



## **MNST 7190 Practicing Neighborology**

Hybrid Cultural Diversity Elective Course (CDE)

North Park Theological Seminary Summer Semester 2023

In-person class and field trips based out of Mission Springs, June 6-9, 2023

### **Instructor Information**

Rev. Dr. Paul H. de Neui, Professor of Missiology and Intercultural Studies

3325 W. Foster Ave, Chicago, IL, USA 60625

Office (773) 244-6230

[pdeneui@northpark.edu](mailto:pdeneui@northpark.edu)

Office appointments available upon request

### **Course Description**

Learning to love one's neighbor takes intentionality and practice. This experiential course will expose students to cultural exegetical skills that can help them better connect with their current contexts of ministry. Students will learn to discern how historic developments of neighborhoods have impacted and constructed the ways we define, divide, and systematize our communities today. Hybrid learning will combine online interaction, reading, and written reflection with four days of exposure to issues in the communities surrounding Mission Springs. Through site visits, guided tours, and group discussions with local historians and experts, students will participate in several replicable activities that may assist in raising neighborhood awareness in their own ministry contexts. Physical agility required for field visits during the intensive week. Meets criteria for Cultural Diversity Elective. Three seminary credits.

### **Course Learning Objectives**

At the end of the course students will be able to:

1. Identify and analyze local historic beliefs and decisions which shaped the systemic practices and legislation that continue to impact lives today.
2. Utilize tools for cultural exegesis in local ministry contexts and explain results to others.
3. Develop and explain a biblical missiology of neighborology that addresses how serving together addresses mutual need appropriate to the local ministry context.
4. Create pathways for local church and societal involvement that impact needs of the community with input from the community that is being served.

### **Required Texts**

Constanzo, Eric, Daniel Yang, and Matthew Soerens. *Inalienable: How Marginalized Kingdom Voices Can Help Save the American Church*. IVP, 2022. ISBN 978-1-5140-0304-6 (print), ISBN 978-1-5140-0305-3 (digital).

Frost, Michael and Christiana Rice. *To Alter Your World: Partnering with God to Rebirth Our Communities*. IVP, 2017. ISBN 978-0-8308-4137-0 (print), ISBN 97808308-9335-5 (digital)

Jipp, Joshua W. *Saved by Faith and Hospitality*. Eerdmans, 2017. ISBN 978-0-8028-7505-1 (print), ASIN B09LCGRQ73 (Kindle).

Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated*

*America*. Norton, 2018. ISBN-13: 978-1631494536 (print) ASIN: 1631494538 (digital).  
Rani Jha, Sandhya. *Transforming Communities: How People Like You Are Healing Their Neighborhoods*. Chalice Press, 2017. ISBN 978-0827237155 (print), ASIN B076ZWVXDP (Kindle).  
Wu, Cindy M. *A Better Country (Second Edition): Embracing the Refugees in Our Midst*. William Carey Library, 2022. ISBN 978-1645084525 (paperback). ASIN B0BGQZ9NF9 (Kindle).  
Addition readings, videos, and learning materials will be posted in Canvas.

### **Recommended**

Ellen, Ingrid Gould, *Sharing America's Neighborhoods: The Prospects for Stable Racial Integration* (Cambridge: Harvard University Press, 2000).  
Farrell, Harry, *Swift Justice: Murder and Vengeance in a California Town* (New York: St. Martins Press, 1992).  
Heizer, R. F. and M. A. Whipple, eds., *The California Indians: A Source Book*. (Berkeley: University of California Press, 1970).  
Jacobs, Jane. *The Death and Life of Great American Cities: 50th Anniversary Edition*. (Modern Library, 2011).  
Koyama, Kosuke, *Water Buffalo Theology* (Maryknoll: Orbis, 1974).  
Marchiel, Rebecca K., *After Redlining: The Urban Reinvestment Movement in the Era of Financial Deregulation* (Chicago: University of Chicago Press, 2020).  
Margolin, Malcolm, *The Ohlone Way: Indian Life in the San Francisco-Monterey Bay Area* (Berkeley: Heyday Books, 2003).  
McGee, Heather, *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* (New York: One World, 2022).  
Moskowitz, P.E., *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood* (New York: Bold Type, 2018).  
O'Mara, Margaret, *The Code: Silicon Valley and the Remaking of America* (New York: Penguin Press, 2019).  
Perry, Evelyn M., *Live and Let Live: Diversity, Conflict, and Community in an Integrated Neighborhood* (Chapel Hill: University of North Carolina Press, 2017).  
Pitt, Leonard. *The Decline of the Californios: Social History of the Spanish-speaking Californians, 1846-90* (Berkeley: University of California Press, 1966).  
Zetterquist, James R. *Californio Connections: California's Cultural Evolution 1769-1896*. (California Pioneers of Santa Clara County, 2021).

### **Assessments**

Post all assessments in the appropriate Canvas forums as Word documents (no PDF's please).

### **I am Stranger Exercise**

This online exercise will guide students to recognize critical cultural issues in their own neighborhood. Follow the instructions given in Canvas and post results in the online forum by the deadline given in the schedule below. 5% of the course grade.

### **Demographic Study of my neighborhood**

Based upon the results of the “I am Stranger” exercise above students will do further research into their own ministry context to discover and interpret local historic movements resulting in areas of need in their communities and what local agencies and churches are doing to address these needs. Follow the instructions given in Canvas and post results in the online forum by the deadline given in the schedule below. 10% of the course grade.

### **Land Acknowledgment**

After researching local history, students will write a 200-300 word land acknowledgement statement and bring it to share on the first day of class together at Mission Springs. Follow the rubric instructions given in Canvas. 10% of the course grade.

### **Online reflections and responses**

Course participants will interact with one another online four times during the semester addressing questions provided in Canvas based upon that section’s learning materials. Responses are to include at least 500 words of reflective original thought addressing the questions presented, integrating concepts from that section’s learning materials with personal experience and community application. Reflections are to be posted in Canvas by the due date listed in the schedule below. In addition, students will respond online in Canvas to at least two other classmates each time with a respectful, insightful, encouraging paragraph of at least 200 words by the deadlines listed in the schedule below. Four postings and responses are each worth 5% of course grade for a total of 20% of course grade.

### **Attendance and Participation in person**

Students are required to attend the residential in-person portion of the class based out of Mission Springs. Daily attendance will be noted as well as participation. Mobility required. Wear comfortable shoes as we will be walking and standing during field visits. Attendance and participation in person are worth 20% of course grade.

### **Reading log**

At the end of the class students will complete a reading log to record what has been read and to share comments of what has been most helpful, challenging and/or impactful from the course materials. The reading log is to be posted in Canvas by the due date listed in the schedule below. 5% of the course grade.

### **Action Plan**

Genuine neighborology must be practiced in community with the community. Based on the final section of Wu’s text, students will follow the steps she describes to develop an action plan to focus on an issue of local neighborology with one important addition: participation from someone who is a member of the community in your proposed plan. This project should integrate your reflections upon course experiences and learning materials; it should

clearly describe the local issue being addressed; it should include an explanation of the importance and impact of this proposed project upon the student, prospective participants and the community served. The focus is a project applicable to a specific ministry context. Follow the rubric provided online. Final projects should be posted as Word documents online in Canvas by the deadline given in the schedule below. 30% of course grade.

### **GRADING**

The weight of assignments is as follows:

I am Stranger Exercise	5% of course grade
Demographic Study of my neighborhood	10% of course grade
Land Acknowledgement statement	10% of course grade
Online reflections and responses	20% of course grade
Attendance and participation in person	20% of course grade
Reading log	5% of course grade
Action Plan	30% of course grade

Final course grades follow the policy found in the NPTS catalog:

Superior work (A = 95–100; A- = 93–94)

B: Above average (B+ = 91-92; B = 88-90; B- = 86-87)

C: Average (C+ = 84-85; C = 80-83; C – = 78-79)

D: Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71)

F: Failure (69 and below)

Unexcused late work will be graded down.

### **NOTES**

#### **CANVAS**

For any questions or concerns about Canvas please open an online Helpdesk ticket.

#### **WRITING FORMAT**

Use the Turabian style for references in your writing. Here is a link to writing handbook for NPTS. Refer to it for your questions regarding formatting: <https://assets.northpark.edu/wp-content/uploads/20200717101927/Writing-Handbook-2020-2021.pdf>

#### **NETIQUETTE**

Use proper online “netiquette” when posting online. Use your best academic writing skills and avoid sarcasm, emoticons, abbreviations or writing in CAPITAL LETTERS.

#### **INCLUSIVE LANGUAGE**

Course participants are encouraged to follow the Statement of Inclusive Language from the Board of Publication Policy of the Evangelical Covenant Church which states, “We are committed to being inclusive in language and imagery in an effort to eliminate prejudice, whether gender, racial, ethnic, national, religious, denominational, cultural, or physical. This way of proceeding in no manner seeks to deny personal identity; rather, it guards against any use of word or phrase that tends to exclude people.” Consider how you can best incorporate

inclusive language into all of your communication (written and oral) during the course particularly in your references to God and to humanity.

### **INCOMPLETE GRADES**

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from 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, student and instructor will submit the incomplete grade form and 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.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

### **ACADEMIC DISHONESTY AND PLAGIARISM**

The community at North Park University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean of Faculty/Academic Dean.

Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty can range from receiving a failing grade for the assignment to expulsion from the seminary. For the full policy, please see the seminary academic catalog.

### **STUDENTS WITH DISABILITIES**

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 [ada@northpark.edu](mailto: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.

### **HARASSMENT POLICY AND TITLE IX**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-6222) or Director of Human Resources (773-244-5601) 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 (<http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>) for contact information and further details.

**COURSE SCHEDULE**

Subject to change based on availability of speakers/field visit possibilities.

**May 28-June 3 Online Introduction**

Review all learning materials posted in Canvas for this section.

Read and come prepared to discuss the Rothstein text during first class session.

Post the “I am Stranger” and “Demographic study” exercises online in Canvas by midnight central time of June 4 and come prepared to share results in person.

Write up your Land Acknowledgement statement and bring it to class on Tuesday June 6 to share with the class.

**June 6-9 Tentative Schedule of In-Person Intensive at Mission Springs (subject to change)**

Read over the Sandhya Rani Jha’s book *Transforming Communities* this week and prepare to discuss issues with the author on Friday June 9.

**Tuesday June 6 Field Trip to San Jose**

- 8:00-8:30 Breakfast at Mission Springs
- 8:30-9:00 Devotional at Mission Springs
- 9:00-11:30 Welcome, Introductions, Devotional, Student Presentations
- 12:00-1:00 Sack lunch w Pastor Iheoma Umez-Eronini, River Chh Community
- 1:30-2:30 Docent Sylvia Hew guides tour of Roberto Adobe & Sunol House
- 2:45-4:00 San Jose History Park/SJ Walking Tour
- 4:00-5:00 Set up Luke 14 Meal
- 5:00-7:00 Serving and sharing Luke 14 meal with unhoused neighbors

**Wednesday June 7 Field Trip to Los Gatos**

- 8:00-8:30 Breakfast at Mission Springs
- 8:30-9:00 Devotional at Mission Springs
- 9:00-10:00 Reflections from Monday
- 10:30-12:00 Intro talk by Adam Frieberg, Discover Lost Gatos Walking tour
- 12:00-1:00 Lunch in Los Gatos at De Neui home w Frieberg
- 1:00-2:00 Guest talk by Quirina Luna Geary, Tamien Nation spokeswoman
- 2:30-4:00 Guided tour of Los Gatos New Museum (Numu) with archivist
- 5:30-6:30 Dinner at Missions Springs
- 7:00-8:30 Optional group discussion – location at Mission Springs TBA

**Thursday June 8 Field Trip to Santa Cruz**

- 8:00-8:30 Breakfast at Mission Springs
- 8:30-9:00 Devotional at Mission Springs
- 9:15-11:15 Walking tours of Santa Cruz
- 11:30-1:30 Saint Francis Soup Kitchen lunch
- 1:45-3:15 Visit Santa Cruz Mission State Historic Park
- 3:15-4:15 Reflection and prayer time at Mission Santa Cruz

5:30-6:30 Dinner at Mission Springs  
7:00-8:30 Optional group discussion – location at Mission Springs TBA

**Friday June 9 Field Trip to Scotts Valley Summarize and Sending**

8:00-8:30 Breakfast at Mission Springs. Check out of Mission Springs  
8:30-9:00 Devotional at Mission Springs  
9:00-10:30 Q&A on “Transforming Communities w author Sandhya Rani Jha  
10:45-12:00 Guided tour Scotts House & Dig Stie w Deborah Muth  
12:15-1:00 Sack lunch at Henry Cowell State Park  
1:00-2:30 Mark Kasulen intro talk with silent reflection walk  
2:45-4:30 Debriefing time, Take Aways, Send off, Music Camp International

**June 10-August 4 Online Learning**

Online Reflection and Responses #1

Review all learning materials posted in Canvas for this section  
Post reflections in online discussion board by midnight Saturday June 17  
Respond to two others online by midnight Tuesday June 20

Online Reflections and Responses #2

Review all learning materials posted in Canvas for this section  
Post reflections in online discussion board by midnight Saturday June 24  
Respond to two others online by midnight Tuesday June 27

Online Reflections and Responses #3

Review all learning materials posted in Canvas for this section  
Post reflections in online discussion board by midnight Saturday July 15  
Respond to two others online by midnight Tuesday July 18

Online Reflections and Responses #4

Review all learning materials posted in Canvas for this section  
Post reflections in online discussion board by midnight Saturday July 22  
Respond to two others online by midnight Tuesday July 25

Reading log and Action Plan due by midnight August 4