



MNST 7190 Practicing Neighborology

Hybrid Cultural Diversity Elective Course (CDE) North

Park Theological Seminary Summer Semester 2024

In-person class and contextual learning Omaha, June 3-7, 2024

Instructor Information

Tracy Hilts, Instructor of Ministry

thilt@northpark.edu

Christopher M. Hoskins, Instructor of Theology and Ministry

cmhoskins@northpark.edu

3225 W. Foster Avenue, Chicago IL, 60625

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 five days of exposure to issues in the communities in and surrounding Omaha. 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

Jipp, Joshua W. *Saved by Faith and Hospitality*. Eerdmans, 2017. (225 pgs)

McGarrah Sharp, Melinda A. *Creating Resistances: Pastoral Care in a Postcolonial World*.

Theology in Practice, volume 7. Leiden ; Boston: Brill, 2020. (221 pgs)

Following additional readings, videos, and learning materials will be posted in Canvas:

Butterfield, Rosaria Champagne. 2018. *The Gospel Comes with a House Key: Practicing Radically Ordinary Hospitality in Our Post-Christian World*. Wheaton: Crossway (selections "Preface" 11-14; "Priceless" 15-19; "The Jesus Paradox" 21-45; "Walking the Emmaus Road" 199-208).

Enriquez, Karen B. "Seeing a Friend in the Stranger and the Stranger in the Friend: The Practice of Christian Hospitality through Interreligious Dialogue and Solidarity." *Buddhist-*

- Christian Studies* 38 (2018): 153–56.
- Hoganson, Kristin L. *The Heartland: An American History*. New York: Penguin Press, 2019. (Introduction xiii-xxvi)
- Koyama, Kosuke. “Neighbourology.” In *Water Buffalo Theology*, 89-94. Maryknoll: Orbis, 1974.
- Moschella, Mary Clark. *Ethnography as a Pastoral Practice: An Introduction*. Cleveland, Ohio: Pilgrim Press, 2008 (selections from first edition, “Getting Started” 25-45; “Ears to Hear” 141-166).
- Patel, Eboo. *Interfaith Leadership: A Primer*. Boston: Beacon Press, 2016 (selections Introduction 1-16; “The Identity of an Interfaith Leader” 19-37; “The Knowledge Base of Interfaith Leadership” 109-132; “The Skill Set of Interfaith Leadership” 135-152; “The Qualities of Interfaith Leadership” 155-164).
- Rani Jha, Sandhya. *Transforming Communities: How People Like You Are Healing Their Neighborhoods*. Chalice Press, 2017. ISBN 978-0827237155 (selections from Introduction 1-6; “The Power of Recognizing Assets” 7-18; “The Power of Listening” 19-35).

Recommended

- Dunlap, Susan J. *Shelter Theology: The Religious Lives of People without Homes*. Minneapolis, MN: Fortress Press, 2021.
- Griffin, Michael P., and Jennie Weiss Block, eds. *In the Company of the Poor: Conversations between Dr. Paul Farmer and Fr. Gustavo Gutierrez*. Maryknoll, New York: Orbis Books, 2013.
- Halvorson, Britt E., and Joshua O. Reno. *Imagining the Heartland: White Supremacy and the American Midwest*. University of California Press, 2022. <https://doi.org/10.1525/9780520387621>.
- Katongole, Emmanuel, and Chris Rice. *Reconciling All Things: A Christian Vision for Justice, Peace and Healing*. Resources for Reconciliation. Downers Grove, Ill: IVP Books, 2008.
- 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.
- 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.
- Perry, Evelyn M., *Live and Let Live: Diversity, Conflict, and Community in an Integrated Neighborhood*. Chapel Hill: University of North Carolina Press, 2017.
- Pohl, Christine D. *Making Room: Recovering Hospitality as a Christian Tradition*. Grand Rapids, Mich: W.B. Eerdmans, 1999.
- 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).
Salvatierra, Alexia, and Brandon Wrencher. *Buried Seeds: Learning from the Vibrant Resilience of Marginalized Christian Communities*. Grand Rapids, Michigan: Baker Academic, 2022.
Smith, David, and Barbara Maria Carvill. *The Gift of the Stranger: Faith, Hospitality, and Foreign Language Learning*. Grand Rapids, Mich: W.B. Eerdmans, 2000.
Stivers, Laura A. *Disrupting Homelessness: Alternative Christian Approaches*. Prisms. Minneapolis: Fortress Press, 2011.
Wu, Cindy M. *A Better Country: Embracing the Refugees in Our Midst*. Pasadena, CA: William Carey Library, 2017.

Assessments

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

I am a 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. 10% of the course grade.

Demographic Study of my neighborhood

Based upon the results of the "I am a 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.

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 150 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.

Practical Integration Project

The final project should integrate your reflections upon course experiences and learning materials. The focus is a project applicable to a specific ministry context in which you are already involved or plan to be involved with. The project should uphold the course values of community involvement, mutuality, self-reflection, and service. The project is in two parts:

1. In 1000-1700 words write an integrative essay that describes the project and the local issue(s) being addressed; it should include an explanation of the importance and impact of this proposed project upon the student, prospective participants, the community served, and your faith institution(s), along with the theological and ministerial rationale for what you are doing and why. These can be reflections of a current ministry and possible changes that need to be made based off the course reflection. Follow listed citation rules and format as linked below.

2. Create an integrative project that either deepens an already existing neighbor-focused ministry or works toward establishing a ministerial action, activity, or program. This can be as creative as you deem fit, but we ask it be intentionally achievable within your context. This is not an assignment for an assignment's sake but a helpful tool towards pastoral action. This can be a ministerial review and implementation plan of an existing activity, a community artwork series, an asset database, community pastoral listening action, a congregational outreach and service program, etc. If able to complete before the end of semester, great, but it is understood some projects may take more time. We ask you upload along with the essay any photos, videos, or other suitable appendices to Canvas (specifics below and more discussion in class).

Final projects should be posted as Word documents for the essay and upload any pictures, videos, or portfolios that represent your project online in Canvas by the deadline August 4 given in the schedule below. 30% of course grade.

GRADING

The weight of assignments is as follows:

I am a Stranger Exercise	10% of course grade
Demographic Study of my neighborhood	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
Practical Integration Project	35% 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 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 20-June 3 Online Introduction

Read and come prepared to discuss Jipp book & and Koyama chapter during first class session. Post the "I am Stranger" and "Demographic study" exercises online in Canvas by midnight central time of June 3 and come prepared to share results in person.

Online Reflection and Responses #1

Review all learning materials posted in Canvas for this section (above Jipp and Koyama)
Post reflections in online discussion board by midnight May 30
Respond to two others online by midnight June 3

June 3-7 Tentative Schedule of In-Person Intensive in Omaha (subject to change)

Read over the Jipp book prior to this week and prepare to discuss with the cohort.

Monday June 3 Visit to Tri-Faith Campus, Omaha: Interreligious Leadership

Tuesday June 4 Visit to Wayne & Pender, Omaha Nation Reservation & Spanish-Language Church: Land & Neighbor - Settler, Immigrant, Indigenous

Wednesday June 5 Visit to Omaha Black History Sites: Multiracial and Multicultural Church & Community

Thursday June 6 Visit to First Covenant Omaha Sudanese Congregation: Global Neighbors

Friday June 7 Integration and Sending

June 10-August 4 Online Learning

Online Reflection and Responses #2

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

Online Reflections and Responses #3

Review all learning materials posted in Canvas for this section
Post reflections in online discussion board by midnight Saturday June 21
Respond to two others online by midnight Tuesday June 25

Online Reflections and Responses #4

Review all learning materials posted in Canvas for this section
Post reflections in online discussion board by midnight Saturday June 29
Respond to two others online by midnight Tuesday July 2

Reading log and Practical Integrative Project due by midnight July 12.