

Theology of the City

course # THE6XX3
credit hours: 3
location: LLRC14
time: T 5:30p-9:30p
instructor(s): Matt Price
Contact:
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School of Theology
Hours MF 1:00-2:00/TR 9:00-10:00
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Course Description

A biblical theology of the city and God's efforts to redeem individuals in society, especially among the marginalized peoples of the urban context.



Credit: Creative Commons, cpexecutive.com – Atlanta

What's in the syllabus?

Description & Textbooks

Outcomes & Assignments

Grades & Policies

Readings & Due Dates

Course Textbooks (required)

Keller, Timothy. 2012. *Center Church: Doing Balanced, Gospel-centered Ministry in Your City*. Grand Rapids: Zondervan. (ISBN: 978-0310494188). 382 pages
Selected articles by Robert Linthicum: "Relational Power" and "Why Some Churches" (<http://www.rclinthicum.org/papersforyou.htm>)
Stearns, Richard. 2010. *The Hole in Our Gospel: What does God expect of us? The answer that changed my life and might just change the world*. Nashville: Thomas Nelson. (ISBN: 978-0849947001). 322 pages

Three Ways to Explore the Course Outcomes (James 1:2-8)

Skimmers show a curious interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.

Snorkelers will move beyond the shallows to probe below the surface, examine the concepts they find, make connections within the course, and try to apply them. They will spend more time on the readings, ask more **WHAT** and **HOW** questions, and participate actively in class.

Deep divers will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking **WHY** questions, spending more time on assignments and conducting research beyond the minimum.

READING ASSESSMENTS

Chapter Reading Reflection

Papers. For each chapter assigned for the week, you will bring a 500-word written reflection to at least one of the questions found at the conclusion of the chapter. Make sure to cite the author when necessary. Add a list of books, articles, authors from the chapter that you would like to do further reading down the road. This is a written assignment submitted to Moodle.

Learner-led Reading Circles. You will prepare to overview and lead a discussion over assigned chapters from the assigned textbooks (See list on Course Schedule). Instructions for leading good discussions will be given in class. At minimum, you will need to prepare five to six open-ended questions and be able to guide the discussion with the tools given in class. The discussion for each chapter will last approximately 20-25 minutes. A discussion is not a rambling overview of the chapter with a question at the end. It is helping others communicate their thoughts about the content while adding insights yourself. Of course, you will aid the ability of the discussion leaders by finishing the reading yourself prior to the day it is to be covered in class and bringing your written chapter reflections to class.

Course Outcomes

Acknowledge the Gospel as the transformative power in the urban experience.

Apply the principle of contextualization in bringing God's Word to the globalized world.

Construct a theological vision for the city.

Integrate culturally sensitive approaches of ministry into a plan for missional engagement within among marginalized populations in the urban context.

Develop resources from the organic church model for the urban context to make disciples and assimilate them into the in-breaking vision of God's reign.



Brooklyn Atlantic Antic by click wrr Sept 29 2013 Creative Commons

COURSE PROJECTS

Stearns Reflection Paper.

Students will bring a 1000-word analysis of Stearns, especially what it takes for one person to make a difference. This is A good book analysis asks penetrating questions, critiques the author's perspective, connects the reading to other parts of class, integrates the reading with other knowledge, and applies the reading to one's experience. A great analysis does all of these elements but also evaluates the overall benefit of the reading. A decent analysis might do two of these elements. Use this outline: Summary (Who wrote it, what it is about / Analysis: What did you agree/disagree with? What is most thought-provoking & challenging? / Application: How does this book motivate action, change your mind, give you hope about issues involved?

A poorly written response should not even be submitted. This is a written assignment submitted as a hard copy in class.

Reality Testing Project

Choose one of the concepts, theories, or practices found in Keller or Stearns and put it to practice. Write a 500-word reflection on how well the author's theory worked in real life, especially your contribution to making it effective (or not) as well as ways you would improve on the theory based on your experience.

"Cities are the absence of physical space between people."
– Edward Glaeser, *Triumph of the City*, 2011, p. 6

"Cities have more of the image of God per square inch, than any other place on earth."
Tim Keller, *Center Church*, 2012, 141.

Course Evaluation

Assignments	Points	Learning Hours
Attendance (absences automatic 100 pt deduction for each absence)	Minus 100 x	24
Assigned Reading 450+322=704pp/30pph	--	40
Keller Reading Reflections (30 x 500 words)	600	60
Keller Chapter Reading Circles (20 minutes)	150	6
Reality Test	100	5
Stearns Book Reflection Paper (1000 words)	150	5
Total	1000	140

Grading scale is:

A	1000-930	B	879-830	C	749-720	F	599>
A-	929-900	B-	829-800	C-	719-700		
B+	899-880	C+	799-750	D	699-600		

One course learning hour equals . . .

- 25 pages of reading (5000 level) (300 page book = 12 learning hours)
- 30 pages of reading (6000 level) (300 page book = 10 learning hours)
- 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
- 1 minute of video
- 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
- 60 minutes of class time or
- 60 minutes of research
- 60 minutes of exam time

All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel

Grading Rubric

A—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.

B—Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errors

C—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors

Course Policies (AAAA)

Attendance Policy Regular attendance and participation is expected. You will lose 100 points for every unexcused absence (excuse only considered if instructor is informed prior to class time). Sleeping, texting, surfing the internet, & excessive talking could be counted as an absence by instructor's discretion. The MVNU policy on class attendance provides excused absences for these reasons:	1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips; 2) severe emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital. (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired).	Assignment Submissions Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (Turnitin) unless otherwise noted. 12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors
		Accommodation See the instructor if you need accommodations, as defined by the Americans with Disabilities Act of 1990, and then follow the Disability Services Policies and Procedures as put forth by the Academic Success office or search for page on the MVNU web site. Instructors are generally able to accommodate as needed.

Academic Integrity

MVNU seeks learners committed to honesty among students, faculty, and staff, a standard governing expectations for all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors.

Course Schedule—THE6013—SPRING 2014 (T)

Date	Topic	Reading	What's Due
Pre-course Reading			
		Keller c1, c2, c3, c4, c5, c6	Reading Reflections for each chapter
Sessions			
Feb 25 (5:30-9:30)	Getting Spiritual in the City Gospel Contextualization	Keller c7, c8, c9, c10	Reading Circle (Price) Reading Circles (4x) Reading Reflections
Mar 4 (5:30-9:30)	Searching the City (MSAs & Demographics) City Vision	www.NazareneResearch.org www.theARDA.com/remss2010 www.FaithCommunitiesToday.org www.USReligionCensus.org Keller c11, c12, c13, c14	Reading Circles (4x) Reading Reflections
Mar 11 (5:30-9:30)	Observing the City (Hands-On Research) (Meet in LLRC 14) Cultural Engagement	Keller c15, c16, c17, c18,	Reading Circles (4x) Reading Reflections
SPRING BREAK		Mar 17-21	
Mar 25 (5:30-9:30)	Getting to Know the City (Entering the Neighborhood (Diversity, Ethnicity, Gender, Poverty, Politics, Power) Missional Community	Keller c19, c20, c21, c22	Reading Circles (4x) Reading Reflections
April 1 (5:30-9:30)	Engaging the City' Marginalized with Good News (Meet in LLRC 14) Integrative Ministry	Keller c23, c24, c25, c26,	Reading Circles (4x) Reading Reflections
April 8 (5:30-9:30)	Evangelizing & Discipling in the City Movement Dynamics	Keller c27, c28, c29, c30	Reading Circles (4x) Reading Reflections