

Peace, Justice, and Restorative Practices

North Park Theological Seminary
Fall 2017, Monday 10:30am-1:15pm
Theo 6334, 3 Credits

Instructors

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Description

This course explores the theological and historical emergence of transformative justice and the pastoral dimensions of practices that are restorative for both individuals and communities. Transformative justice seeks to overcome such paradigms as victim/offender paradigm with a more complex understanding of relationships rooted in love of God/love of neighbor/love of enemy. It examines and critiques social systems of domination (such as race, gender, class) as they lead to trauma. It focuses on healing from conflict and violence through practices that transform individuals and communities, including conflict transformation, non-violent communication, de-institutionalization (in the ways various institutions such as prisons define people), de-escalation, and attention to self and others in one's community.

Learning Outcomes

1. Gain skills and knowledge to minister prophetically with and within incarcerated populations, persons with criminal justice events in their history, or other underserved populations.
2. Become pastorally and socially aware of the complexity of systems of dominance and of one's own place within personal and social systems.
3. Synthesize knowledge around social injustices and skills that advance the gospel of Jesus Christ.
4. Interpret Scripture theologically as it leads to healing and reparative work in communities.
5. Develop listening skills that will nurture one's relationship with God, others, and oneself.
6. Develop cultural competencies and creative communication skills particularly as they intersect with racial, gendered, and free/incarcerated identities.

Assigned Readings

1. Bible
2. Akbar, N. (1996). *Breaking the Chains of Psychological Slavery*. Michigan: Mind Productions & Associates. ISBN: 0935257055
3. DeGruy, J. A. (2005). *Post-Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*. Joy DeGruy Publications, Inc. ISBN: 0985217200
4. Harper, Lisa Sharon. (2016) *The Very Good Gospel: How Everything Wrong Can Be Made Right*. CO: Waterbrook Publishing. ISBN: 160142857X
5. Morrison, T. (2007). *The Bluest Eye*. New York: Vintage. ISBN: 0307278441
6. Nichols, M. (2009). *The Lost Art of Listening*. New York: Guilford Press. ISBN: 1593859864
7. Volf, M. (2006). *The End of Memory: Remembering Rightly in a Violent World*. Eerdmans: 2006. ISBN: 0802829899
8. Yoder, J.H. (1994). *The Politics of Jesus*. Grand Rapids: Eerdmans, 1994. ISBN: 0802807348

Articles/Chapters (to be provided):

* Coates, T. "The Case for Decarceration"

<https://www.theatlantic.com/notes/2015/09/the-case-for-decarceration/406078/>

* Coates, T. "The Black Family in the Age of Mass Incarceration"

<https://www.theatlantic.com/notes/2015/09/the-case-for-decarceration/406078/>

* Sheppard, P. (2008). "Mourning the loss of cultural selfobjects: Black embodiment and religious experience after trauma." *Practical Theology*, 1(2), 233-257.

* Kelcourse, F.B., ed. (2004). *Human development and faith: Life-cycle stages of body, Mind, and soul*. St. Louis, MO: Chalice Press.

* McGoldrick, M., Preto, N. & Carter, B. (2015). *The expanded family life cycle: Individual, family, and social perspectives*. Fifth Edition. New York: Pearsons.

* Pineda-Madrid, N. (2011). *Suffering and salvation in Ciudad Juarez*. Minneapolis, MN: Fortress Press.

Assignments

1. Class Participation 25%

Presence and participation are crucial to course outcomes. Come to class having done the reading and prepared to discuss material. Plan to take notes with paper/pencil or pen - no electronics at Stateville. Participation is based on the following: how you speak, how you listen, how you show up, how you read, and how you grow in the course in your listening and discussion skills.

Demonstrate intellectual curiosity! We will periodically ask you to evaluate your participation and also how much of the reading you have done.

2. Case Study 25%

Choose one of the following Scenarios:

- 1) A family whose teenage son was shot and killed by a police officer during an altercation at his high school.
- 2) A family whose teenage daughter was raped by an acquaintance at a high school party.
- 3) A family whose young son was a victim of a school shooting.

Write a paper. Based on what you learned about theories, family systems, theology of reconciliation, the impact of race and culture, and restorative practices: how might you support the family above. Analyze and respond to all of the following questions:

- What will be your first course of action?
- Which of the pastoral functions is most appropriate?
- How will you care for the family?
- What resources will you draw upon?
- How will you care for yourself in the midst of this crisis?
- Please provide a sermon outline of what you will preach the following Sunday.

Length: 1750-2500 words

Due Date: Nov. 6

3. Genogram Paper 25%

A Genogram is an elaborate drawing of your family system, their relationships to each other and to you. You will create your genogram and reflect on the family dynamics, critical family issues, the strengths and growth edges of your family that emerge from your genogram and how this may impact your role as pastoral care giver within your ministry context. **Further instructions, examples, and clarification will be provided in class.**

Length: 1750-2500 words

Due Date: Oct. 16

4. Final Paper – Ministry of Reconciliation in your Context 25%

In II Cor. 5:16-21, Paul calls Christians to the ministry of reconciliation. Integrating the readings, discussions, and exercises from the course, write a paper that reflects on your own ministry of reconciliation. Include a discussion of all of the following questions: What do you think Paul means broadly? What does this look like for you specifically (be concrete and clear)? What will be your own challenges as a minister of reconciliation? What will you need to overcome personally AND socially? Describe your social context and identify 2-3 important practices that your context needs in order to engage in a ministry of reconciliation. Demonstrate that you understand how power and dominance intersects with the work of reconciliation – both in terms of how it plays out practically as well as what is needed in particular contexts.

Length: 2000-2500 words

Due: Dec. 4

Calendar

8/28 - Orientation 9am-noon (campus) - Fall Break
9/11 - Intro Class (1 week, prep them to learn to listen, exercises, syllabus, get to know each other)
9/18 - The Lost Art of Listening (1 week)
9/25 - Kelcourse, *Human Development and Faith*, Chapter 1
10/2 - Articles (Elizabeth fill in)
10/9 - No class, holiday (Genogram Due)
10/16 - Miroslav Volf
10/23 - Miroslav Volf
10/30 - The Bluest Eye (race, violence, community)
11/6 - Achbar/DeGruy
11/13 - Akbar/DeGruy
11/20 - Akbar/DeGruy
11/27 - Politics of Jesus
12/4 - The Very Good Gospel
12/11 - Advent/Integration/Holy Listening

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 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.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

Disabilities Accommodations

Students with disabilities who believe that they may need accommodations in this class are encouraged to inform instructors. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner.