

## 33/34-627 Educating for Social Justice Ministries

January 10 – 21, 2005

Instructor: Rebekah Jordan

### Course Description:

This course will provide an introductory overview of educating and involving congregations and people of faith in social justice ministry. Study of particular historic and contemporary models of community organizing, worker justice, civil rights/anti-racism, and peacemaking will be used to explore basic methods for educating and organizing faith communities for justice. The integration of social justice work with the study of scripture, worship, and charitable ministries will also be explored.

### Course Requirements:

- 1) Class Participation. Much of students' learning in this course will come through interaction with each other and the instructor in class. Therefore, it is essential that students come to class having completed the reading assignments for the day and prepared to participate in small group activities and class discussion. Value: 20%.
- 2) Reflection Paper on "Say to this Mountain:" Mark's Story of Discipleship. After reading "Say to this Mountain" and the Gospel of Mark, write a 5 – 6 page paper which addresses the following questions (they need not be addressed in this order or according to a particular format, as long as all questions are answered):
  - a. How was your understanding of Mark's gospel, particularly in relationship to oppression and justice, changed by your reading of this book?
  - b. Share your personal responses to **one** of the sections entitled "Our Discipleship Journey" (found on p. 48, 93, 138, 178, and 211).
  - c. How could a model of exegetical study combined with looking at "The Word in Our World" be used to introduce or deepen congregational involvement in social justice ministry?
  - d. What scriptural themes or images (found in Mark or elsewhere in the Bible) inform your understanding of how the church is called to do justice and make peace?Due: January 10<sup>th</sup>. Value: 15%
- 3) Racism Reflection Paper. Write a 5 – 6 page paper reflecting on class readings and discussion around civil rights and anti-racism. Specific reflection questions will be distributed in class. Due: January 21. Value: 15%
- 4) Final Project. Choose **one** of the following as your final project:
  - a. Design a four session study or a retreat on social justice for a particular audience. The study or retreat may focus on a particular book of scripture, or a particular social justice issue. If your focus is primarily on a book of scripture, the study or retreat should make also concrete connections to social justice issues. If your study or retreat is primarily about a particular justice issue, it should also address theological or scriptural foundations for addressing that issue. Particular audiences for your study or retreat might be a congregational missions or social justice committee, an

ecumenical peace or justice ministry, an adult education class, a youth group, a children's Sunday School class, etc. **OR**

- b. Create an organizing plan for a particular social justice campaign. Your focus should be on an actual campaign that could be carried out by a group of congregations or by a social justice organization. Explain the issue and campaign; what the particular outcome hoped for in the campaign; and how the group plans to obtain this outcome. Your plan should address all the areas of a strategy chart as outlined in Organizing for Social Change, as well as explain why these particular allies, tactics, targets, etc. were chosen. Include an explanation of how the campaign will draw on Christian and/or faith-based themes in its activities.

*I will be glad to discuss with you your proposed topic for a retreat/study or campaign, if you will submit a written paragraph to me by January 14<sup>th</sup>.*

Due: February 15<sup>th</sup>. Value: 50%

### **Required Texts**

Dalton, Frederick John. (2003). *The Moral Vision of César Chávez*. Maryknoll: Orbis Books.

Evans, Alice Frazer, et al. (1987). *Pedagogies for the Non-Poor*. Maryknoll: Orbis Books. (on reserve)

Harak, G. Simon, ed. (2000). *Nonviolence for the Third Millennium*. Macon, GA: Mercer University Press.

Jacobsen, Dennis. (2001). *Doing Justice: Congregations and Community Organizing*. Minneapolis: Fortress Press.

Jelloun, Tahar Ben. (1999). *Racism Explained To My Daughter*. New York: New Press. (on reserve)

Myers, Ched, et al. (1996). *"Say To This Mountain": Mark's Story of Discipleship*. Maryknoll: Orbis Books.

Ross, Rosseta E. (2003). *Witnessing and Testifying: Black Women, Religion, and Civil Rights*. Minneapolis: Fortress Press.

### **Class Schedule and Assignments**

(Reading assignments are listed under the day they should be completed, i.e. come to class on January 10<sup>th</sup> having read all of "Say To This Mountain".)

**Monday, January 10<sup>th</sup>:** 8 a.m. to 12:30 p.m.

Introduction to Course/Scripture & Theology in Social Justice Ministry

Reading Assignment: "Say To This Mountain:" Mark's Story of Discipleship.

Due: Reflection Paper

**Tuesday, January 11<sup>th</sup>:** 8 a.m. to 11 a.m.

Congregation Based Community Organizing

Reading Assignment: Doing Justice: Congregations and Community Organizing.

**Wednesday, January 12<sup>th</sup>:** 8 a.m. to 12:30 p.m. and 1:30 p.m. to 3:30 p.m.

Community Organizing continued

Workplace Justice and Economic Justice

Reading Assignment: The Moral Vision of César Chávez, pp. 1 – 116.

**Thursday, January 13<sup>th</sup>**: 8 a.m. to 11 a.m.

Workplace/Economic Justice continued

Reading Assignment: The Moral Vision of César Chávez, pp. 117 – 170.

**Friday, January 14<sup>th</sup>**: 8 a.m. to 12:30 p.m.

Peacemaking and Non-violence

Reading Assignment: Nonviolence for the Third Millennium, chapters 1, 3, 5 – 7, 9.

Due: Optional paragraph on final project, if you would like instructor's feedback on your proposal.

**Monday, January 17<sup>th</sup>**: No Class, Martin Luther King holiday.

**Tuesday, January 18<sup>th</sup>**: 8 a.m. to 11 a.m.

Peacemaking and Nonviolence

Reading Assignment: Nonviolence for the Third Millennium, chapters 10 – 12.

Pedagogies for the Non-Poor, pp. 21 – 41 (on reserve).

**Wednesday, January 19<sup>th</sup>**: 8 a.m. to 11:00 a.m. and 1:30 p.m. to 3:30 p.m.

Civil Rights and Anti-Racism

Reading Assignment: Witnessing and Testifying, pp. 31 – 117; 163 – 222.

**Thursday, January 20<sup>th</sup>**: 8 a.m. to 11:00 a.m.

Anti-Racism continued

Reading Assignment: Racism Explained to My Daughter, pp. 11 – 78; 90 – 137 (on reserve).

**Friday, January 21<sup>st</sup>**: 8 a.m. to 12:30 p.m.

Integrating Social Justice Ministry with the Worship, Study, and Mission Life of the Church

Due: Racism Reflection Paper.

### **Additional Bibliography**

*America's Original Sin: A Study Guide on White Racism*. Washington: Sojourners.

Bobo, Kimberley, et al. (2001). *Organizing for Social Change: A Manual for Activists*. Seven Locks Press.

Brueggemann, Walter. (2001). *The Prophetic Imagination*. Minneapolis: Fortress Press.

Cejka, Mary Ann. (2003). *Artisans of Peace: Grassroots Peacemaking Among Christian Communities*. Maryknoll: Orbis Books.

Day, Dorothy. (1963). *Loaves and Fishes*. Maryknoll: Orbis Books.

Evans, Sara M., ed. (2003). *Journeys That Opened Up the World: Student Christian Movements and Social Justice, 1955 – 1975*. Rutgers University Press.

Griffith, Lee. (1993). *The Fall of the Prison: Biblical Perspectives on Prison Abolition*. Grand Rapids: Eerdmans Publishing Co.

- Groody, Daniel. (2002). *Border of Death, Valley of Life: An Immigrant Journey of Heart and Spirit*. Rowan and Littlefield Publishing.
- Haney, Eleanor H. (1998). *The Great Commandment: A Theology of Resistance and Transformation*. Cleveland: Pilgrim Press.
- Harper, Nile. (1999). *Urban Churches, Vital Signs: Beyond Charity Toward Justice*. Grand Rapids: Eerdmans Publishing Co.
- Herr, Judy Zimmerman and Robert Herr. (1998). *Transforming Violence: Linking Local and Global Peacemaking*. Herald Press.
- Honey, Michael Keith. (1999). *Black Workers Remember: An Oral History of Segregation, Unionism, and the Freedom Struggle*. Berkeley: University of California Press.
- Hooks, Bell. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Kivel, Paul. (2002). *Uprooting Racism: How White People Can Work for Racial Justice*. New Society Publishers.
- Martin, Joan. (2000). *More Than Chains and Toil: A Christian Work Ethic of Enslaved Women*. Westminster John Knox Press.
- McGinnis, Kathleen and James. (1981). *Parenting for Peace and Justice*. Maryknoll: Orbis Books.
- McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom*. (July/August 1989): 10 – 12.
- Meeks, M. Douglas. (1989). *God the Economist: The Doctrine of God and Political Economy*. Minneapolis: Fortress Press.
- Montgomery-Fate, Tom. (1997). *Beyond the White Noise: Mission in a Multicultural World*. St. Louis: Chalice Press.
- Owens, Virginia Stem and David Clinton Owens. (2003). *Living Next Door to the Death House*. Grand Rapids: Eerdmans Publishing Co.
- Sen, Rinku and Kim Klein. (2003). *Stir It Up: Lessons in Community Organizing and Advocacy*. Jossey Bass.
- Sider, Ron. (1997). *Rich Christians in an Age of Hunger*. Intervarsity Press.
- Stassen, Glen, ed. (1998). *Just Peacemaking: Ten Practices for Abolishing War*. Cleveland: Pilgrim Press.
- Tamez, Elsa. (2002). *The Scandalous Message of James: Faith Without Works Is Dead*. New York: Crossroad Publishing Company.
- Tatum, Beverly Daniel. (1997). "Why Are All the Black Kids Sitting Together in the Cafeteria?" and *Other Conversations About Race*. New York: Basic Books.
- Themba, Makani N. (1999). *Making Policy, Making Change: How Communities Are Taking the Law into Their Own Hands*. Berkeley: Chardon Press.
- Wink, Walter. (1984). *Naming the Powers*. Philadelphia: Fortress Press.
- Yoder, John Howard. (1994). *The Politics of Jesus*. Grand Rapids: Eerdmans Publishing Co.
- Zehr, Howard. (1995). *Changing Lenses: A New Focus on Crime and Justice*. Scottsdale: Herald Press.