PT518 EXEGETING THE CITY
APRIL 2 – MAY 7
SPRING 2019

Last revised: 11/21/2018

This syllabus is intended to give the student guidance in what may be covered during the term (or semester) and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

MISSIO'S MISSION

To prepare missional leaders who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

CLASS DATES & TIMES

- Tuesdays (April 2nd – May 7th): 6:30 – 10pm
- Saturday (April 13th): 9am – 5pm
- Location: TBD

INSTRUCTOR

Dr. Kyuboem Lee
Email: klee@biblical.edu
Phone: (215) 368-5000 x104 (office); (215) 285-5246 (mobile)
Office hours: M – Th, 10am – 2pm

Contacting the professor:
- Email is answered typically within 24 hours of receipt, except when received on Sunday. Email received on Sunday is answered on Monday.
- Office hours are flexible, but by appointment.
- To schedule a virtual, phone, or in-office appointment with the professor, email your desired day and time at least 24 hours in advance.

COURSE DESCRIPTION

We most often think of exegesis as a practice associated with the Scriptures. But we are also called to exegete our contexts, if we are to be truly faithful to the gospel mission, which assumes both love for God and love for neighbor, vertical and horizontal. In this course students will learn how to read their urban and/or urbanizing context, the ways in which the Scriptures inform the specifics of where they minister, and how the interplay between reading the text and reading the context informs ministry practice. The course will include many practical ways that the student can learn how and why their city functions as it does.

PERSONAL NOTE FROM THE PROFESSOR

God loves the city, a place and culture where his image bearers live, work, and play closely together. The city has not always been well understood by the church, however, with negative consequences for the mission of God. In this course, we will seek to gain a better understanding of the city—demographically, culturally, but also theologically— and gain tools that can help a ministry practitioner learn a community and gain valuable data necessary for a contextually appropriate ministry and incarnational practice. My prayer is for the Lord to use this course as a part of

your growth and development as wise missional Christian leaders who are able to navigate the opportunities and challenges presented by urban communities and structures as you pursue God and his mission. – *Kyuboem Lee*

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.	1. Exegete a community from within using applied research skills.
Students will demonstrate effective missional leadership based on biblical values and individual gifting, personality, call, context, and relational skills.	2. Develop a missional plan that relates specifically to the context of local ministry.
Students will critically, constructively, and creatively engage our postmodern culture with the hope of the gospel.	3. Develop a basic understanding of what it means to be culturally relevant within the context of the local urban community.
	4. Develop the skills necessary to gather demographic and ethnographic information on a community by using a multitude of sources.

COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student's mastery of the course content. Homework is course work in addition to the instruction listed above.

ASSESSMENTS AND HOMEWORK HOURS	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Readings	1, 2, 3, 4	10%	30 hours
Reading response papers	1, 2, 3, 4	25%	5 hours
Class attendance & participation (includes Online discussion forums and Learning Journal)	1, 2, 3, 4	30%	(in-class)
Class presentation	1, 2, 3, 4	5%	10 hours
Community analysis paper	1, 2, 3, 4	30%	35 hours
Total estimated time on homework		100%	80 hrs total
Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See "Completion of Course Work" below.			

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Online discussion forums	1, 2, 3, 4	25% of Attendance & Participation grade	6 hours
Journal	2, 3, 4	25% of Attendance & Participation grade	6 hours
		All instructional activities will be counted towards Attendance & Participation grade	
Total estimated time			12 hrs total
*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.			

REQUIRED READING AND MATERIALS

NOTE: Hyperlinks to Amazon.com are placed here for your convenience. However, please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. However, be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

- Conn, Harvie M. and Manuel Ortiz. *Urban Ministry: The Kingdom, the City and the People of God*. (https://www.amazon.com/Urban-Ministry-Kingdom-City-People-ebook/dp/B0038BSB4U/)
- Fuder, John. *Neighborhood Mapping: How to Make Your Church Invaluable to the Community*. (https://www.amazon.com/dp/0802411347/)

RECOMMENDED MATERIALS

Books:
- Anderson, Elijah. *Code of the Street.* New York, NY: W. W. Norton & Co., 1999.
- Conn, Harvie M. *A Clarified Vision for Urban Mission: Dispelling the Urban Stereotypes.* Grand Rapids: Zondervan, 1987.
- Conn, Harvie M. *The American City and the Evangelical Church: A Historical Overview.* Grand Rapids: Baker, 1994.
- Conn, Harvie M. *Evangelism: Doing Justice and Preaching Grace.* Phillipsburg, N.J.: P&R Pub., 1992.
- Conn, Harvie M., Manuel Ortiz, and Susan S. Baker, eds. *The Urban Face of Mission: Ministering the Gospel in a Diverse and Changing World*. Phillipsburg, N.J: P&R Pub, 2002.
- Conn, Steven. *Metropolitan Philadelphia: Living with the Presence of the Past.* Philadelphia, PA: University of Pennsylvania Press, 2006.
- Crosscombe, Coz, and William Krispin. *Place Matters: The Church for the Community*. Fort Washington, PA: CLC Publications, 2017.
- Fitch, David E. *Faithful Presence: Seven Disciplines That Shape the Church for Mission*. Downers Grove, IL: IVP Books, 2016.
- Fuder, John. *Neighborhood Mapping: How to Make Your Church Invaluable to the Community*. Chicago: Moody Publishers, 2014.
- Gornik, Mark R. *To Live in Peace: Biblical Faith and the Changing Inner City*. Grand Rapids, MI: W.B. Eerdmans Pub. Co, 2002.
- Harper, Nile. *Urban Churches, Vital Signs: Beyond Charity, Towards Justice.* Grand Rapids, MI: Eerdmans, 1999.
- Jacobs, Jane. *The Death and Life of Great American Cities.* New York, NY: Random House, Vintage Books Division, 1992 (original 1961).
- Jacobsen, Eric O. *The Space between: A Christian Engagement with the Built Environment*. Grand Rapids, MI: Baker Academic, 2012.

- Kretzmann, John P. and John L. McKnight. *Building Communities from the inside Out.* Chicago, IL: ACTA Pubications, 1993.
- Leong, David P. *Race & Place: How Urban Geography Shapes the Journey to Reconciliation*. Downers Grove, Illinois: IVP Books, an impring of InterVarsity Press, 2017.
- Massey, Douglas S., and Nancy A. Denton. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, Mass.: Harvard Univ. Press, 2003.
- Palen, J. John. *The Urban World*. Tenth edition. Oxford ; New York: Oxford University Press, 2015.
- Ortiz, Manuel, and Susan S. Baker, eds. *Globalization and Its Effects on Urban Ministry in the 21st Century: A Festschrift in Honor of the Life and Ministry of Dr. Manuel Ortiz*. Pasadena, CA: William Carey Library, 2009.
- Satter, Beryl. *Family Properties: Race, Real Estate, and the Exploitation of Black Urban America*. 1st ed. New York: Metropolitan Books, 2009.
- Sparks, Paul, Tim Sorens, and Dwight J. Friesen. *The New Parish: How Neighborhood Churches Are Transforming Mission, Discipleship and Community*. Downers Grove, IL: InterVarsity Press, 2014.
- Villafañe, Eldin. *Seek the Peace of the City: Reflections on Urban Ministry.* Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2006.

Journals:
- *Journal of Urban Mission*: http://jofum.com/

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

It is important to arrive on time and be actively engage in every minute of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

Students are considered late 10 minutes after the start of class.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on the seminary website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Policies and Procedures

Papers must follow the procedure outlined below:

- It must be written as a Word document, using 12 point Times New Roman font, and double-spaced.
- Do not use a cover page.
- On the first page, indicate your name, course number and title, assignment name, and date, before starting your main body.
- Research papers must use proper citation styles and include a Works Cited page (not included in the final page count). A useful guide to the Chicago academic style is found at: http://www.chicagomanualofstyle.org/tools_citationguide.html It is always a good idea for students writing academic papers to consult Kate L. Turabian, *Manual for Writers of Research Papers, Theses and Dissertations*, https://www.amazon.com/Manual-Writers-Research-Papers-Dissertations/dp/022643057X/.
- Your submission files should have a name that includes your name, course number, and assignment identifier. Good example: kleeLEAD706UIntegrativePaper1.docx. Bad example: paper.docx.

It is very important for this class that your work be submitted on time since we are working in a very tight time frame. Any extenuating circumstances will be considered on an individual basis; they need to be discussed in a timely manner, however.

ASSIGNMENT DESCRIPTIONS AND GRADING

1. **Readings (10% of final grade)**
   Instructions: Indicate the percentage of reading completed on E-Campus at the end of the course. This assignment is honor-based; please be mindful of the calling for students who follow Christ (especially students in seminary) to maintain academic integrity.

2. **Reading Response Papers (30%)**
   Instructions: After each required reading, write a response paper. Each paper must be 2 pages; include a brief description of the book and a discussion of 2-3 major points from the book that relate to the student's particular ministry. Answer questions such as: How does this reading shed a new light on your ministry and/or context? Are there points that have changed your mind in your approach to ministry and/or discipleship? How would you be able to put into practice any new insights you have gained? You will be graded for how well you have grasped the contents of your reading and how deeply you have interacted with their ideas, to the point of concrete application. See the Course Schedule below for due dates.

3. **Online discussion forums & Journal (Forums 25% of Attendance & Participation grade; Journal 25% of Attendance & Participation grade)**
   Each week, a question will be posed for discussion on e-campus for students to discuss and give responses to. Please post thoughtful words that integrate materials learned in class as well as honest and respectful responses to each other. A minimum of one post and one response per each forum; around 250 words per post. Avoid simplistic, disengaged responses, please.

   A weekly journal is to be kept and turned in each week detailing any significant findings, revelations and new insight into the student's community as they undertake the course and field research project. This may include spiritual, intellectual and emotional insights, conversation highlights with other students, etc. These will be handed in and reviewed by the professor but can be kept confidential. Around 250 words per post.

4. **Community Analysis Paper & Class Presentation (10% Presentation; 30% Paper)**
   Instructions: Using applied research, surveys, demographic research and data mining, assess your local community. This will preferably be your current ministry community, but it may also be a community you are considering for new ministry opportunities. The community must be no less than 10 square blocks in size.

The paper and presentation must include the community boundaries, justification for use of these boundaries, significant historical events of the area, key transition points in the local culture, current demographics of the community (must be site specific), all places of worship, general business types and descriptions and projections for future demographic changes.

The paper should also include a narrative of the community, the general feel of the community, how the community sees itself, how the community is viewed from outside, any significant divergence between applied research findings and demographic research findings. Maps, photos and charts are encouraged.

Each student will present the major findings of their research to the rest of the class, 10-20 minutes.

The project may be undertaken in groups, and is encouraged if students are serving within the same community. Content and quality of research and presentations will be assessed accordingly.

The final paper will be no less than 7 pages in length (excluding Works Cited page(s) and any appended material / Appendix). If working as a team, the paper should be 14 pages (if a team of two) or 21 pages (if a team of three), etc. The work should be equally divided, and the sections clearly marked and author identified. When working as a team, divide work equally among yourselves, avoid repetition, and work to have a coherent and unified voice (when there are disagreements, support your own points through careful reasoning while acknowledging the other team members' perspectives—demonstrate that you have talked with each other and sought collaboration).

Papers may be submitted via e-campus. If you are not able to do so, please email it or submit as hard copy in class or handed into campus mailbox. Technical difficulties are not an excuse for late work; all late work may be penalized.

Rubric for evaluating Final Project (Max. 100 points)

	Excellent	Satisfactory	Fair	Poor
Thoroughly carried out field research and gathered pertinent data that help give an in-depth understanding of the community	20 points	15 points	10 points	5 points
Presented a well thought through interpretation of the data collected to give a coherent portrait of the community	20 points	15 points	10 points	5 points
Demonstrated ability to integrate material learned in class, readings and discussions to provide insightful analysis	20 points	15 points	10 points	5 points
Demonstrated strategic thoughtfulness and grasp of practical implications arising out of the field research and an ability to evaluate existing ministries and approaches as well as ability to make actionable recommendations	20 points	15 points	10 points	5 points
Paper is well written; free of typos, grammatical errors, colloquialisms, etc.; academically acceptable in proper citation style; professionally presented	20 points	15 points	10 points	5 points

COURSE SCHEDULE

DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
		• Prior to the course, read Conn & Ortiz, Intro & Part 1
Tuesday, 4/2/19	**1. Understanding an Urban Community**	
During the week		• Reading: Fuder • Discussion forum & Journal • Response paper #1 to Fuder
Tuesday, 4/9/19	**2. Mapping a Community & Conducting Demographic Research**	
During the week		• Reading: Conn & Ortiz, Parts 2 & 3 • Response paper #2 to Conn & Ortiz, Intro-Part 3 • Discussion forum & Journal
Saturday, 4/13/19	**3. Field Research Day**	
Tuesday, 4/16/19	**4. Interpreting Data for Ministry**	
During the week		• Reading: Conn & Ortiz, Parts 4 & 5 • Discussion forum & Journal
Tuesday, 4/23/19	**No Class: Easter Break**	
During the week		• Reading: Conn & Ortiz, Part 6 • Response paper #3 to Conn & Ortiz, Parts 4-6 • Discussion forum & Journal
Tuesday, 4/30/19	**5. Developing a Contextual Philosophy of Ministry**	
During the week		• Work on final paper & class presentation • Discussion forum & Journal
Tuesday, 5/7/19	**6. Conclusion & Class Presentations**	
Friday, 5/10/19		• Final paper due

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.

2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under "completion of course work" for policies on course extensions.

3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.

4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.

5. **Student PC Security Statement**: Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing