



TYNDALE

• SEMINARY •

Course Syllabus

SUMMER 2019

MISSION OF THE CHURCH IN THE CITY
MISS 0621 / PAST 0621

AUGUST 19 – 23, 2019
9:00 AM – 4:00 PM

INSTRUCTOR: DONALD GOERTZ

Phone: 416-226-6620 x 2716

Email: dgoertz@tyndale.ca

Access course material at <http://classes.tyndale.ca/>

Course-related emails ONLY will be sent to your @MyTyndale.ca e-mail account.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

An examination of urban society and the church's ministry in the city. Topics include urban sociology, biblical theology of the city, community analysis and ministry within urban communities. The role of the church in the city and the impact of urban culture on churches and their ministries will be covered. Various models of urban church outreach will be examined. Some classes may be held off campus.

This is very exciting time in the life of the Canadian cities and hence, the Canadian Church. The Federal Government has recently released its first ever Urban Strategies document, while the Provincial Government of Ontario has released a series of region wide initiatives on planning, transportation and environment. As a result, all cities and urban regions in Ontario have recently completed new urban plans. In the Greater Toronto Area, there are numerous

discussions about the future of Canada's largest urban centre—ranging from fiscal to social to spiritual dimensions.

This course is designed to introduce the student to the rapidly changing Canadian urban realities and provide a context for reflection on the impact of these realities on the larger Canadian culture. Critical theological thinking and reflection with respect to the urban cultural context of the Christian Church will be the core for the course. This course will assist the student to reflect on how local and global forces will significantly impact how we live and how the Church will function in coming years. The present season is one filled with significant challenges and opportunities. Yet, will the Church in the Canadian city simply discuss her potential or will the church become an actual dynamic presence in the urban ethos of our nation? We require courageous, innovative, theologically reflective, biblically informed and deeply spiritual leaders if we are to keep engage with urban realities. To assist with this requisite leadership, this course will provide a context to help the student develop a missional theology of the city.

II. LEARNING OUTCOMES:

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

1. employ the foundations necessary for developing a practical understanding of Canadian urban realities and their impact on the nature and mission of the Church.
2. develop and articulate a praxis-oriented, missionally-prescribed urban theology.
3. apply the skills needed to recognize both local and global movements and their impact on the local community and ministry, with special attention being given to issues of poverty and multiculturalism.
4. practice theologically reflective community exegesis.
5. continually assess the language of cultural exegesis in the context of the missional church so that the leader is able to articulate and translate this to and explore its implications with the church in the city.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS:

Jacobson, Eric. *The Space Between*. Grand Rapids: Baker Academic, 2012.

Linthicum, Robert. *City of God; City of Satan. A Biblical theology of the Urban Church*. Grand Rapids: Zondervan, 1991.

Saunders, Doug. *Arrival City: The Final Migration and Our Next World*, Vintage Canada Edition. Toronto: Random House, 2011.

Sheffield, Dan. *The Multicultural Leader*. Toronto: Clements Publishing, 2005.

Smith, Glenn, *How to Exegete a Neighbourhood*. Montreal: Christian Direction, Inc. Posted on course page.

B. RECOMMENDED READING AND TOOLS:

Bakke, Ray. *A Theology As Big As The City*. Downers Grove: IVP, 1997.

_____. *The Urban Christian*. Downers Grove: InterVarsity, 1987.

Bell, Daniel A. and de-Shalit, Avner. *The Spirit of Cities. Why the Identity of a City Matters in a Global Age*. Princeton: Princeton University Press, 2011.

Bernard, Daniel. *City Impact*. Chosen Books, 2004.

Claerbault, David. *Urban Ministry*. Grand Rapids: Zondervan, 1983.

Conn, Harvie and Manuel Ortiz. *Urban Ministry: The Kingdom, the City and the People of God*. Downers Grove: InterVarsity Press, 2001

Davey, Andrew, *Urban Christianity and Global Order*. London: SPCK, 2003.

Dawson, John. *Taking Our Cities For God*. Lake Mary, FL: Creation House, 1989.

Ellul, Jacques. *The Meaning of the City*. Grand Rapids: Eerdmans, 1970.

Florida, Richard. *The Rise of the Creative Class*. New York: Basic Books, 2002.

Goertz, Donald. [A Century for the City](#). Toronto: Walmer Road Baptist Church, 1989.

Green, Laurie. *Urban Ministry and the Kingdom of God*. London: SPCK, 2003.

Jacobs, Jane. *The Death And Life Of Great American Cities*. New York: Vintage Books, 1961.

Keller, Timothy. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your Church*. Grand Rapids: Zondervan, 2012.

Lornic, John. *The New City. How The Crisis In Canada's Urban Centres Is Reshaping the Nation*. Toronto: Penguin Canada, 2006.

Lupton, Robert. *Theirs is the Kingdom*. New York: Harper and Row, 1989.

McClung, Floyd. *Seeing the City with the Eyes of God*. Tarrytown, NY: Fleming Revell, 1991.

Proctor, John. *Urban God*. Abingdon, UK: Bible Reading Fellowship, 2002.

Sheldrake, Philip, *The Spiritual City: Theology, Spirituality, and the Urban*. Oxford: Wiley Blackwell, 2014.

Smith, David W. *Seeking A City With Foundations: theology for An Urban World*. Nottingham: Inter-Varsity Press, 2011.

Speck, Jeff. *Walkable City. How downtown Can Save America lone Step At A time*. New York: North Point Press, 2012.

Stelter, Gilbert A. and Artibise, Alan F. *The Canadian City. Essays In Urban History*. Toronto: The Carlton Library, 1977.

Tonna, Benjamin. *Gospel for the Cities*. Maryknoll, NY: Orbis Books, 1978.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

I. Pre Class: In a one week intensive course of this nature the pre-class readings are essential. They make possible a rich and thoughtful in class conversation.

1. Write a 3-4 page reflection paper on *City of God; City of Satan* by Robert Linthicum. Read the “Guide to Writing a Critical Reflection” printed below before you write the critical reflection papers.

Due at the beginning of the first class. (15% of your mark)

2. Read *The Space Between*, by Eric Jacobsen, and using supplementary material, write a 3-4 page research paper analyzing “the New Urbanism” and its implications for missional church ministries in your community.

An example of a master planned community built on these type of principles would be [Langstaff Gateway](#).

Due at the beginning of the first class. (15% of your mark)

II. Class Week:

3. Based on Sheffield’s book, *The Multicultural Leader*, particularly his developmental matrix (p. 92) and comments on becoming a ‘catholic personality (ch. 13), analyze your own congregation or location of ministry. Where do you and those you serve fit in the multicultural self-awareness spectrum? What steps could you take to help could you and the ministry you serve move toward greater multicultural awareness and practice? 4-6 pages. **Due at the beginning of class four (20% of your mark)**

4. In Preparation for our field day, visit and be familiar with the following:

<http://candc.york.ca/en/yorkresources/resources/RichmondHillCentre.pdf>

<http://www.downtownmarkham.ca/>

<http://www.uptownmarkham.com/riverwalk/index.html>

[Vaughan City Centre Images](#)

Ask questions around the values represented in these projects. What are the dreams being marketed? How do they help you understand emerging values? What might the place of the Church be in these contexts where there is no physical land available for places of worship?

III. Post class:

5. Read *Arrival City: The Final Migration and Our Next World*, by Doug Saunders, along with additional material, and write a 3-4 page research paper on the impact of immigration on Canadian cities and the challenges for missional urban church ministry.

Due electronically one week after the final class (August 30) (15% of your mark)

6. Building on the demographic analysis you develop (instructions will be provided), the course material and with the added insights gained using Glen Smith's, *How to Exegete a Neighbourhood*, develop a theological exegesis of your community with two concrete implications for your ministry's future community engagement. 10-12 pages. **Due electronically September 13, 2019 (35% of your mark)**

WRITING A CRITICAL BOOK REFLECTION:

A critical reflection paper is intended to encourage the student to interact with the author of a book, essay, journal, or magazine article. Academic reading is intended to engage the student's mind and to stimulate critical thinking. Writing a critical reflection paper allows students to enter into dialogue with an author. The point of a critical reflection paper is to enable students to express their thoughts about an author's ideas in a concise and cogent manner.

The critical book reflection begins with an objective assessment of what an author is saying but then proceeds to the student's interaction with the author's thoughts and ideas. The student is expected to discuss the areas with which the student agrees, and/or disagrees, with the author. Simply indicating that the student agrees or disagrees with an author's ideas is not enough, the student needs to express why they agree or disagree and provide supporting material to justify their point of view.

Next, the student will identify the impact the author's thoughts and ideas will have on the student's thinking and actions, and what difference it may make in their life. Students will discuss the implications that these ideas may have on how they will engage in ministry.

Finally, the critical reflection paper will conclude with any commitments regarding life and ministry the student has made because of interacting with the author's ideas. The student does not have to agree with everything an author writes in order to gain important insights for life and ministry. However, in order for meaningful learning to take place, a student must be open to engaging ideas from many different points of view and reflect critically upon them.

COURSE EXPECTATIONS

1. *Class Attendance Policy:* Your presence and active input are critical for both you and the class to benefit fully from the learning experience.
2. *Assigned Readings:* Class participants are expected to complete all assigned reading prior to each class.
3. *Class participation:* students will fully engage in class activities and interaction in keeping with appropriate adult learning models.
4. *Written work:* written assignments will be submitted in keeping with accepted graduate academic writing standards using MLA style and form or another graduate academic style and form approved by seminary and course professor.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Assignment	Due date	Grade Weight
<i>City of God; City of Satan</i> Critical Reflection	Class one	15%
<i>Space Between</i> Implications Paper	Class one	15%
Impact and Challenge of Immigration paper	Class four	15%
Developing a Multicultural community assessment	August 30	20%
Theological Community Exegesis and Implications	September 13	35%
TOTAL		100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

See Appendix on TYNDALE MARKING STANDARDS.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Class 1: August 19, The Nature of the City

- Biblical images of city
- The Gospel and Urbanization
- Forces shaping the city
- Urban Case Studies

Class 2: August 20, A Theology of the City

- Theology of the city: City of God or City of Satan?
- Being God's People in the City
- Redeeming the City: how then shall we do ministry

Class 3: August 21, The Great Canadian City

- The Canadian City: demographic trends, future projections
- Analyzing 'Canada's Global Cities' with eyes of faith
- The new urbanism: understanding new ministry contexts

Class 4: August 22, An Urban Missiology

- Field trip and urban ministry case study

- Urban Ministry cultural and city exegesis
- Discussion on missional community ministry in new urban landscapes

Class 5: August 23, The City and the Missional of God

- Building a missional theology for the Church in the City
- The challenges of Canada's commitment to immigration and multiculturalism
- Developing intentional intercultural churches and missional leadership

APPENDIX

TYNDALE MARKING STANDARDS

Marking academic papers is unquestionably a subjective enterprise. However, the following guidelines are an attempt to provide some standardized structure to this process.

Letter Grade	Numerical Value	Explanation	Grade Points
A+	95-100	Outstanding and clearly exceptional work in all respects.	4.00
A	86-94	Excellent in all respects.	4.00
A-	80-85	Excellent in most respects.	3.70
B+	77-79	Competent work and above expected standard in most respects.	3.30
B	73-76	Competent work and meets expected standards in all respects.	3.00
B-	70-72	Reasonably competent work but below expected standards in some respects.	2.70
C+	67-69	Below expected standards in many respects.	2.30
C	63-66	Below expected standards in most respects.	2.00
C-	60-62	Consistently below expected standards.	1.70
D+	57-59	Meets degree requirements to pass.	1.00
D	53-56	Meets degree requirements to pass in most respects.	1.00
D-	50-52	Barely meets degree requirements to pass.	1.00
F	0-49	Unacceptable work.	0.00
I	Incomplete	Temporary designation for student granted course extension.	
F-Inc	Failing Incomplete	Incomplete work assigned a failing grade.	0.00
WP	Withdraw Passing	Withdrawn course assigned a passing grade.	
WF	Withdraw Failing	Withdrawn course assigned a failing grade.	0.00
Au	Audit	Non-credit. Attendance recognized.	

A This grade indicates exceptional performance that is clearly beyond the expected standard. The student displays a comprehensive knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying material and principles. The work also provides evidence of a significant awareness of and ability to interact with related scholarly literature that goes beyond the requirements of the course. The work exhibits few or no mechanical and stylistic errors. The work demonstrates proficiency in matters of grammar, spelling, sentence and paragraph structure. The student also demonstrates an unusual flexibility or inventiveness with words or structure that result in a striking individual style which is clear and lively in presentation without detracting from the academic nature of the work.

B This grade indicates that the expected standard has been achieved. The work indicates a thorough grasp of the goals for this assignment within the context of the course. The work exhibits few mechanical and stylistic errors and demonstrates a reasonable organization and

development of ideas. Ideas are clearly and logically expressed and are well supported by an obvious awareness of the relevant literature with appropriate documentation of all sources.

C This grade indicates that the work is below the expected standard in many respects. The work displays a basic understanding of the principles and materials treated in the course but the expression of that understanding is significantly impeded by any of the following: lack of conceptual organization; lack of development and flow of ideas; inadequate use of and interaction with relevant scholarly literature; inadequate documentation of sources; significant inaccuracies and errors in grammar and spelling; significant mechanical and stylistic errors.

D This grade indicates that the work is significantly below the standard and is only minimally acceptable for credit. The work reveals a lack of understanding or serious misunderstandings of the principles and materials treated in the course. The work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research. The development and flow of ideas throughout the paper are significantly below standard. Sources are not cited appropriately and the work relies mainly on summaries and paraphrases of other people's work. The work contains poor sentence structure and punctuation and generally suffers by a lack of attention to matters of grammar and style. The work is inappropriately shorter or longer than the required length.

F This grade indicates failure. The student displays inadequate or fragmentary knowledge of the principles and materials treated in the course. The work contains plagiarized materials.