



MNST 6101/S3 Practicing Neighborology

Hybrid course with online pre- and post-learning and
In-person class and field trips based out of Mission Springs, CA, September 21-25, 2026
Three seminary credits
Draft Course Syllabus

Instructor Information

Rev. Dr. Paul H. de Neui, Professor of Missiology and Intercultural Studies
pdeneui@northpark.edu
Office appointments available upon request

Course Description

Learning to love one's neighbor takes intentionality and practice. This experiential course will expose students to cultural exegetical skills that can help them better connect with their current contexts of ministry. Students will learn to discern how historic developments of neighborhoods have impacted and constructed the ways we define, divide, and systematize our communities today. Hybrid learning will combine online interaction, reading, and written reflection with travel providing exposure to issues in the communities surrounding Mission Springs. Through site visits, guided tours, and group discussions with local historians, pastors, residents, and experts, students will participate in several replicable activities that may assist in raising neighborhood awareness in their own ministry contexts. Physical mobility required for field visits during the intensive week. Meets criteria for Cultural Diversity Elective.

Course Learning Objectives

At the end of the course students will be able to:

1. Identify and analyze local historic beliefs and decisions which shaped the systemic practices, legislation, and demographic layout that continue to impact lives today.
2. Utilize tools for cultural exegesis in local ministry contexts and explain results to others.
3. Create pathways for local church and societal involvement that impact needs of the community with input from the community that is being served.
4. Develop and explain a biblical missiology of neighborology that addresses how serving together addresses mutual transformation appropriate to the local ministry context.

Required Texts

Constanzo, Eric, Daniel Yang, and Matthew Soerens. *Inalienable: How Marginalized Kingdom Voices Can Help Save the American Church*. IVP, 2022. ISBN 978-1-5140-0304-6 (print), ISBN 978-1-5140-0305-3 (digital). (198 pages)

Frost, Michael and Christiana Rice. *To Alter Your World: Partnering with God to Rebirth Our Communities*. IVP, 2017. ISBN 978-0-8308-4137-0 (print), ISBN 97808308-9335-5 (digital) (207 pages)

Jipp, Joshua W. *Saved by Faith and Hospitality*. Eerdmans, 2017. ISBN 978-0-8028-7505-1 (print), ASIN B09LCGRQ73 (Kindle). (177 pages)

Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. Norton, 2018. ISBN-13: 978-1631494536 (print) ASIN: 1631494538 (digital). (368 pages)

Wu, Cindy M. *A Better Country* (Second Edition): *Embracing the Refugees in Our Midst*.

William Carey Library, 2022. ISBN 978-1645084525 (paperback). ASIN B0BGQZ9NF9 (Kindle). (59 pages)

Addition required readings, videos, and learning materials will be posted in Canvas.

Recommended

- Akins, Damon B. and William J. Bauer Jr. *We are the Land: A History of Native California*. (University of California Press, 2021).
- Bauer Jr., William J. *California Through Native Eyes: Reclaiming History*. (University of Washington Press, 2016).
- Ellen, Ingrid Gould, *Sharing America's Neighborhoods: The Prospects for Stable Racial Integration* (Cambridge: Harvard University Press, 2000).
- Jacobs, Jane. *The Death and Life of Great American Cities: 50th Anniversary Edition*. (Modern Library, 2011).
- Koyama, Kosuke, *Water Buffalo Theology* (Maryknoll: Orbis, 1974).
- Lydon, Sandy. *Chinese Gold: The Chinese in the Monterey Bay Region*. (Capitola Books, 1985).
- Madley, Benjamin. *An American Genocide: The United States and the California Indian Catastrophe*. Yale University, 2017.
- Marchiel, Rebecca K., *After Redlining: The Urban Reinvestment Movement in the Era of Financial Deregulation* (Chicago: University of Chicago Press, 2020).
- McGee, Heather, *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* (New York: One World, 2022).
- Moskowitz, P.E., *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood* (New York: Bold Type, 2018).
- Perry, Evelyn M., *Live and Let Live: Diversity, Conflict, and Community in an Integrated Neighborhood* (Chapel Hill: University of North Carolina Press, 2017).
- Pitt, Leonard. *The Decline of the Californios: Social History of the Spanish-speaking Californians, 1846-90* (Berkeley: University of California Press, 1966).
- Pitti, Stephen J. *The Devil in Silicon Valley: Northern California, Race, and Mexican Americans*. (Princeton: Princeton University Press, 2003)
- Rani Jha, Sandhya. *Transforming Communities: How People Like You Are Healing Their Neighborhoods*. Chalice Press, 2017. ISBN 978-0827237155 (print), ASIN B076ZWVXDP (Kindle). (144 pages)
- Ruffin II, Herbert G. *Uninvited Neighbors: African Americans in Silicon Valley, 1769-1990*. (University of Oklahoma Press, 2014).
- Sandos, James A. *Converting California: Indians and Franciscans in the Mission*. Yale University, 2004.
- Sherman, Amy L. *Agents of Flourishing: Pursuing Shalom in Every Corner of Society*. (IVP, 2022).
- Young Yu, Connie. *Chinatown San Jose, USA*. (The Rosicrucian Press, 1991).
- Zetterquist, James R. *Californio Connections: California's Cultural Evolution 1769-1896*. (California Pioneers of Santa Clara County, 2021).

Learning Assessments Post all assessments in Canvas Word documents (no PDF's please).

Online reflections and responses

Course participants will interact with one another online four times during the semester addressing questions provided in Canvas based upon that section's learning materials.



Responses are to include at least 500 words of reflective original thought addressing the questions presented, integrating concepts from that section's learning materials with personal experience and community application. Reflections are to be posted in Canvas by the due date listed in Canvas. In addition, students will respond online in Canvas to at least two other classmates each time with a respectful, insightful, encouraging paragraph of at least 200 words by the deadlines listed in Canvas. Four postings and responses are each worth 5% of course grade for a total of 20% of course grade.

Land Acknowledgment Assignment

After researching local history, students will write a land acknowledgement statement of between 100 and 200 words. Post it in Canvas by the deadline listed there and bring it to share during our time together at Mission Springs. Follow the instructions given in Canvas. 10% of the course grade.

I am Stranger Exercise

This online exercise will guide students to recognize critical cultural issues in their own neighborhoods. Follow the instructions given in Canvas and post results in the online forum by the deadline provided in Canvas. 5% of the course grade.

Demographic Study of My Neighborhood

Based upon the results of the "I am Stranger" exercise above students will do further research into their own ministry context to discover and interpret local historic movements resulting in areas of need in their communities and what local agencies and churches are doing to address these needs. Follow the instructions given in Canvas and post results in the online forum by the deadline described in Canvas. 10% of the course grade.

Attendance and Participation in person

Students are required to attend the residential in-person portion of the class based out of Mission Springs. Daily attendance will be noted as well as participation. Mobility required. Wear comfortable shoes as we will be walking and standing during field visits. Attendance and participation in person are worth 20% of course grade.

Reading log

At the end of the class students will complete a reading log to record what has been read and to share comments of what has been most helpful, challenging and/or impactful from the course materials. The reading log is to be posted in Canvas by the due date listed in there. 5% of the course grade.

Final Action Plan

Genuine neighborology must be practiced in community with the community. Based on the final section of Wu's text, students will follow the steps she describes to develop an action plan to focus on an issue of local neighborology with one important addition: participation from someone who is a member of the community in your proposed plan. This project should integrate your reflections upon course experiences and learning materials; it should clearly describe the local issue being addressed; it should include an explanation of the importance and impact of this proposed project upon the student, prospective participants and the community served. The focus is a project applicable to a specific ministry context. Follow the rubric provided online. Final projects should be posted as Word documents online in Canvas by the deadline given in Canvas. 30% of course grade.

GRADING

The weight of assignments is as follows:



Online reflections and responses	20% of course grade
Land Acknowledgement Assignment	10% of course grade
I am Stranger Exercise	5% of course grade
Demographic Study of My Neighborhood	10% of course grade
Attendance and participation in person	20% of course grade
Reading Log	5% of course grade
Final Action Plan	30% of course grade

Final course grades follow the policy found in the NPTS catalog:

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

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

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

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

F: Failure (69 and below)

Unexcused late work will be graded down.

ADDITIONAL NOTES

Academic Accommodation: NPTS provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found at <https://www.northpark.edu/campus-life-and-services/student-success-and-wellness/disability-resources/>.

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:

- Plagiarism - the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.
- Use of ChatGPT or other AI composition software to impersonate individual assignments.

For a fuller discussion of academic dishonesty, see the Seminary Academic Catalog.

Canvas: For any questions or concerns about Canvas please open an online Helpdesk ticket.

Harassment Policy and Title IX: Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-6222) or Director of Human Resources (773-244-5601) for information about 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. Refer to North Park's Safe Community site for contact information and further details: <https://www.northpark.edu/campus-life-and-services/campus-services/campus-safety-and-security/safe-community/>

Inclusive Language: NPTS encourages all students to follow the Statement of Inclusive Language of the ECC which explains, "We are committed to being inclusive in language and imagery in an effort to eliminate prejudice, whether gender, racial, ethnic, national, religious, denominational, cultural, or physical. This way of proceeding in no manner seeks to deny personal identity; rather, it guards against any use of word or phrase that tends to exclude people." Consider how you can best incorporate inclusive language into all of your communication (written and oral) during the course particularly in your references to God and to humanity.

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 the Seminary Academic Catalog <https://www.northpark.edu/seminary/academics/seminary-catalog>.

Writing Format: Use the Turabian style for references in your writing. Refer to the Seminary Writing handbook for more information regarding formatting or writing style. It can be found at: <https://www.northpark.edu/seminary/academics/student-resources/>

COURSE SCHEDULE

Subject to change based on availability of speakers/field visit possibilities.

August 24-September 18 Online Introduction

Review all learning materials posted in Canvas for this section.

Read and come prepared to discuss the Rothstein text during first class session.

Post the “I am Stranger” exercise online by deadline listed in Canvas, come prepared to share results in person.

Write up your Land Acknowledgement statement, post it online in Canvas by deadline listed in Canvas. Be ready to share it in class when we are together in person.

September 21-25 Tentative Schedule of In-Person Intensive at Mission Springs (subject to change)

Monday Sept 21	Scotts Valley
8:00-8:30	Breakfast at Mission Springs
8:30-9:00	Welcome, Opening devotional in classroom at Mission Springs
9:00-10:30	Ground Rules Introductions, Student Presentations
10:30-10:45	Break
10:45-12:00	Neighborology in our area
12:00-1:00	Lunch at Mission Springs
1:00-2:00	Tribal Background discussion
2:00-2:30	Drive from Mission Springs to Scotts Valley, City Hall
2:30-4:30	Scotts House tour and talk
4:30 -5:00	Reflections and take-aways
5:30-6:30	Dinner with Unhoused at Community Covenant Church
Tuesday Sept 22	Santa Clara Valley
8:00-8:30	Breakfast at Mission Springs
8:30-9:00	Devotional at Mission Springs
9:00-10:00	Travel to Santa Clara Mission
10:00-11:00	De Saisett Museum
11:00-1:00	Box Lunch with Ochama Umez-Ironini
1:00-2:30	Tour of Sunol House
2:30-4:30	Tour of Washington San Jose Neighborhood w Andy Singleterry
4:30-5:00	Reflections and take-aways
5:30-6:30	Dinner at Mission Springs
Wednesday Sept 23	San Jose
7:15-7:45	Early Breakfast at Mission Springs
8:45-11:30	South Bay Community Church, the African American Story
11:30-12:30	Box lunch with Pastor and local leaders and Daryl Lee
12:30-1:30	Daryl Lee and the Bay Area Chinese American story
2:30-3:30	Japanese American Museum
3:30-4:30	Japantown Walking Tour
5:30-6:30	Dinner at Mission Springs
PM	Optional movie in Tabernacle “The Valley of Heart’s Delight”



Thursday Sept 24	Santa Cruz
8:00-8:30	Breakfast at Mission Springs
8:30-9:00	Devotional at Mission Springs
9:15-9:30	Carpool to Cavallero Transit Center, meet up with Jeremiah Fair
9:43-10:12	Bus ride to Santa Cruz
10:30-12:00	Visit Santa Cruz Mission State Historic Park
12:00-1:00	Box lunches in Santa Cruz
1:00-2:00	Visit and prayer time at Holy Cross Church
2:00-4:00	Santa Cruz Natural History Museum
4:00-4:30	Reflections and take aways
4:45	Catch bus back to Mission Springs
5:30-6:30	Dinner at Mission Springs

Friday Sept 25	Los Gatos
8:00-8:30	Breakfast at Mission Springs. Check out of Mission Springs
8:30-9:00	Devotional at Mission Springs
9:00-11:0	Historic Tour of Los Gatos with Alan Feinberg
11:00-12	What is Neighborology?
12:00-1:00	Lunch at De Neui home in Los Gatos
PM	Take-aways discussion and send-off, class ends by 2:00 pm

Sept 28-October 9 Post-Week Online Learning

Post Week 1 Online Reflections and Responses

- Review all learning materials posted in Canvas for this section
- Post your "Demographic Study of My Neighborhood" by date listed in Canvas
- Post reflections in online discussion board by date listed in Canvas
- Respond to two others online by midnight of date listed in Canvas

Post Week 2 Online Reflections and Responses

- Review all learning materials posted in Canvas for this section
- Post reflections in online discussion board by date listed in Canvas
- Respond to two others online by date listed in Canvas

Final Assignments: Reading log and Action Plan due by date listed in Canvas

Revised 13 March 2026