

MNST 7190: The Mosaic Sojourn Towards Reconciliation 3 Credits
Spring, 2011 Monday & Wednesday Time: 11:45 - 1:00
Professor: Dominique Gilliard & Dr. Richard Carlson

Course Description:

This course is designed for students who have already either taken a Sankofa trip or course, or those who plan to do so in a concurrent semester. This course is open to seminarians, as well as undergraduate seniors. This course will focus on giving these students who desire to expand and deepen their knowledge culturally and exegetically, the tools needed to expand this dialogue and ministry of reconciliation both concerning the African-American – Caucasian American dialogue which Sankofa is predicated upon, and beyond. Additionally, this course will highlight the complexity that the gendered element of embodiment contributes to the multicultural dialogue around reconciliation, highlighting the role it plays.

Additionally, this course has a corporate and independent learning component to it, which allows students to explore specific interest regarding reconciliation due to its multifaceted nature. This course examines the sociopolitical, theological, and ethical foundations of reconciliation ministries and is designed to engage students in theological reflection centered upon orthodoxy and orthopraxy consisting of 1) awareness, 2) reflection, 3) action, 4) ministerial preparation.

Course Objectives:

This course is designed to ready students to fully and effectively participate in the multicultural journey of life and ministry. This will be done through:

- Expanding the learning concerning what aspects of society are in need of reconciliation.
 - Increasing student's capacity for theological and ethical reflection concerning reconciliation.
 - Deepening student's engagement with historical and contemporary social concerns that affect the Church and society through the lens of a theology of reconciliation, undergirded by biblical frameworks of justice.
 - Examining the Church's current responses to suffering within social and legal structures that organize our common life, as well as the interpersonal exchanges of injustice that are implicitly sanctioned by the broader communities in which we live.
 - Developing practical responses to issues of injustice which students currently confront or will confront in the future of their ministries.
 - Giving students the theological language to work towards and catalyze others to work towards a more holistic understanding of reconciliation.
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Course Learning Activities:

- ___ Class attendance and participation based on course reading, notes taken on assigned readings, and in class discussion of assigned material
- ___ Essay review on the ethical & theological elements of the reconciliatory sojourn.
- ___ Film/sermon review
- ___ Class presentation on your findings from your independent study & independent study exploration paper

Required Texts:

There will be six common texts required for this course, with a selective option for the 7th required text, notified by the * behind it. These text are as follows:

1. Paulo Fradie, *Pedagogy of the Oppressed*, 154 pages; 10: 0826412769

2. M. Shawn Copeland, *Enfleshing Freedom: Body, Race, & Gender*, pages 165, ISBN-10: 0800662741
3. Phyllis Trible, *Text of Terror*, 116 pages; 10: 0800615379
4. Elsa Tamez: *Bible of the Oppressed*, 84 pages; ISBN 10: 1597525553 *
5. Richard Twists: *One Church, Many Tribes: Following Jesus the Way God Made You*, 200 pages; ISBN: 10: 0830725458
6. Michelle Alexander: *The New Jim Crow: Mass incarceration in the Age of Colorblindness*, 248 pages; 10: 1595581030
7. Angela Y. Davis, *Are Prisons Obsolete?*, pages 108; ISBN-10: 1583225811

Possible substitutes for the 6th text (Tamez: Bible of the Oppressed)*

1. James Cone, *The Cross and the Lynching Tree*, pages 150, ISBN -10: 1570759375.
2. Andrea Smith, *Conquest: Sexual Violence & American Indian Genocide*. Pages 180, ISBN-10: 0896087433.
3. Emilie Townes, *Womanist Ethics and the Cultural Production of Evil*, pages 165. ISBN-10: 1403972737.
4. Justo L. González, *Santa Biblia: Reading the Bible Through Hispanic Eyes*, 118 pages - ISBN 0687014522
5. Soong-Chan Rah *Many Colors: Cultural Intelligence for a Changing Church*, 188 pages, ISBN-10: 0802450482
6. Pedro A. Malavet, *America's Colony: The Political & Cultural Conflict Between the United States & Puerto Rico*, ISBN-10: 0814757413

ATTENDANCE POLICY: There will be one excused absence, and missing more than three class will result in a letter reduction in grade. Coming late to class three times will be considered equivalent to one absence. Thus, coming late to class four or more times, will also result in a letter grade reduction.

COMPUTER USE IN CLASSROOM POLICY: Computer use must be in service of the class. Checking facebook, twitter, sending emails, and surfing the net is not permitted during class.

RULES OF ENGAGEMENT POLICY: We will hear a variety of viewpoints in this class; remember to engage one another with interest, respect and attention toward the topic of the day. All students are required to participate and contribute to the class discussion daily; this will be a significant element of this courses grade composition, so do the assigned reading!

Policy concerning late assignments: For every day an assignment is late, a portion of a letter grade will be deducted. Therefore, an assignment which is one day late, could earn a maximum grade of an A-; an assignment two days late, no higher than a B+; an assignment three days late, no higher than a B, etc. Any assignment ten days old or more will not be accepted and will be assigned a zero, unless otherwise determined by the instructor.

Incomplete policy: Except in cases outlined by the student handbook, the instructor will not grant a student a grade of an "I" (Incomplete). Failure to complete assigned coursework does not constitute a valid reason for a student to receive a grade of an incomplete.

Plagiarism: Plagiarism consists of using someone else's research or analysis, and presenting that work as if it were your own. In other words, plagiarism constitutes intellectual theft. When using secondary or primary resources in a research paper, a researcher must give credit to the originator through proper citation procedures. Failure to cite properly constitutes plagiarism. Please note that proper citation procedures must be followed when both paraphrasing and directly quoting sources. The penalty for plagiarism on an assignment is a grade of zero for the first offense; a second offense will result in an assignment of an "F" for the course. Regarding cheating and plagiarism, please consult the North Park Theological Seminary student handbook, pp.27-28.

Students with special needs:

If you have a physical or learning condition that requires some special accommodation in order for you to attend class, take notes or exams, or successfully complete the course requirements, please let me know immediately. I will gladly make (or arrange to have made) every reasonable effort to see that your needs are attended to.

Note: The instructor does have the right to change dates and policies as he deems necessary throughout the semester. Additionally, he has the responsibility to relate these changes to the students as soon as they occur.

Required Assignments:

1. *Essays:*

Each essay will call for you to reflect on the significance of the identified issue *both socially and ecclesially*.

- a. You are required to write a total of 4 papers for this course. You will have autonomy of what you choose to write these papers on, within the range of topic covered in the course.
 - i. 1 of these papers will be film reviews, this paper will be **3 full** pages in length.
 - ii. 2 of these papers will be sermon reviews (from the sermons assigned within the class) these papers are to be **4 full** pages in length.
 - iii. Each of these papers are to be sure to cover four things in detail:
 1. What you have become **aware** of in reflecting on the topic?
 2. How was the way this issue covered different from how you have previously been exposed to it?
 3. The *ethical & theological significance/meaning* of the issue; more specifically, the *theological implications* of the issue for the Church & *ethically what this means for believers* in terms of living out their faith's in the world at large *both communally & individually*.
 4. How does this relate back to both the issue of reconciliation?
2. **Theological Reflection:** The final paper & major assignment for this course is for students to select a people group whom historically have shown a need to be reconciled communally,

socially, and to the Church. (i.e. Women, Native Americans, People suffering from physical disabilities, ect) and trace the effects of their experience and need for reconciliation through exploring the lives of representative populations affected here in the U.S. I intend for students to do this through

- a) exploring the metanarrative of the victimized population,
- b) engaging with scripture to examine where/how the biblical cannon addresses the injustice at hand (& if it does not directly do so, what biblical passages inform our understanding of the issues at hand, what parallels can be drawn from these text?),
- c) engaging a diversity of biblical commentaries produced by authors of different racial, ethnic, and gendered backgrounds.
- d) Through using both primary and secondary sources, written by both people indigenous to whichever group you select and from a diversified background both gendered and racially.

Within your paper, you are expected to cover seven things

- 1) Identify why you chose the particular group you did.
- 2) Tell what makes this groups experience unique and why they are in need of reconciliation.
- 4) You are expected to engage scripture to find a passage(s) which speak to the lived reality of your selected group and then explain how it does so.
- 5) Explain how this lived reality affects how this group reads and understands this particular passage of scripture in a unique way, which confronts mainstream biblical interpretation of this passage. Then detail how it does so.
- 6) Provide a constructive theology towards reconciliation for this group. Detailing: what would it look like? Where and how we would need to start this process? & how would this proposed reconciliation would be distinctively Christian?

You will have the entire semester to work on and turn in this paper. You can turn in this paper in up to three times before the end of the semester, each time you will receive feedback from the instructor concerning ways in which your paper can be improved, however at whatever point you are satisfied with you grade for this paper you can alert the professor of this fact and this will be your final grade for this assignment. This assignment will make up 35% of your course grade and your paper is expected to be 9-12 pages in length (excluding bibliography); please include the word count on the cover page of your paper), *written in 12 point, times new roman, double spaced format.*

3. **Participate in Class Discussion:** Students are expected to come to class prepared to discuss assigned readings. Please note that discussion/attendance is worth 15% of your final grade.

Grade distribution for the course:

Sermon review (2) worth 50 each	-100	This assignment equates to 10% of your final grade
Film review	-50	This assignment equates to 5% of your final grade
Class discussion/Attendance/Reading notes	-300	This assignment equates to 30% of your final grade
Independent Study Class presentation	-150	This assignment equates to 15% of your final grade
Independent Study Paper	-350	This assignment equates to 35% of your final grade
Final reflection essays	-50	This assignment equates to 5% of your final grade

Grading Scale:

Points

A 1000 - 924

A- 923 - 895

B+ 894 - 865

B 864 - 835

B- 834 - 795

C+ 794 - 764

C 763 - 735

C- 734 - 695

D+ 694 - 665

D 664 - 595

F 594 and below

Other suggested texts:

Abraham J Heschel, *The Prophets*

Carol Dempsey, *Justice: A Biblical Perspective*

Charles Marsh, *The Beloved Community: How Faith Shapes Social Justice from the Civil Rights Movement to Today*

Charles Marsh & John Perkins, *Welcoming Justice: God's Movement Toward Beloved Community.*

Chris Rice & Emmanuel Katongole, *Reconciling All Things: A Christian Vision for Justice, Peace and Healing*

Cornel West, *Race Matters*

Cornel West, *Prophesy Deliverance!*

Daniel G. Groody, *Globalization, Spirituality, & Justice*

Eldin Villafane, *Beyond Cheap Grace: A Call to Radical Discipleship, Incarnation, & Justice.*

Eldin Villafane, *Seek the Peace of the City*

Emilie M. Townes, *Womanist Ethics and the Cultural Production of Evil*
Gustavo Gutierrez, *We Drink from our own Wells: The Spiritual Journey of a People*
Howard Thurman, *Jesus and The Disinherited*
Ivon Gebara and Patrick Ware, *Out of the Depths: Women's Experience of Evil and Salvation*
Jacquelyn Grant, *White Women's Christ and Black Women's Jesus.*
James Cone, *Malcolm & Martin*
James Cone, *God of the Oppressed*
Jim Wallis, *God's Politics: Why the Right Gets It Wrong and the Left Doesn't Get It*
John Perkins, *Let Justice Roll Down.*
Jon Sobrino. *Jesus the Liberator: A Historical-Theological Reading of Jesus of Nazareth.*
Jonathan Wilson-Hartgrove, *New Monasticism: What it Has to Say to Today's Church*
Jonathan Wilson-Hartgrove, *God's Economy: Redefining the Health & Wealth Gospel*
Justo Gonzalez, *Manana*
Lon Kurashige And Alice Yang Murray. *Major Problems in Asian American History: Documents and Essays* (Major Problems In American History Series).
Lowell Noble: *From Oppression to Jubilee Justice*
M. Shawn Copeland, *Enfleshing Freedom*
M. Daniel Carroll R, *Christians at the Border: Immigration, the Church, and the Bible.*
Orlando Crespo. *Being a Latino in Christ*
Phillis Isabella Sheppard, *Self, Culture, and Others in Womanist Practical Theology (Black Religion/Womanist Thought/Social Justice)*
Phyllis Trible, *God and Rhetoric of Sexuality (Overtures to Biblical Theology)*
Reinhold Niebuhr and Andrew J. Bacevich, *The Irony of American History.*
Reinhold Niebuhr, *Moral Man and Immoral Society: A Study of Ethics and Politics (Library of Theological Ethics)*
Ron Sider, *Rich Christians in An Age of Hunger: Moving from Affluence to Generosity*
Ronald J. Sider, John M. Perkins, Wayne L. Gordon, and F. Albert Tizon. *Linking Arms, Linking Lives: How Urban-Suburban Partnerships Can Transform Communities.*
Shane Claiborne, *Jesus for President*
Shane Claiborne, *The Irresistible Revolution: Living as an Ordinary Radical*
Soong-Chan Rah, *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*
Soong-Chan Rah *Many Colors: Cultural Intelligence for a Changing Church*
Stanley Hauerwas & Jean Vanier, *Living Gently in a Violent World: The Prophetic Witness of Weakness*
Steve Corbett & Brian Fikkert, *When Helping Hurts*
Tom Skinner, *Black and Free.*
Walter Brueggemann, *Prophetic Imagination*
Walter Brueggemann, *Using God's Resources Wisely: Isaiah and Urban Possibility*
Wayne L. Gordon, *Who Is My Neighbor? Lessons Learned From A Man Left For Dead*
Willie James Jennings, *The Christian Imagination: Theology and the Origins of Race*