WM503: Urban Mission and Ministry

Course Lecturer: Roger S. Greenway, ThD
Former Professor of World Missiology at Calvin Theological Seminary

About This Course

This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans’ Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans’ Council as highly recognized scholars in their particular fields of study.

Course Description

As the cities go, the world goes—politically, intellectually, economically, socially, and religiously. This course addresses Christian mission and ministry in the world’s growing cities. A biblical basis for urban ministry is presented and case studies of effective urban strategies worldwide are examined. The course provides key logistics, strategies, models, and insights from one of the leading experts in urban missiology. Throughout the lessons the instructor emphasizes holistic ministry, i.e., meeting all needs: social, civil, and political, as well as the spiritual.

Course Objectives

Upon completion of the course, the student should be able to:

• Articulate the biblical and theological framework for urban ministry.
• Evaluate contemporary urban ministries in light of biblical principles.
• Recognize various models of effective urban church planting/ministry.
• Synthesize course content into a workable urban ministry paradigm.
• Assess one’s giftedness and calling in light of God’s call to evangelize and minister to urban populations.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.
Course Lecturer

Roger S. Greenway, ThD

Education:
- Southwestern Baptist Theological Seminary, ThD
- Calvin Theological Seminary, BD and ThM
- Calvin College, BA

Teaching Career:
- Named Missionary in Residence and Research Fellow at Yale Divinity School
- Missionary in Residence, Calvin College
- Dean of Students, Calvin College
- Professor of World Missiology, Calvin College
- Professor, Westminster Seminary (1982-1986)
- Courses taught at Trinity Evangelical Divinity School and Fuller Theological Seminary
- Lecturer at various schools and institutions throughout North, Central, and South America; active at schools in Canada, France, and Venezuela
- Extensive research on various missiological topics and considered a specialist in global urbanization, church growth, and anthropology and intercultural communication

Other Career Highlights:
- Executive Director of Christian Reformed World Ministries (1986-1990)
- Numerous pastoral roles
- Coordinator for the CRC’s Spanish Literature Committee (1972-1980)
- Area Secretary for Latin America Board for World Missions (1972-1978)
- Missionary in Mexico (1963-1970)
- Member of the Foreign Bible Society
- Highly influential in Jewish outreach
- Named a member of the Lausanne Committee for Jewish Evangelism
- Recipient of numerous awards in dogmatics, Jewish evangelism, and preaching
- Membership in several professional and honorary societies

Publications:
- Numerous books written in English and Spanish, in addition to the other 12 languages into which his materials have been translated
- Among his most notable books are Go and Make Disciples!: An Introduction to Christian Missions, Guidelines for Urban Planting, Cities: Missions’ New Frontier, and Discipling the City: A Comprehensive Approach to Urban Mission
- Contributor to various missiological dictionaries and encyclopedias

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide
your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:


Collateral Reading:

The learner will read **1,000 pages** from the course bibliography. At least one book must be read in its entirety. The reading will be assessed by an annotated bibliography. (See below.)

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.
• Audio-based teaching
  The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

• Readings
  Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship
Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student’s growth through interaction with a mature believer.

Spiritual Formation Project
Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course’s Spiritual Formation Project.

Academic Honesty
At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the CUGN Academic Catalog for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the CUGN Academic Catalog for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.
Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.

2. **Recorded Lectures:** The learner is expected to listen carefully to each of the twenty-four lectures, utilizing the lecture outline as a guide and the note-taking page for recording thoughts. The learner should find a quiet environment that limits unnecessary distractions.
   
   Objective: to accumulate course content through active and careful listening.

3. **Required Reading/Reports:** Annotated Bibliography – all reading completed by the learner will be stipulated and summarized in an annotated bibliography to be turned in upon completion of the course. For each reading, the student will list the number of pages and a one-paragraph annotation. Remember, at least one complete book must be read. (See “course texts” above.)
   
   Objective: to acquire a deeper, broader knowledge of course content and to demonstrate that knowledge through brief written assignments.

4. **Study Questions:** The learner is strongly encouraged to participate in the reflection questions provided after each lecture. While the questions are not factored into the grading system, the final exam will be composed exclusively of select questions from the Interactive Learning Guide. To the extent learners can answer these questions, they will perform well on the exam.
   
   Objective: to foster immediate and cognitive interaction with the lecture content and to force evaluation of where the learner stands in relation to that content.

5. **Research Abstract:** Learners will develop a 4-5 page research paper wherein they “update” the status of their own country in regard to ethnic breakdown and urban patterns. The paper should include the following: ethnic composition, current urban migration patterns, and religious breakdown as seen in her largest cities. The paper should be detailed by current statistics, trends, and reasons. Students will also include a reflective/theoretical section that will briefly outline practical suggestions for today’s urban focus in light of the findings.
   
   Objective: to provide learners with a supplemental update on the state of cities in their country, making them more aware of what’s happening in the world around them.

6. **Strategy Paper:** Learners will compose a 12-15 page paper wherein they incorporate the principles learned in this course into a strategic mission plan. Learners will use the nearest 100,000-population city (or a city within the land they desire to serve) as their “target.” Key aspects of the course should be utilized in organizing this paper, including research, evaluation, strategy, consideration of models, and a plan for implementation. Learners will pay attention to the history, demographics, and the social/ethical/religious concerns of the city. Based on the research, specific strategies and goals will then be outlined. It is important that students be concerned with “holistic” ministry.
   
   Objective: to force the learner to engage in many crucial levels of learning, including knowledge, comprehension, application, and synthesis.
7. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a five-to-six page reflective essay and interview a mentor, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

i. Follow these steps in your reflection:

   Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

   Step 2: What portion(s) of the course brought this theme/principle/concept to light?

   Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

   Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)

iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

i. Who should you interview? (1-3 are required; 4-6 are recommended)

   1. Someone with whom you have a reasonably close relationship.
   2. Someone who is a mature Christian ministry leader (i.e. a pastor).
   3. Someone who is not your grader or a family member.
   4. Someone who values the spiritual formation process.
5. Someone who is familiar with and values the subject of the course.
6. Someone who has experience using the content of the course in ministry.

**NOTE:** Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

ii. **Focus of the interview –** Your interview should focus on the issues and questions you raise in your essay. For example:
   - What feedback can your mentor give in response to your essay?
   - In light of the course content, are the conclusions you made appropriate? Why or why not?
   - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

**NOTE:** Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

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**C. Synthesis and Application:** Draw your final conclusions – Having reflected on the curse and the discussion with your mentor, synthesize what you have learned in these three sections:

i. **Section 1:** Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.

ii. **Section 2:** Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
   - What were the mentor’s comments regarding your essay?
   - What advice did he/she give?
   - How did his/her comments expand or correct your application of the course?
   - Include the person’s name, occupation, and the length of the interview.

iii. **Section 3:** Conclude with a synthesis of what you have learned. Answer the following:
   - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
   - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
   - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

**NOTE TO STUDENTS:** Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully
considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

8. **Final Exam:** At the end of the course, learners will participate in a final exam. The exam will incorporate questions taken directly from the Interactive Learning Guide.

Objective: to reinforce and assess knowledge of lecture content.

## Course Grading

Your grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (as assessed by annotated bibliography)</td>
<td>10% of Course Grade</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15% of Course Grade</td>
</tr>
<tr>
<td>Strategy Paper</td>
<td>40% of Course Grade</td>
</tr>
<tr>
<td>Spiritual Formation Project</td>
<td>15% of Course Grade</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20% of Course Grade</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grades will be issued within two weeks of the end of the course.
Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student’s CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the “Spiritual Formation Project.” This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student’s growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her “Personal Reflection and Evaluation” and prepare to discuss the following:
  1. What feedback can you give the student in response to his/her essay?
  2. Are the student’s conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – a valuable process for all who wish to grow in Christ.

NOTE: If the student’s school makes any changes to this assignment, their requirements should replace those described here.
Course Bibliography


