



## CY 4540 J-Term 2014

### Children, Youth and Family Ministry in Urban Contexts

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#### INSTRUCTOR

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#### MEETING

BH 116

January 13-17

Monday - Friday

6:00pm – 9:00 pm

#### SEMINAR DESCRIPTION

The class introduces students to contextual theologies and issues facing Christian leaders in urban environments. Particular attention is given to issues regarding ministry with children, youth and families in urban contexts. Students create their own contextual framework for ministry in an urban setting and develop a contextual ministerial response to a particular ministry issue.

Half Course

#### OBJECTIVES

Each seminar participant will . . .

1. Learn about children, youth and family ministry in urban contexts from urban ministry leaders and practitioners.
2. Engage in sociological practices of “reading” a context.
3. Develop a theological and theoretical framework for leading ministry in urban contexts, testing it within a particular urban ministry setting.
4. Actively engage in discussion with peers about their learnings from class and how they are informed by their own youth and family ministry context.

This course will attend primarily to these elements of CYF’s 6-7-8 Enduring Understandings:

- **Theological** – The church and its mission, and the Holy Spirit active in the world
- **Theoretical** – Cultural hermeneutic
- **Leadership Skills** – Theological and Sociological interpretation capacities and missional ministry.

#### REQUIRED READING/RESOURCES

Arzola, Fernando, Jr. *Toward a Prophetic Youth Ministry: Theory and Praxis in Urban Context*. Downers Grove, IL: IVP Academic. 2008.

Peters, Ronald. *Urban Ministry: An Introduction*. Nashville: Abingdon Press. 2007.

#### Sections from/Essays:

Bevans, Stephen. “Models of Contextual Theology,” *Missiology*, vol 13, no 2, 1985. (e-reserve)

Tanner, Kathryn, ed. *Spirit in the Cities: Searching for Soul in the Urban Landscape*. Minneapolis: Augsburg Fortress. 2004

# COURSE FORMAT AND REQUIREMENTS

## **Course Structure**

The class will meet for a week for presentations and discussion of the assigned reading and projects, both on campus and in various urban ministry settings. Students will be expected to come prepared with readings completed and/or assignments ready each day. In addition, students will have several online elements to engage before and after our week gathering.

## **Course Requirements**

Each student will be required to do the following:

1. **Class Participation/Assigned Reading** – Each student will be expected to fully participate in class, with a portion of their grade credited to this dynamic of the class. This includes completing the assigned readings, coming prepared to discuss the material in class, and writing three reflection papers. Reading material should also be integrated into the final project.
2. **Contextual Assignment/Reflection Paper** – Prior to our week gathering, each student will practice reading a context by encountering an urban setting and answering the following questions:
  - a. What do you notice at first glance? What stands out? What's not present?
  - b. How would you rate the health and vibrancy of this community? (1 to 5, with 5 as healthiest) What indicators led you to that conclusion? What resources are visibly present?
  - c. Walk the streets, go into local businesses/community buildings, talk with two or three people. What themes surfaced? How did you "feel"? What contributed to that "feeling"?
  - d. Where does the power lie in this context? What leads you to that conclusion? What does that say about the community?
  - e. What other factors stand out in this context?
  - f. If you were to lead ministry in this context, what things would be important to take into account? What might God be up to here? Why do you say that?Ponder these questions as you go alone or with other people into an unfamiliar urban context. Drive through the area (or take public transportation), walk around the area, and step into some "public" aspect of the area, observing and talking with folks there. Student will then write a 2-5 page reflection paper and bring it to class on **Monday, January 13<sup>th</sup>**.
3. **Reflection Posts** – Each student is to write three 100-word reflections on the various readings and post in MyLutherNet as noted in the schedule. Students are also to read and comment on two other student's posts for each of the three assignments. (This does not include the pre-post assignment.)

## **Choose either 3 or 4 as final project**

4. **Theological and Theoretical Framework for Urban Ministry Paper** - Each student will prepare a 5-7 page paper outlining their theological and theoretical framework for ministry with children, youth and their families in an urban context. Students are encouraged to write this paper with an eye toward a particular context (see Tanner's essays as an example). This paper should be posted in MyLutherNet no later than **Friday, January 31<sup>st</sup>**.
5. **Reflection/Action Project** – Each student will use Arzola's 5 movements/reflection-action praxis process (chapter 4) to create a ministry experience that address an

issue that needs to be addressed in ministry within urban contexts. Some examples are: retreat on youth homelessness, five-week session on power difference, a peer ministry training on cross-cultural ministry, a respect retreat for children, and/or a pre-marriage course for young adults. These projects should be 5-10 pages, including some introductory thoughts that provide a context for and/or set-up the project, the project itself, and a bibliography of resources. Projects should be posted in MyLutherNet no later than **Friday, January 31<sup>st</sup>**.

## Grading

Grade will be determined based on completion of the following requirements:

Class Participation	20%
Reflection Paper	20%
Reflection Posts and Responses	30%
Theology Paper and Reflection/Action Project	30%

## CLASS SCHEDULE AND READING ASSIGNMENTS

<b>Before January 13</b>	<p><b>Introduction to Course</b> Watch Terri's intro. <b>Reading:</b> Peters, <i>Urban Ministry</i>, chapters 1-3 <b>Reflection:</b> Post in MyLutherNet post a 100-word reflection on: <b>What makes ministry in an urban context unique? Is there a difference between urban ministry or ministry in an urban context?</b></p>
<b>January 13</b>	<p><b>Urban Ministry or Ministry in an Urban Context?</b> <b>Reading:</b> Bevans, Contextual Models essay. <b>Reflection:</b> 2-5 page <b>Contextual Reflection Paper</b></p>
<b>January 14</b>	<p><b>Widening Our Understanding of Ministry in an Urban Context</b> <b>Reading:</b> Peters, <i>Urban Ministry</i>, chapters 4-7 Urban Immersion</p>
<b>January 15</b>	<p><b>Ministry Practices and Skills in Urban Contexts</b> <b>Reading:</b> Peters, <i>Urban Ministry</i>, chapters 8-11 <b>Reflection:</b> 100-word reflection naming <b>two or three things you learned about ministry in an urban context from Peters.</b> Urban Immersion</p>
<b>January 16</b>	<p><b>Ministry Practices and Skills in Urban Contexts</b> <b>Reading:</b> Arzola, <i>Toward a Prophetic Youth Ministry</i>, chapters 1-5 <b>Reflection:</b> 100-word reflection naming <b>two or three things you learned about ministry in an urban context from Arzola.</b> Urban Immersion</p>
<b>January 17</b>	<p><b>Leading Ministry with Children, Youth and Family Ministry in Urban Contexts</b> <b>Reading:</b> Arzola, <i>Toward a Prophetic Youth Ministry</i> - chapters 6-9, 11 and read one essay from <i>Spirit in the Cities: Searching for Soul in the Urban Landscape</i></p>

**Reflection:** 100-word reflection on: **Two insights you gained on ministry in an urban context from the essay you read.**

**Post:** In MyLutherNet **Theology Paper** by *Friday, January 24<sup>th</sup>*.

**Post:** In MyLutherNet **Final Project** by *Friday, January 31<sup>st</sup>*.