/a Americans, African Americans, and other ethnic identities - their history, culture, and contributions in the United states so that we can adequately think about how the Bible speaks to their situation and ours.
- ♦ We will also engage with **scholarship from non-European, ethnic-American, and ‘majority world’ perspectives** or perspectives ‘from the margins.’ We will be reading select commentaries, articles, and essays from scholars of color, who collectively represent additional and sometimes unanticipated ways to read the biblical texts and its central themes. We then compare their work with the dominant European and American segments of the academy to understand how certain biblical texts have been heard, read, understood and how IRBib can contribute to the ongoing conversation on how the Bible informs the Christian life.
- ♦ We seek to be more aware of **our own biases and presuppositions** to biblical interpretation. By reading interpretations of the biblical text ‘from the margins’ or from specific cultural and ethnic social locations, students

are asked to re-examine “traditional” ways of understanding the Bible and explore diverse ways of interpreting the Bible that still remain Protestant, confessional, and evangelical, but are no longer Euro- centric.

Required Textbooks

Gonzales, Manuel G. *Mexicanos: A History of Mexicans in the United States*. 3rd Edition. Bloomington: Indiana University Press, 2019 [ISBN: 978-0253041722]

Holt, Thomas C. *Children of Fire: A History of African Americans*. New York: Hill and Wang, 2010 (paperback 2011). [ISBN: **978-0809034178**]

Takaki, Ronald. *Strangers from a Different Shore: A History of Asian Americans*. Updated and Revised Edition. New York: Little, Brown and Company, 1989; 1998 [ISBN: **978-0316831307**]

The Intercultural Readings of the Bible Reader (hence **IRBR**)

On Canvas, PDF versions of journal articles, essays, and select chapters from books/monographs will be available online as part of your required reading. The reader includes important material from scholars of color and scholars who write for the non-European and non-(white)American ‘majority world.’

[For all MDiv students]: ***The Greek New Testament*** (UBS5 or NA²⁸) and ***The Hebrew Bible*** (BHS).

MDiv students are encouraged to work from the Greek New Testament and Hebrew Bible at select points from the course. But if you have not taken Greek or Hebrew, you can, however, to use your English Bible as well (see comments just below).

[For non-MDiv students]: ***The English Bible*** in any contemporary translation, but preferably **NRSV** or **TNIV**.

Please do not use a paraphrased translation (e.g., New Living Bible) or an idiomatic/colloquial one (e.g., Eugene Peterson's translation). A more literal translation of the Hebrew/Greek texts are needed for the course. If you have any questions concerning if a particular translation is, please do not hesitate to ask the instructors.

Recommended: Gonzalez, Juan. *Harvest of Empire: A History of Latinos in America*. Rev. Ed. New York: Penguin Books, 2011. [ISBN: 978-0-14-311928-9] Be sure to get the revised edition!

As part of your book order, please be prepared to pay for any entrance fees to the museums during our field trip day. Some more details below.

Pre-requisites for the Course

There are no pre-requisites for the course but there is an advantage for the student who has taken already either an OT or NT introduction course, or New Testament Exegesis, or Hebrew Exegesis, or any other biblical studies elective which explains the historical-critical method and/or methods of interpretation. If you have questions, please do not hesitate to email the instructors of the course.

Preparation for the Course (Assignments *prior* to the January intensive)

Prior to the start of the J-term, there will be assigned reading and assignments for students to complete in preparation for the intensive. Students will primarily read through the select chapters of **Takaki** (Asian American history), **Holt** (African American history), and **Gonzales** (Mexican American history) and write **short papers** on the Top Ten Historical Events Shaping the Cultural Identity of Asian Americans, Mexican Americans and African Americans.

The instructor of the course would also like **1 zoom conference call** with the entire class as an introduction to the course and to get to know the students prior to our week intensive.

Overview of Assignments

Dates	Assignment Description/Summary	Max Points
Pre-Intensive	Write 1 short papers on the Top 10 Historical Events Shaping the Cultural Identity of Asian Americans, Mexican Americans and African Americans (choose 1 of the 3 books). You will need to read select pages for all 3 prior to the start of class but you write your paper on 1 of the 3 books.	100
	Sign-Up for presentations of Top 10 events (present on the book for which you did not do the short paper assignment above)	
	Prepare for a presentation on one (1) of the Top 10 by groups. The students will be evenly distributed between the groups and most of the work should be done prior to the intensive week. Again, you will do your presentation on the Top 10 you did not write a short	N/A
January Intensive week	Give a Top 10 presentation by groups	100
	Give a Reading the Bible Interculturally (RBI) presentation by groups on an assigned journal article, essay, or chapter	100
	Attendance and Participation	100
	Field Trip reflection	50
	Movie Review (Pick 1 of 2)	50
After the intensive	Research work in preparation for your paper: written proposal + annotated bibliography	100
	Final Paper	200
	<i>Total Possible Points</i>	800

Top 10 Historical Events (100pts)

For **one (1)** of the 3 textbooks on the culture and history of Asian Americans (Takaki), Latino/a Americans (Gonzalez) and African Americans (Holt), you will be asked to distill the content of each book into **a short paper** focusing on the top 10 historical events which has shaped Asian American, Mexican American, and African American identities. Details of the assignment will be posted on Canvas.

Each student must sign up for a **student presentation** on the book you did not write a short paper for. It will be given during the intensive week. The sign-up sheet will be placed on Canvas. Depending on the size of the class, we will have 2-3 students per Top 10 historical events. For your presentation, please provide a **PowerPoint** slideshow to present in the Zoom session.

Student Presentation for Articles/Reading (100pts)

Each student must sign up for a student presentation for a select day during the May month prior to the start of the intensive week. The sign-up sheet will be placed on Canvas. Depending on the size of the class, we will have 2-3 students per article/essay which interprets the biblical text from the social location of a particular ethnic group. The instructors reserve the right to move around signees if people double up.

For your presentation, please provide a **PowerPoint** slideshow to present during the class session. In your presentation, give

1. A very brief biography on the author and his/her importance in biblical scholarship.
2. Summarize the central thesis of the essays/articles, its main arguments, and the supporting evidence/data which the author uses to assert these arguments.
3. What biblical texts from does the author interpret? Does the author interpret the text from a particular modern methodological or hermeneutical approach? Describe the author's method of interpretation.

4. Is the author's interpretation of the texts convincing? Why or why not? What are the strengths and weaknesses of the author's interpretation for his/her cultural context? *How are his/her arguments applicable to all cultures as a theological reflection on Scripture?*

Important note: The presenting group is can do more than just read the assigned essay/article. The presenters may find the need to consult reviews of the boo, or look at commentaries on the biblical text to compare interpretative and exegetical options. If, for example, you disagree with a particular author's reading of a biblical text, then please consult other commentaries/secondary sources as you offer an alternative interpretation of the very same texts.

Research Work for the Final Paper (100pts)

For **one (1)** of the major sections we will cover for the course: Asian American Biblical Hermeneutics, Latino/a American Biblical Hermeneutics, or African American Biblical Hermeneutics, you will be asked to write a final research paper that exegetes and interprets a biblical text and theologically reflects on how the text speaks to the social location of the respective cultural group.

You will have to pick a topic within one week after the intensive and start gathering primary and secondary source material for your paper. The student should provide **a written proposal for the topic and a preliminary bibliography** of the secondary sources used for the paper. The bibliography will include annotations so that you will start reading your research material right away. The instructors will give feedback on your proposal and the adequacy of your sources. You will make adjustments and revisions for the final paper. Further details of the assignment will be posted on Canvas.

Final Paper (200 pts)

You will be asked to write an 5–6pp. research paper (single-spaced; or 10-12 double-spaced; **2500-3000 words**) that interprets a chosen biblical text in the OT or NT from a intercultural perspective. Your paper will consist of the following components: an exegesis of your biblical text, a historical or cultural study on the social location of either Asian Americans, Latino/a Americans, or African Americans living in the United States (**choose 1** that is different from your short exegesis paper), and an integration/synthesis of your two studies (biblical and cultural) so that you are interpreting the text for/from an intercultural perspective.

Details of the assignment will be provided on Canvas.

Movies Review (50pts)

We will watch 2 films, depicting the life and challenges of different immigrant groups and their subsequent generations living withing the United States. You are asked to write a short review for **one (1)** of the films. Further details of the assignment will be posted on Canvas.

Participation, Zoom Attendance, and Online Work (100pts)

You are expected to be present during class as the class is *heavily* discussion oriented. Absences from part of the class during any of the sessions may result in the lowering of your grade in the course

Our time is short so *you are expected to be prepared* to discuss the biblical texts and the secondary reading for each session, and to have done the online work in preparation for our discussion. It is not enough to be just present but you must be prepared to participate and actively engage the content of the reading/virtual exhibits/movies/and other work in a seminar setting.

As part of your participation grade, there will be **one-full day class field trip. This is mandatory. If you cannot attend the field trip, please drop the class.** The day trip is all within the city limits of Chicago. As part of our effort to understand a particular cultural/ethnic group, we will try to visit 2 of the 3 following sites:

1. Japanese American Service Committee (JASC) Legacy Center of Chicago

4427 North Clark Street

Chicago, Illinois 60640

<http://www.jasc-chicago.org/index.html>**2. The DuSable Museum of African American History**

740 East 56th Place

Chicago, Illinois 60637

<http://www.dusablemuseum.org/>**3. The National Museum of Mexican Art**

1852 West 19th Street

Chicago, Illinois 60608

http://www.nationalmuseumofmexicanart.org/nmma_education/students.html

It is *mandatory* that every student attends the trip and pay for the cost of admission into each exhibit (Note: the cost is minimal and in some cases free). Rides will be arranged later. Further details of the trips will be announced later as the instructor of the course makes arrangements with each museum.

Field Trip Reflection(50pts)

We are planning some field trips to the Du Sable museum, the Japanese American Service Center, and/or the Mexican Museum of Art. You will write a field trip reflection on one of the site visits and their exhibits. The cost of entrance to the museum is **paid for by the student** and should be considered as part of your textbook order.

Make-up work

Work should be turned in on time. Late papers/assignments will be deducted 5pts for each day it is late (excluding weekends/holidays). No assignments will be accepted 2 weeks after the due date and all work must be completed by the middle of the Spring 2023 term.

Submission of Major Paper assignments must be through Canvas (Turn-it-in gate)

Major written assignments (Top10 paper; movie reviews; exhibit reflections; and final paper) must be submitted through the plagiarism-check gate (Turn-it-in) on the Canvas shell. No email assignments for these paper will be accepted. Your paper will be considered late until it is submitted online through the gate. The gate allows for re-submission so if you want to guard against plagiarism prior to your official submission, you can submit it early, check the report, and then re-submit the paper prior to the due date.

Grading System

95–100%	A	85-84	C+	71-70	D –
94-93	A–	83-80	C	69-below	F
92-91	B+	79-78	C –		
90-88	B	77-76	D +		
86-87	B –	75-72	D		

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 Academic Catalog](#), pp. 25–27.

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 Center for Student Engagement by email at ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by the Center for Student Engagement, located on the first floor of the Johnson Center.

Title IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns.

Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park’s [Safe Community site](#) for contact information and further details.

Class Schedule

* You have to read select chapters in **Takaki, Gonzales, and Holt** prior to the start of the class. It is recommended to read the whole book, but minimally the assigned chapters. There are also **1 short paper + 1 presentation** due. The paper by individual student is due before the intensive and the presentation is made during the intensive by groups

Prior to the Start of the Intensive

Prep	Topic/Description	Reading Assignments
1	Asian American History and Cultural Studies:	Takaki , <i>Strangers from a Different Shore</i> <i>Recommended</i> : read the book in its entirety but if you can't read all of it, minimally read:
	The Japanese American Experience	Preface + ch. 1: From a Different Shore ch. 5: Ethnic Solidarity (Japanese Americans)
	The Chinese American Experience	ch. 6: Ethnic Islands (Chinese Americans, p. 230–“Angel Island”)
	The Korean American Experience	Takaki , ch. 6: Ethnic Islands (p. 239– end) ch. 7: Struggling against Colonialism (Korean Am); ch. 10: World War 2 ch. 13: One-Tenth of the Nations
2	Latino/a American History and Culture:	Manual Gonzales , <i>Mexicanos</i> <i>Recommended</i> : read the book in its entirety
	Introduction to the Mexican American Experience	Introduction + ch. 1: Spaniards and Native Americans ch. 6: The Depression, 1930–1940
	Mexican American Experience Today	Gonzales : ch. 8: The Chicano Movement, 1965–1975 ch. 9: Goodbye to Aztlán, 1975–1994 ch. 10: The Hispanic Challenge, 1994–present
3	African American History and Culture:	Holt , <i>Children of Fire</i> <i>Recommended</i> : read the book in its entirety
	Slavery and Forced Migration to America	Preface ch. 1: only the section called “Africa,” pp. 18–22 ch. 3: “Founding the New Nation,” pp. 122–31 ch. 4: A New Birth of Freedom
	The Civil Rights Movement and Beyond	Holt , <i>Children of Fire</i> : ch. 7: A Second Reconstruction ch. 8: Citizens of the Nation/World

Pick one (1) Top10: Write a short paper on the Top 10 Historical Events Shaping the Cultural Identity of Asian Americans, African Americans, or Latino/a Americans and submit through the Canvas gate

Pick one (1) but a different Top10: Sign up for a presentation group on a Top 10 that is different from the one you chose to write a paper and coordinate with your group to present on your work during the intensive week

Intensive Week Schedule

(subject to modification; 10/28/22; guest faculty/speakers TBA)

Day	Time	Texts and Topics	Required Readings and Assignments
1	8:30 – 10am + break	Introduction to the Course and Syllabus <i>What Is Intercultural Readings of the Bible?:</i> The Tension between Cultural Studies as an Academic Discipline and the Insider's Instincts to One's Own Cultural Location	IRBR: Required: M. Lee, "Reading the Bible Interculturally," 4–14 <i>Recommended:</i> Liew, "What is Asian American Biblical Hermeneutics?" 1–17; Segovia, "Toward a Latino/a American Criticism," 193–223
	10:20am – 12:00pm	Top10 Student Presentation 1 and Discussion Top 10 Historical Events Shaping the Cultural Identity of Chinese Americans, Japanese Americans, and Korean Americans	Takaki , <i>Strangers from a Different Shore</i> (reading from pre-intensive assignment and paper) Presenting team should have produced a PowerPoint for the class
	Lunch + (12-1pm)	Break-out groups: Discuss the Tedx talk by Canwen Xu "I am not your Asian Stereotype" and John Cho's op/ed in the L.A. Times	https://youtu.be/pUtz75lNaw (9:38 min) IRBR: John Cho, Op/Ed <i>Los Angeles Times</i> (April 22, 2020)
	1-3pm	Workshop: Groups work on their PowerPoint presentations	Produce a PowerPoint for the day your present
	3-5pm	Watch: <i>Ode to My Father</i> (~125-30 minutes) (link and instructions provided on Canvas)	Movie Review due by Friday (50pts ; or you can choose the next movie)
2	8:30 – 9:30am	Discussion of the movie <i>Ode to My Father</i>	
	9:30-10am+brk 10:20–11am	IRB Student Presentation 1 and Discussion: Biblical Texts that Speak to Korean Americans	IRBR: Kim, <i>Identity and Loyalty in the David Story</i> , pp. 54–60; 77–103; 198–222
	11am–12pm	IRB Student Presentation 2 and Discussion: Biblical Texts that Speak to Chinese Americans	IRBR: Ngan, "Neither Here nor There," in <i>Ways of Being, Ways of Reading</i> , pp. 70–83
	Lunch + (12-1pm) 1–2pm	Virtual Exhibit (VE) on the Japanese internment experience	https://youtu.be/Spo1Khmp2U4 (21:55 min)
	2-3pm	Break-out Groups: Discussion on the Yamada article	IRBR: Yamada, "What Does Manzanar Have to Do with Eden? A Japanese American Interpretation of Genesis 2-3," 97-108.
	3-5pm	Research at the Library: Biblical Texts that Speak to the Cultural History of Asian Americans	Produce a sermon outlines by groups * <i>optional</i> example: IRBR: Borgren, "Romans 13:1-7 and Philippians 3:17-21: Paul's Call to True Citizenship and to <i>Gaman</i> "
3	8:30 – 10am+bk	Top10 Student Presentation 2: Top 10 Historical Events Shaping the Cultural Identity of Mexican Americans	Manual Gonzales , <i>Mexicanos</i> (reading from pre-intensive assignment and paper)
	10:20–12pm	Movie Watch: <i>A Better Life</i> (2011; 1hr 40min)	Movie Review due by Friday (50pts ; or you can choose the next movie)
	Lunch (12–1pm)	Prof. Armida Belmonte Stephens lead our class session sometime during the 2nd half of our class (and she will provide an assigned reading for the class)	
	1–3pm	Latino/a American Biblical Interpretation with Prof. Armida Belmonte Stephens (she will either speak here or the next sectn)	IRBR: TBD by Prof. Belmonte Stephens

Day	Time	Texts and Topics	Required Readings and Assignments
3 <i>cont</i>	3–5pm	Discussion: <i>Movie A Better Life</i> IRB Student Presentation 3 and Discussion on Biblical Texts that Speak to the Mexican Americans	IRBR: Carroll, <i>Christians at the Border</i> , ch. 3: “The Law and Sojourner” <i>Recommended:</i> Ondrey, “Immigration among Evangelicals,” <i>Covenant Quarterly</i>
4	8:30 – 10:00am	Field trip to either (details TBA) one or two of the following;):	
	10:20am – 12:00pm	1. Japanese American Service Committee (JASC) Legacy Center of Chicago 2. The DuSable Museum of African American History 3. The National Museum of Mexican Art	
	lunch 1:30–4:30pm	Pick up is in the Kimball parking lot just east of Brandel library. Please arrive early so we can leave promptly at 8:30am	
	4:30-5pm	Travel back to campus	
	5pm onwards	Class dinner at a restaurant TBA (please bring \$15-20 for dinner; we will debrief on our field trip)	* Reflection on the field trip(s) due by Friday (50pts)
5	8:30 – 10am+bk	Top10 Student Presentation 3: Top 10 Historical Events Shaping the Cultural Identity of African Americans	Holt , <i>Children of Fire</i> (reading from pre-intensive assignment and paper)
	10:20–12pm	IRB Student Presentation 4 and Discussion on Biblical Texts that Speak to the African Americans	IRBR: Fields, <i>Introducing Black Theology</i> , ch. 2 “What Can Black Theology Teach the Evangelical Church?”
	Lunch (12–1pm)	Prof. Dennis Edwards will lead our class session during the 2nd half of our class (and he will provide an assigned reading for the class)	
	1–3pm	African American Biblical Interpretation with Dean Dennis Edwards	IRBR: TBD by Dean Edwards
	3–3:30pm	Course Wrap-Up (and tutorial on the final paper for the course due after the intensive)	

Post-Intensive Schedule

(to be distributed later on Canvas; simply lays out remaining assignment due dates)