SYLLABUS

SE735  BIBLICAL GLOBAL JUSTICE
GCTS, Hamilton, Fall, 2010
Wednesday, 6-9pm, AC???

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Course Description

Biblical Global Justice explores the second petition of the Lord’s Prayer: “Thy kingdom come, Thy will be done on earth as it is in heaven.” (This course was student-initiated to be an advanced seminar following SE632, “Christianity and the Problem of Racism.” Though students may take this course without having been in SE632, they should consider taking the latter, if possible, either before or afterwards.) The themes of this class (SE735) are Biblical justice, global injustice, global reconciliation, reform and development. The course entails rigorous reading, viewing disturbing and challenging videos, small group discussions, and personal soul searching.

Course Objectives

(Fulfillment of these objectives will be measured by class discussion, your personal journals, quizzes and critical papers.)

1. To work out a strong, personal, biblical understanding of justice fulfilling the mandates of Jesus Christ, the OT prophets, our GCTS Mission Statement, and a universal longing for justice and peace. From course readings, lectures and class participation, we will become more committed to living justly and prepared also to preach and teach social concern.

2. To think critically about the exceedingly complex and divisive political, economics, and social issues of our times. To be able to dialogue and work together for Kingdom values and/or the Common Good with more conservative or liberal Christians, those of other religions, and with secularists in pluralistic societies. To begin this process by being able to “agree to disagree” with other members of the class—trying to both appreciate and respect others’ stories and varied perspectives.

3. To explore issues of distributive, retributive, and restorative justice, individual and corporate guilt, repentance and redemption, and to plumb the depths of forgiveness and reconciliation in a world bent on survival and revenge. In all this, to develop a deeper sense of compassion through course readings, class videos, lectures and discussions. Four videos (if we get time to see them all) will provide us with case studies in the application of justice to extreme situations in our world.
Course Emphases

1. This course will consider various cultural views of justice along with its primary study of the Scripture’s concepts of justice.

2. Included in this course are considerations of the slave trade, the Holocaust, and the assassination of Archbishop Romero who championed the poor, and possibly the aftermath of the Rwandan genocide. It will also consider how churches can be faithful to evangelism and justice.

3. Biblical Global Justice will encourage students to make an active, personal investment in seeking justice for a contemporary problem.

Required Texts
(in the order in which they should be read)


Donald W. Shriver (1998) An Ethic for Enemies: Forgiveness in Politics, Oxford Univ. Press, 368pp. A vision of reconciliation politics reaching back to Thucydides, the Hebrew and Christian Scriptures, Reformation and Enlightenment up through modern times, with analysis of cycles of violence and revenge—our human reluctance to offer forgiveness. (Select 200 pp. to read throughout the book)


Eric Metaxis (2007) Amazing Grace: William Wilberforce and the Heroic Campaign to End Slavery, HarperOne, 304pp. This is our main case study of political reform from an Evangelical perspective. It describes one person’s persistent stand, one strategy for social change, one long struggle that helped change our world. (Select 200 pp. to read throughout the book)

Highly Recommended Reading


Gary Haugen (1999, expanded edition, 2009) *Good News About Injustice: Witness of Courage in a Hurting World*, InterVarsity Press, 200pp. Publisher’s and reader’s reviews call this book incredibly powerful and convincing. We may use it as one of our texts next year.


Miroslav Volf (1996) *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*, Nashville: Abingdon Press, 336pp. A deep and penetrating analysis “us/then,” how we human beings exclude and how we must be able to embrace the other. Extra credit will be given for reading and reflecting (4-6 pp.) on this profound book.

Course Format and Assignments

This class will consist of lectures and class discussions about Biblical and secular conceptions of justice and case studies (Wilberforce, the assassination Archbishop Oscar Romero, the Holocaust, and possibly reconciliation in Rwanda). From here the class considers Reconciliation, Relief and Development as implications of social justice.

I. Prompt Class Attendance and full-hearted participation, without computer multi-tasking, is very important for the subject matter of this class and appreciation of all your classmates. Your attention and reactions are also very important to me.

[10% of grade]

II. A Personal Journal (in 3 parts) will help evaluate student comprehension and growth. Class meetings will assume careful interaction with the assigned texts (according to schedule in this Syllabus) and your in-class participation will be factored into the final grade.
Your Personal Journal will admit your own internal debates, struggles and possible blessings you receive from this course. It’s to be written before your Lord, and for my eyes only. I will respond to you as a pastor and frank counselor. There is no page specification here; your work will be judged on its authenticity and holistic quality. Each of the three chapters may be a couple of pages or longer.

Chapter One will contain your reasons for taking the course, your first impressions, particularly any difficulties you experienced (perhaps because of who you are and where you came from, your home), and further comments on reading, class discussions and anything we watched. (Due Sep 22)

Chapter Two will continue along the same lines as Ch. 1. How are you feeling about this course and its issues? How have you been affected by the videos shown? How are you reacting to classmates and professor? What new insights about yourself are you gaining? Have you become aware of any personal hurts from the past and need for inner healing? How do you see yourself growing? What are you main questions or comments about the contents of this course? How are you thinking about Justice and Gospel? (Due Nov 17)

Chapter Three asks for an evaluation of this course in terms of your own personal, emotional, intellectual, and spiritual growth. How will you integrate this course into your future personal, married/family, and secular life? How will it affect your ministry in the church? (Due Dec 8 with final work)

II. Quizzes (mostly short multiple choice, T/F questions on author & main ideas of text)

- Nardoni, September 29th
- Shriver, October 6th
- Mott, October 20th
- Myers, November 17th (Quiz Averages: 20% of grade)

III. Annotated Bibliography. For me and for your future reference, I would like to see a 2-3 page annotated bibliography of all the books you read for this course. Give proper bibliographical data and then explain the theme or central argument of this book and its usefulness for you in the future. [Annotated Bibliography: 20%]

IV. Final Project for EYS (Encyclopedia of Center for Youth Studies) Your Evaluation of, and Academic Contribution to, CYS/EYS

IV, A. First of all, if you haven’t already done so, I want you to become thoroughly acquainted with the CYS website (www.centerforyouth.org). It will provide you many resources for future ministry, and you will be benefiting from the contributions of your classmates. Having spent an hour or so on this site, write up a critical evaluation of it as a
resource for ministry. Of course I expect you to give special attention to the Topic “Justice” in the Encyclopedia, and then the many related justice issues (Environment, Trafficking, etc.) [Critique of CYS, 10% of grade]

IV, B. You will notice that some critical topics are very outdated, skimpy, or even missing. You will have a chance to sign up for a topic of special interest to you. It is possible that two or even three persons will be working on the same topic.

This will be explained in class, but I want most of you to plan on doing a Book or Research (from a professional journal) Review and then a Method for Discussing that topic (or another of the four methodologies). I would like this done for our texts and recommended reading, for instance. You may plan a Method for Discussion, like a lesson plan, for adult education or for leadership training. [Final Project, 40% of grade]

TENTATIVE CLASS OUTLINE

Sep15  Introductions, Syllabus, Mechanics, Assignments;  Explain Final Project
Prayers and praying Ps. 82
General Discussion on Justice, Religion and Politics
Introductory PP  Idea of Justice: What is Justice, how do we know and deal with it? Structural/Distributive, Punitve/Retributive, and Restorative Justice
Theology, Philosophy, Social Science, Ethics
Issues and Responses; Various Opinions
Hand out & introduce Barndt’s Happiness Machine/McLaren’s Prosperity System
Assignments: Read as much as possible of Nardoni’s Rise Up O Judge
Begin Personal Journal, Ch. 1.

Sep22 Psalm 84
Hand in Journal 1;  Pass around Sheet on Final Project
Equity, Distributive Justice and Politics
Conclude PP: Idea of Justice:  Small Groups?
Justice: Creation, Incarnation, Eschaton
Introduction to Nardoni’s Rise Up, O Judge
Assignments: Study and prepare for quiz on Nardoni

Sep29 Quiz on Nardoni
Review Syllabus and Assignments; Discuss Final Project;  Small Groups
Justice & Salvation  PP
Pre-biblical Justice
Justice in the Torah, Historical Books and Monarchy, Prophets, and Wisdom Books
Introduction to Shriver’s An Ethic for Enemies: Forgiveness in Politics
Assignments: Study and prepare for quiz on Shriver (above)
Oct 6  Quiz on Shriver
Discussion of Shriver’s *An Ethic for Enemies: Forgiveness in Politics*
Justice in the Gospels, NT writers, and the Early Church
Justice and Jesus
  [Jesus and Justice (holistic) Individual and Corporate Liberation]
  [Mark’s, Matthew’s, and Luke’s emphases]
Justice in Ezekiel, Daniel, Zechariah and Revelation (the Apocalypse)
Justice in the Early Church and the Epistles
  [Acts (2,4), Epistles, Apocalypse, Early Fathers, Augustine and Aquinas]
Assignment: Study and Prepare of Quiz on Mott’s *Biblical Ethics and Social Change*
  Google & Wiki: El Salvadore & U.S. Latin American support of dictators

Oct 11-15  READING WEEK  (Use it well; master Mott; background on El Salvador)

Oct 20  Quiz on Mott, *Biblical Ethics and Social Change*
Brief Discussion of Mott’s ideas of social change and just war
Brief Introduction to International Justice: Imperialism, Oppression, & Revolt
Viewing and discussion of film “Romero”
Justice and Reconciliation [The Lord’s Prayer and 2 Corinthians 5:18]
Assignment: Begin reading Metaxis’s *Amazing Grace*
  Review facts of Holocaust. How would you teach it in SunSchl or YthMin?

Oct 27  Brief reflections on *Biblical Ethics and Social Change*
Restorative Justice, Forgiveness and Reconciliation
Brief Intro to Volf’s *Exclusion and Embrace*
Viewing and Discussing “Forgiving Dr. Mengele”
Assignment: Complete Metaxis’s *Amazing Grace* and Critical Reflection #5
  Reflect on Isaiah 58 and Jeremiah 29

Nov 3  Processing and evaluating course so far
Justice and Evangelism; Discussions
Global Church Acting Globally: the Abolition of Slave Trade
Discussing *Amazing Grace*, Wilberforce and the Clapham Circle
Assignment: Begin studying Meyers’ *Walking with the Poor*

Nov 8-12  READING WEEK  (Take time to do Journal 2 and study for Myers’ quiz)

Nov 17  Hand in Journals; Quiz on Myers’ *Walking with the Poor*
Discussion of poverty and the Church
When is help helpful? When are good intentions counter-productive?
Presentation and discussion of Myers’ *Walking with the Poor*
Nov 24
Review of Course and its Readings
Where we’ve come, what questions do we have? (Small & Large Group)
What kind of strategies are we seeking?
Counterproductive Help: good intentions that led to bad results

Dec 1
Working Out Justice with the Poor
The Church and Poverty
Poor preaching and unfortunate ‘missional’ efforts
Justice and Poverty: Relief and Development
Secular efforts to end Poverty
The U.N.’s Millenium Development Goals (MDG)
Local, Systemic and Collaborative Strategies
Church-secular partnerships (WCC’s “Decade to Overcome Violence” DOV)
Assignment: Work on Personal Journal Ch. 3.

Dec 8
Hand Journal 3 and any other work
What remains to be done / How can we become involved?
Video: Church, the Spirit, and the Kingdom
Termination and Evaluation

Further Bibliography


Shane Claiborne (2006) the Irresistible Revolution: Living as an Ordinary Radical, Zondervan, 368pp. This book has created buzz and a little controversy, but it is an important challenge.


Shane Claiborne (2006) (The Irresistible Revolution: Living as an Ordinary Radical, Zondervan, 368pp. It should be obvious how important this book is for this course. Its born out of a growing spirit among your generation that gave rise to this class. It is contemporary prophecy and suggested life style (The Simple Way), run parallel to the student initiative that created Biblical, Global Justice here at GCTS. Our challenge may be more complicated than this message (see ironies, inconsistencies and extremes noted in Amazon reviews), but our motivation must be based on placing our culture under the scrutiny of biblical justice.

Chap Clark & Kara Powell (2008) Deep Justice in a Broken World: Your Kids: Helping Your Kids Serve Others and Right the Wrongs Around Them, Zondervan/Youth Specialties, 244pp. Where are we to really dig in if not with the rising generation? Here are some basic and practical ideas for all Christians.


Charles Finney, *Lectures on Revivals of Religion*, “Revivals are hindered when ministers and churches take wrong ground in regard to any question involving human rights.”


Mark Hatfield, *Not So Simple* and *Between a Rock and a Hard Place*, Reflections from a Christian politician, the long-time, former Senator from Oregon. Here is the poignant and clear story of what carrying biblical justice and social concern into Washington politics looks like.


Carl F.H. Henry (1947, 2003) *The Uneasy Conscience of Modern Fundamentalism*, Eerdmans, 89pp. This was the first public rebuke of Fundamentalists, or early Evangelicals, for their disregard for biblical justice and neglect of social action. This concern of Carl Henry and Harold Ockenga was largely theoretical and very slowly came to any real fruition.


Stanley Hauerwas and William H. Willimon (1989) *Resident Aliens: A provocative Christian assessment of culture and ministry for people who know something is wrong*, Abingdon Press, 175pp. Rather than an Activist Church, more concerned about building a better society than reforming the church or a Conversionist Church, forgetting social structures to work only for inward change, the Confessing Church is a radical alternative whose main task is worshiping Christ in a way that counters and challenges culture.


Robert Hughes (1993) *Culture of Complaint: The Fraying of America*, NY: Oxford Univ. Press, 210pp. This book does more than call us to civil discourse; it “is a call for the reknitting of a fragmented and over-tribalized America.” The author affirms Vaclav Havel’s vision of politics “not as the art of the useful, but politics as practical morality, as service to the truth.”


Robert C. Linthicum (2006) *Empowering the Poor: Community Organizing Among the City’s “Rag, Tag, and Bobtail”, Authentic and World Vision*, 348pp. Defining “power” as the capacity, ability and willingness to act, this book explains how local churches can use power to transform their cities. Provides specific power strategies in the spirit of Jesus.


Joseph Maryat (1816) *Thoughts on the Abolition of the Slave Trade, and the Civilization of Africa with Remarks on the African Institution, and the Examination of the Report of... Slaves in the British West Indies Islands*, Cornell University Library, 242pp. This book should be of great interest in showing how ideas of that time regarding slavery and Africa were so different from our contemporary perspectives.
Charles Marsh & John Perkins (2009) *Welcoming Justice: God’s Movement Toward Beloved Community*, IVPress, 140pp. Focusing on the Civil Rights Movement, the authors show that this was an important episode in a larger movement toward justice and a reconciled community. The authors’ experiences enable them to provide tangible illustrations of reconciled, integrated communities.

Martin E. Marty (1997) *The One and the Many: America’s Struggle for the Common Good*, Cambridge, MA: Harvard Univ. Press, 244pp. The pastor and scholar has contributed much to the fields of current American history and sociology of religion. Here he intends to help us find unity amidst pluralism. The book’s last sentence: “The advice for every citizen who wishes to participate in American life and its necessary arguments: start associating, telling, hearing, and keep talking.”


William McDonough and Michael Braungart (2002) *Cradle to Cradle: Remaking the Way We Make Things*, NY: North Point Press. Proposes the need for a new industrial revolution. Rather than natural resource to product to use and then landfill (cradle to grave), science should be able to give us a more sustainable pattern of recycling.


Reinhold Niebuhr (1932) *Moral Man and Immoral Society*, NY: Charles Scribner’s Sons, 284pp. It is very important to take some principle ideas from this classic and to recognize Niebuhr’s perspective and manner of thinking.


H. Richard Niebuhr (1951) *Christ and Culture*, Harper&Row, 259pp. A classic historic sketch and diagram of five Christian approaches to secular (or pagan) society. Critically important for considering the Christian, justice and social change. For a quick summary of the book, see Ch. 4 of my *When Kumbaya Is Not Enough*.

Henri Nouwen (1998, 2008) *Compassion*, Darton, Longman & Todd, Ltd. 160pp. As Stephen Mott and others have demonstrated the basis of justice in love, Nouwen sees compassion as the antidote for competition in a world dominated by principles of egocentric power and destructive control.

Marvin Olasky (1992) *The Tragedy of American Compassion*, Washington, DC: Regnery Pub. 299pp. Reviewing 300 years of America’s help for the poor, Olasky criticizes neither our giving too much or too little to the poor, but failing to be with them and understand the help they really need. Recommended by Newt Gingrich, Charles Colson, Anthony Evans, and Cal Thomas.


Peter J. Paris (1985) *Social Teaching of the Black Churches*, Fortress Press, 162pp. We know that Black Churches have been much more faithful to biblical gospel of justice than white churches in general. This book describes the “historical development of its black ethic and highlighting its fundamental principle, which enabled a people to survive, address the difficult moral dilemmas, and strive for freedom and justice as Christians in America.”


Ruby K. Payne (2006) *Bridges Out of Poverty: Strategies for Professionals and Communities*, aha! Process, 293pp. I’d like to see you use this after/with Myers’ *Walking with the Poor*. It brings his principles back to our urban and rural situations, explaining why middle class attempts to help the poor fail or are marginalized. It also has its Workbook which will help in using Payne’s valuable insights in training. This is a hopeful book suggesting effective strategies and outcomes.


Stephen Sizer *Christian Zionism: Road-map to Armageddon?* Has Evangelical justice for Israelis led to injustice for Palestinians?
Glen Stassen, ed. (1998) *Just Peacemaking: Ten Practices for Abolishing War*, Cleveland OH: The Pilgrim Press, 209pp. Scholars from Fuller Theological Seminary and elsewhere took serious time to bring together thinking, not only on “just war” but on how we can reduce global conflicts.
Charles J. Sykes (1992) *A Nation of Victims: The Decay of the American Character*, NY: St. Martin’s Press, 289pp. Witty, provocative and persuasive, this is another look at a “culture of complaint, litigation and excessive entitlement that are ignoring the public, common good for personal advantage. Some examples in here will offend you, regardless of your perspective.
Stanley W. Carlson-Thies & James S. Skillen (1996) Welfare in America: Christian Perspectives on a Policy in Crisis, Grand Rapids, MI: Wm. B. Eerdmans Pub. Co., 582pp. “Should welfare be abolished because it fosters dependency, or should it be expanded to offer more effective help? Are people poor due to their own irresponsibility or as a result of injustice? Is the key welfare problem non-work or illegitimacy? Should government help the poor, or is aid a job for the church?” If you’re going to discuss welfare, and you should, you need to look into the discussion of these questions in this book by Christian scholars who have made justice and public policy their focused research.

Desmond Tutu (2000) No Future Without Forgiveness, Image, 304pp. This powerful personal memoir of the Archbishop’s experience as Chairman of South Africa’s Truth and Reconciliation Commission is an important complement to Shriver’s Ethic for Enemies and Volf’s Exclusion and Embrace.

Desmund Tutu (1994) The Rainbow People of God, NY: Bantam Doubleday Dell, 281pp. “At home in South Africa I have sometimes said in big meetings where you have black and white together: ‘Raise your hands!... Move your hands!... Look at your hands—different colors representing... the rainbow people of God.... The rainbow in the Bible is the sign of peace....” This book includes powerful, poignant, and helpful documents from the struggle against apartheid.


Muhamad Yunus (2nd ed. 2003) Banker to the Poor: Micro-Lending and the Battle Against World Poverty, PublicAffairs, 312pp. A powerful memoir explaining the birth of micro-credit and the Grameen Bank... how $27 to a poor Bangladesh woman spread to 42 women making stools from bamboo, and then others with only 2% defaulted loans.
Organizational Resources

World Vision (helped establish this course, [www.worldvision.org](http://www.worldvision.org)) One of the best known and respected global relief and development organization—turn to this site for articles, podcasts, blog, and Email updates (use at least one of these Email services for this course).

Center for Public Justice (CP), [www.cpjustice.org](http://www.cpjustice.org) An independent organization for policy research and civic education whose mission is to equip citizens, develop leaders, and shape policy.

Sojourners faith, politics, culture ([www.sojo.net](http://www.sojo.net)) Mission: to articulate the biblical call to social justice, inspiring hope and building a movement to transform individuals, communities, the church and the world.

Christianity Today ([www.christianitytoday.com](http://www.christianitytoday.com)) free Email of relevant articles and more.

Mennonite Central Committee (MCC, [www.mcc.org](http://www.mcc.org)) Seeks to demonstrate God’s love by working among people suffering from poverty, conflict, oppression and natural disasters... addresses peace and justice issues.


International Social Justice Commission of the Salvation Army (Google its name or find under [www.salvationarmy.org](http://www.salvationarmy.org)) Mission: to advocate and advise on social, economic and political issues giving rise to the perpetuation of social injustice in the world.

Christian Community Development Association (CCDA, [www.ccda.org](http://www.ccda.org)) Mission: to inspire and train Christians who seek to bear witness to the Kingdom of God by reclaiming and restoring under-resourced communities.


Justice Mapping ([www.justicemapping.org](http://www.justicemapping.org)) Specializes in computer mapping (Geographic Information Systems, GIS) to help partners better understand, evaluate and communicate criminal justice and other social policy information. Mapping studies are used by legislators, government agencies, research institutes, technical assistance providers and the media.