

Peace, Justice and Restorative Practices

North Park Theological Seminary
Fall 2024, Tuesday 6:30am-9:30 am
Theo 6334, 3 Credits

DRAFT

Instructor Information:

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Course Description

This course explores the theological foundations of justice and justice ministries with careful attention given to praxis. Through careful study of the Bible through a liberation and Black theological framework we will explore what it means to pastor from the margins. Central to both Liberation and Black theology is the centering of “the least of these.” Both theological paradigms emphasize concern for the poor, and for the oppressed from a bottom up rather than top down perspective.

Learning Outcomes

1. Articulate a theology of justice and restorative practices rooted in scripture.
2. Analyze systems of oppression and one’s own positionality within those systems.
3. Create a sermon that communicates and teaches a gospel of liberation.
4. Build receptivity to restorative practices in Jesus’ ministry and translate them to one’s own context.

Required Texts

Books:

Baldwin, James. 1963. *The Fire Next Time*. New York, NY: The Dial Press

Cone James. 1997. *God of the Oppressed*. Maryknoll, NY: Orbis Books

Gutiérrez, Gustavo. 1988. *A Theology of Liberation: History, politics and Liberation*.
Maryknoll, NY: Orbis Books

Harper, Lisa Sharon. 2016. *The Very Good Gospel: How Everything Wrong Can Be Made Right*. CO: Waterbrook Publishing. ISBN: 160142857X

Chapters: (Will be Provided)

Feagin, Joe. 2013. *The White Racial Frame*. New York and London: Routledge (chapters 1-2)

Smith, James K. A. 2013. *Desiring the Kingdom*. Grand Rapids: MI. Baker Academic Press
(chapter 1-2)

Stanczak, Gregory C. 2006. *Engaged Spirituality: Social Change and American Religion*.
New Brunswick, NJ and London: Rutgers University Press. (p. xiii- 20)

Articles: (Will be Provided)

- * Anooj Bhandari (2018) Restorative Practice: Developing a Community of Storytellers
- * Ta-Nehisi Cotes “ A Case for Reparations”
- * Lipsitz, George. 1998. The Possessive Investment In Whiteness: How White People Profit from Identity Politics. Philadelphia, PA: Temple University Press.
- * Marsh, Valarie (2017) Restorative Practices: History, Success, Challenges, and Recommendations
- * Patillo-McCoy, Mary. 1998. “Church Culture as a Strategy of Action in the Black Community.” American Sociological Review. 63(6): 767-784.

Assessments DRAFT

Class Participation

Students are expected to come to class having done the assigned readings and prepared to discuss them. Students should also come prepared to take notes with paper and pen/pencil (no electronics at Stateville). Your participation is based not only on meaningful contributions made to the class discussion, but also on your active listening.

Reading Reviews

Over the course of the semester you will write three TWO (2) page reading reviews. In these reviews you will summarize the the key points of the reading (1 paragraph), and critically engage with the author’s arguments by responding to the following questions:

What resonated with you in this book/article/chapter?

What did you find challenging?

Of the other authors you have read in this class, who are this author’s conversation partners and why?

Reading Log

Reading is a key component of the course. Students will indicate reading that was completed on time, late, or not at all.

Lesson Outline

Imagine you have been asked to lead a bible study for a church group that is beginning to think about what the Bible has to say about justice. For this assignment, students will select a passage of scripture that is in line with the themes of this course (peace, justice and/or restorative practices). You will then prepare a bible study on that passage of scripture that is designed to lead your intended audience in an exploration of that text as it relates to justice. Your bible study should include an exegesis of the passage and make meaningful connections to the course readings.

Your Lesson Outline should include the following:

1. The text (You do not need to write it out but you must indicate scripture and verse)

2. 1-2 page teaching on the text, which will include your exegetical work, as well as connections to course readings.
3. 3-5 discussion questions

Oral Report

In Michah 6:8 the prophet writes, “He has shown you, O mortal, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God” (NIV). What does it mean to “act justly” and “love mercy?”

GRADING SCALE AND RATIONALE:

Grades will be issued shortly after the conclusion of the term and posted on WebAdvisor. You will be able to access grades through your personal account after grades have been submitted. The grading scale is as follows (cf Academic Handbook):

<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

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

This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

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

This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements.

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

This grade applies to average work that still fulfills the course requirements.

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

This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

F: Failure (69 and below)

FACULTY EXPECTATIONS: GUIDELINES AND PROCEDURES

Written Assignment Guidelines idlines: All typed work must be double-spaced using either Arial or Calibri 12-point font. Handwritten work must be neat and legible and must stay within the margins of the page. Work must be submitted on time at the start of class.

Writing Quality Policy: If in the process of grading your written work I have to make 10 or more grammatical corrections (this includes typos) on a single page, I will automatically deduct 5 points. So it is very important that you submit a reviewed, edited version of all written assignments. I strongly encourage you to have someone else proofread your written work before you submit it.

Lastly, I encourage you to read the seminary's inclusive language policy that can be found in the [Student Writing Handbook](#).

All written work must be submitted on time and should be submitted electronically via Canvas.

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Late Work Policy:

Late assignments will not be accepted unless you have communicated with me **in advance** and I have given you an extension. Requests for an extension must be made no less than **24 hours** before an assignment is due. Except in the case of extremely extenuating circumstances, there will be no extensions given for the Weekly Papers.

Attendance & Lateness Policy: Your attendance is key and therefore required for all scheduled sessions. Frequent lateness (3 or more) and early departures (3 or more) will add an absence and will go against your participation grade. **Three absences will automatically result in 0 points for the participation part of your grade; Six absences will automatically result in a drop in letter grade. Each absence after the sixth will result in a half drop in letter grade.**

Email Policy:

During the school year I will make every effort to respond to emails within 24 hours. There is one exception to this rule: I stop checking email at 7:00 pm on Fridays and do not resume my regular email schedule until 7:00 am on Tuesday. **If you send me an email during this period you should not expect a response until Wednesday at the latest.**

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

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please [email the Disability Access Specialist](#) or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, 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 reporting, contact information and further details.

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](#).

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Calendar of Due Date	Reading (Date below is when reading should be completed)	Assignments to Turn In
Week 1		
Introduction	Syllabus, Introductions, and distribution of materials	
Week 2		
Foundations: Peace/Justice	Harper (chapters 1-3: p. 1-52)	
Week 3		
Foundation: Restorative Practice	Marsh Bahandari	
Week 4		
Black Theology	Cone (chapters 1-3: p. 1-56)	Start of Oral Reports
Week 5		
Black Theology Cont.	Cone (chapters 4 and 6: p. 57-76; 99-126)	
Week 6		
Liberation Theology	Gutiérrez (chapters 1-2, 6-7: p. 1-12; 49-71)	
Week 7		
Liberation Theology Cont.	Gutiérrez (chapters 9-11: p. 83-135)	Lesson outline due
Week 8		
Spirituality, The Church and Activism	Patillo-McCoy Stanzak (p. xiii- 20)	
Week 9		

Calendar of Due Date	Reading (Date below is when reading should be completed)	Assignments to Turn In
Whiteness and the Creation of the Margins	Feagin (chapters 1 and 2: p. 1-37)	
Week 10		
Whiteness and the Creation of the Margins	Cotes Lipsitz	
Week 11		
Worship and Justice Cont.	Smith (chapters 1 and 2: p. 37-87)	
Week 12		
Worship and Justice Cont.	Harper (chapter 9: p. 137-158)	
Week 13		
Faith and Justice	Baldwin	Reading Log Due
Week 14		
Shalom and Liberation	Harper (chapter 11 p. 177-192), Cone (chapter 7: p. 127-145)	Last day to Turn in a Reading Response
Week 15		
Course Wrap Up		