

“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.”

Course	MISSION OF THE CHURCH IN THE CITY MISS / PAST 0621
Date and Time	AUGUST 16 – 20, 2021 MONDAY TO FRIDAY 9:00 AM – 4:00 PM
Instructor	JAMES WATSON, PhD Email: jwatson@tyndale.ca
Class Information	The classes will be livestreamed from Monday to Friday 9:00 AM – 4:00 PM. Students may participate in live-streamed office hours as posted below. Office Hours: By appointment only.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

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.

This is very exciting time in the life of the Canadian cities and hence, the Canadian Church. 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 READING

Hjalmarson, Len, ed. *The Soul of the City: Mapping the Spiritual Geography of Eleven Canadian Cities*. Urban Loft Publishers, 2018.

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

Keller, Timothy. *Loving the City: Doing Balanced Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2016.

Rainie, Lee and Barry Wellman. "Networked Relationships" in *Networked: The New Social Operating System*. Cambridge: MIT Press, 2012. See course page.

Sheffield, Dan. *The Multicultural Leader*. Toronto: Clements Publishing, 2015.

Smith, Glenn. "Reading Your Community: Towards an Authentic Encounter with the City." *Church for Vancouver* (blog), December 1, 2016. See course page.

B. SUPPLEMENTARY / 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.

Bergquist, Linda, and Michael D. Crane. *City Shaped Churches: Planting Churches in the Global Era*. Skyforest: Urban Loft Publishers, 2018.

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

Branson, Mark, and Juan F. Martinez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove: InterVarsity Press, 2011.

Chapman, Mark D., and James W. Watson. "Common Actions: Participatory Action Research as a Practice for Promoting Positive Social Action among and between New Canadian Church Planters and Denominational Leaders." *Ecclesial Practices* 4, no. 1 (May 17, 2017): 63–86.

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.

Hiebert, Paul G., and Eloise Hiebert Meneses. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Baker Publishing Group, 1995.

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

Janzen, Rich, Alethea Stobbe, Mark Chapman, and James Watson. "Canadian Christian Churches as Partners in Immigrant Settlement and Integration." *Journal of Immigrant & Refugee Studies* 14, no. 4 (October 1, 2016): 390–410.

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

Krause, Michael, ed. *From the Margins to the Centre: The Diaspora Effect*. Toronto: Tyndale Academic Press, 2018.

Kronk, Rick, Gene Daniels, Mark Chapman, and James Watson. "Fruitful Practices in Ministry to the North American Muslim Diaspora: A Mixed-Methods Study." *Fruitful Practice Research*. 2017.

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

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.

McAlpine, Bill, Joel Thiessen, Keith Walker, and Arch Chee Keen Wong. *Signs of Life: Catholic, Mainline, and Conservative Protestant Congregations in Canada*. Toronto: Tyndale Academic Press, 2021.

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

Pocock, Michael and Enoch Wan, eds. *Diaspora Missiology: Theory, Methodology, and Practice*. Portland: Institute of Diaspora Studies - US, 2011.

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

Santos, Narry F., and Mark Naylor. *Mission Amid Global Crises: Academy, Agency, and Assembly Perspectives from Canada*. Toronto: Tyndale Academic Press, 2020.

Santos, Narry F., and Mark Naylor. *Mission and Evangelism in a Secularizing World: Academy, Agency, and Assembly Perspectives from Canada*. Eugene: Wipf and Stock Publishers, 2019.

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

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. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

- **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 critical reflection paper on *Loving the City* by Timothy Keller. 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. Write a 3-4 page critical reflection paper on *The Multicultural Leader* by Dan Sheffield. 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)
- **Class Week:**
 3. In the online forum on the class site, post a 2-3 page response to *The Space Between*, by Eric Jacobsen and the chapter “Networked Relationships” in *Networked* by Lee Rainie and Barry Wellman. Your online forum post will answer these two questions:
 - How can the built environment and internet communication affect residents of a community?
 - What are theological and ministry implications?

You may decide whether these questions are addressed to a generic, hypothetical understanding of “community” or a specific community which will be your focus for the field day (see assignment #4 below) and the final paper (see assignment # 5 below). Your post should be academically rigorous (proper citation required) but is not required to go beyond these two texts, the other required readings, and the class lectures (this is not a research paper). **Due at the beginning of class four. (15% of your mark)**

4. Field day instructions:
 - You are expected to spend the class hours observing and experimenting with exegesis of a community of your choice. You must select the same community you will write about for the final paper (assignment #5). Here are

options for your field day, you are invited to combine them in whatever manner is more effective for exploring your community:

1. Option 1 – Community Exploration: Walk or drive the streets to observe the community. If it is not rude or intrusive, you may want to take photos of interesting buildings or communication (notice boards, graffiti, municipal signs, store fronts) but do not take pictures of people unless it can be done with permission. If it is safe and appropriate to engage in conversation, that is also an option.
 2. Option 2 – Prayer Walk/Intercessory Prayer: Prayer walking or listening prayer are traditions of spiritual discernment where you invite the Holy Spirit to reveal themes for prayer for the community. You can do this on location (Option 1) or via online observation (Option 2). These themes may relate directly to your observations. Pray discretely in an intercessory manner for the blessing of the community.
 3. Option 3 – Online Observation: You may conduct some textual research of the history or use a virtual tour (Google Maps Streetview as one option) to better understand the community. If there are online social media forums where you can safely and appropriately observe or engage in conversation, this can provide you with perspective as well.
- In the online forum on the class site, post a 2-3 page personal reflection on the community you will focus on for your final paper (assignment #5 below). Here are four guiding questions for your reflections:
 1. What approaches to understanding the “soul” of your community may be most beneficial? You are welcome to cite from the required readings. Recommendations of resources are: *Loving the City*, the various examples in the chapters of *The Soul of the City*, and “Reading Your Community.”
 2. What are some interesting observations from the field day?
 3. Do you expect that you are missing some important perspective from this brief encounter?
 4. What biblical/theological themes do you anticipate will be important?

Due at the beginning of class five. (20% of your mark)

III. Post class:

5. Addressing the soul of your community: Building on the analysis you develop (instructions will be provided) and the course material develop a theological exegesis of your community with two concrete implications for your ministry's future community engagement. 10-12 pages. **Due electronically September 10, 2021 (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.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due date	Grade Weight
<i>Loving the City</i> Critical Reflection	Class one	15%
<i>The Multicultural Leader</i> Critical Reflection	Class one	15%
<i>The Space Between</i> & “Networked Relationships”	Class four	15%
Field Day Online Forum	Class five	20%
Theological Community Exegesis and Implications	September 10	35%
TOTAL		100%

H. 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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aa@tyndale.ca) before proceeding.

I. 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 16, The Nature of the City

- Biblical images of city
- The gospel, urbanization, and globalization
- Workshop: sketch your community
- Urbanization examples

Class 2: August 17, A Theology of the City

- Theology of the city
- Contextualization/Being God's people in the city
- Workshop: contextualization
- Redeeming the city

Class 3: August 18, The Great Canadian City

- Canadian urbanization implications: demographic trends, future projections
- Analyzing "Canada's Global Cities" with eyes of faith
- Workshop: field day preparation
- Understanding new ministry contexts

Class 4: August 19, Field Day: Urban Missiology

- Field day
- Urban ministry forum post

Class 5: August 20, The City and the Mission of God (*missio Dei*)

- Building a missional theology for the Church and the City
- Workshop: addressing the soul of your community

V. SELECTED BIBLIOGRAPHY

Additional resources will be available on the class site.

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)