

## ***New Brunswick Theological Seminary***

### **UM 510 Y1 INTRODUCTION TO URBAN MINISTRY Spring 2019, HYBRID COURSE**

#### **PROFESSOR'S CONTACT INFORMATION**

Name: Dr. Janice McLean-Farrell  
Telephone: 732.247.5421, Ext. 128  
E-mail: [jmclean-farrell@nbts.edu](mailto:jmclean-farrell@nbts.edu)  
(The fastest way to contact me is via email)

**OFFICE HOURS (in person):** Tuesdays (St. John's) and Wednesdays (NBTS) by appointment. To meet with me in-person, please contact me via email or my office phone to make an appointment **at least 48 hours in advance** to ensure I am not already scheduled to meet with another student.

**VIRTUAL OFFICE HOURS:** Wednesdays: 3:30 p.m.– 5:00 pm, on our hybrid meeting days. We will also meet via The Big Blue Button meeting feature in Sakai. During the week I will monitor the discussion board several times a day. If you have a concern and send me a message, you can expect a response within 24 hours, or 48 hours during the weekend.

***All important announcements and communication for this class will take place through Sakai and the NBTS email addresses of the students.*** Make sure that you periodically check the course and your NBTS email inbox to stay informed and communicate with me and classmates. Students should always include their first and last name at the end of all e-mail messages. This will enable me to quickly identify you and the course, facilitating a timely response.

#### **DESCRIPTION AND PURPOSE OF COURSE**

Urban Ministry finds its fullest meaning within the context of Metropolitan Ministry: a vision and practice that considers and engages a myriad of systems that impact life in an ever-changing and increasingly urban world. Today's urban contexts –local, national and global–are diverse, complex, pluralistic, entrepreneurial, innovative, trendsetting and growing. Ministries within urban contexts need to know the cultures and environments around them, interrogate their interactions and relationships with the communities they serve and affirm the multi-religious and multicultural dynamics that shape these communities. How do urban congregations relate to each other (traditional, immigrant, new church plants), other belief systems, as well as suburban and exurban congregations, agencies, and systems? What does it mean to practice ministry with faithfulness and integrity in the Northeast Corridor and beyond? What tools help course participants develop a vision and daily practice that are contextually relevant, historically grounded, culturally competent, pastoral in nature, and prophetic in witness? This course, a hybrid of on campus, online, and field research, will address these questions and will explore the resources and skills course participants will require to effectively lead congregations and social agencies in urban arenas.

#### **THE LEARNING OUTCOMES FOR THE PROGRAM ARE:**

Students' successful completion of this course is intended to contribute to the achievement of the

following “learning outcomes” as graduates of the NBTS MA in Ministry and Community Leadership and the M.Div.:

1. Define racism and the dynamics of power and privilege as these intersect the self, institutions (including the church), and society and formulate appropriate responses for participation in dismantling oppressive structures. (M.Div. outcome #5)
2. Analyze and interpret texts, traditions and practices to deepen his/her understanding and to participate in God’s transformative work in persons, church and world. (M.Div. outcome #6)
3. Critically assess his or her own strengths and weaknesses by evaluating different leadership styles as well as articulate how the work of leadership translates to spiritual growth and communal transformation. (MACCL outcome#3)

## **COURSE LEARNING OBJECTIVES AND OUTCOMES**

- Formulate a biblical theology of the city for ministering in a contemporary urban church context.
- Evaluate a diversity of ways in which faithful urban ministry can be embodied in cities.
- Exhibit cross cultural competence through critical engagement with the racialized, ethnic and class dynamics present within urban systems.
- Investigate the ways immigration shapes/d life in urban contexts and explain the complexity that surrounds immigration especially in the US and globally in the 21<sup>st</sup> century.
- Develop an analysis of a particular neighborhood that examines how existing assets and potential interreligious partnerships function as solutions to the social divides and challenges facing cities within the North Eastern Metro-Urban context

## **REQUIRED MATERIALS**

We recommend you start building a library for your present and future ministries or vocations. The following are the books required for this course. All students are expected to have purchased the books by the first day of the class.

### **BOOKS:**

Coates, Ta-Nehisi. *Between the world and Me*. New York: Spiegel & Grau, 2015 (ISBN 978-0812993547)

Conn, Harvie M., and Manuel Ortiz. *Urban Ministry: The Kingdom, the City & the People of God*. Downers Grove: InterVarsity Press, 2001 (ISBN 978-0830838707)

Danticat, Edwidge. *First Person Fiction: Behind the Mountains*. New York: Orchard Books, 2002 (ISBN 978-0439373005)

Day, Katie. *Faith on the Avenue: Religion on a City Street*. New York: Oxford University Press, 2014 (ISBN 978-0190868369)

Neumark, Heidi B. *Breathing Space: A Spiritual journey in the South Bronx*. Boston: Beacon, 2003 (ISBN 978-0807072578)

Neuwirth, Robert. *Shadow Cities: A Billion Squatters, a New Urban World*. New York: Routledge, 2006 (ISBN 978-0415953610)

Nouwen, Henri. *Gracias: A Latin American Journal*. Maryknoll: Orbis, 2009 (ISBN 978-0883448519)

Linthicum, Robert C. *City of God, City of Satan: A Biblical Theology of the Urban Church*. Grand Rapids: Zondervan, 1991 (ISBN: 978-310531418)

Smith, R. Drew, Stephanie Boddie, and Ronald E. Peters. (Eds.). *Urban Ministry Reconsidered: Contexts and Approaches*. Louisville: Westminster, 2018 (ISBN 978-0664263928)

Zukin, Sharon. *Naked city: the death and life of authentic urban places*. New York: Oxford University Press, 2010. (ISBN 978-0199794461)

#### AVAILABLE ON SAKAI

Evans, David, and Peter Dula. (Eds.). *Between the World of Ta-Nehisi Coates and Christianity*. Eugene: Cascade Books, 2018. Chapters 4, 5 and 6. (ISBN: 978-1532619441)

Fluker, Walter Earl. *The ground has shifted: the future of the black church in post-racial America*. New York: New York University Press, 2016. Part III – Mission: Retelling our Story. (ISBN: 978-1479810383)

McLean-Farrell, Janice. *West Indian Pentecostals: Living Their Faith in New York and London*. New York: Bloomsbury, 2016. Chapter 2: Island Dreams and Diaspora Realities. (ISBN: 978-1350044289)

Pena, Milagros, Edwin I. Hernandez, and Melissa Mauldin. *Hispanic Clergy and the Task of Ministry in Urban America*. South Bend: University of Notre Dame, 2005.

#### **Other readings as assigned**

You may purchase the course textbooks at a local bookstore and/or utilize a book distributor such as [www.amazon.com](http://www.amazon.com); [www.bn.com](http://www.bn.com); <http://www.cokesbury.com>; or [www.bibliofind.com](http://www.bibliofind.com). Books may be purchased in physical or electronic form, but if in electronic form make sure it includes the physical page numbers. Since online purchases can take a week or longer, make sure to order the textbooks as soon as possible. Most required material may be found in our library and some of it also can be downloaded from various academic websites. Any additional materials (e.g., articles, etc.) may be found on Sakai.

#### **TECHNOLOGY NEEDED**

## **COMPUTER REQUIREMENTS**

Access - To access this course on Sakai you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Chrome, or Safari). **Note: Most of the components in Sakai work best with Firefox, Chrome or Safari [see the website for a complete list of needed technology].**

## **COMPUTER SOFTWARE REQUIREMENTS**

You will need to make sure that you have an up-to-date version of your browser as well as an operating system and some additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader>, Microsoft Office products (or equivalent – Office 365 is included with a student's email account). Note: Students will have difficulty accessing and using course materials and communicating with faculty and staff if their equipment does not meet minimum standards. Students in hybrid and online courses usually need both a webcam and microphone for communication with students and instructors.

***Course Meetings will also be conducted via the (Big Blue Button) in Sakai***

### **Sakai Use**

SAKAI is the Learning Management System (LMS) for New Brunswick Theological Seminary. Course materials are available on the internet system. Please log-in and look over your classes on SAKAI as soon as you can. It is important that you familiarize yourself with how the course has been organized. Most of the class will be placed in this online system.

If you have problems and/or are not able to login, have questions concerning the use of Sakai or NetClassroom, send an email to [jcarrillo@nbts.edu](mailto:jcarrillo@nbts.edu). Describe the problem in detail and include your full name, your email address, and telephone number(s). If you have tech problems, send an email to [bsheppard@nbts.edu](mailto:bsheppard@nbts.edu). Describe the problem in detail and include your full name, your email address, and telephone number(s).

### **Internet Service Providers (ISP)**

A reliable Internet connection, which includes direct access to the worldwide web is needed.

## **COURSE DELIVERY**

### **HYBRID COURSE**

This course will be delivered partially online through New Brunswick Theological Seminary's Learning Management System (LMS) Sakai. This means that a portion of the class will meet face-to-face on specified dates during the semester with another portion of your participation conducted online on other dates.

The class will meet in person eight (8) times as outlined below; the remaining sessions will be held online rather than on the NBTS or New York campus. Please pay close attention to the schedule.

Students taking the course on Tuesdays on the New York campus will meet 6:30 PM to 9:15 PM on **1/22; 1/29; 2/12; 3/19; 3/26; 4/2; 4/23; 5/7**; the remaining weeks will consist of online and field research assignments.

In Sakai, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Sakai and alternative Internet-based technologies. Activities will consist of discussion forums, email, and journaling.

## **COURSE COMMUNICATION**

Announcements will be posted in Sakai on a regular basis. They will appear when you log in and/or will be sent to you directly through Sakai email. Please make certain to check them regularly as they will contain any important information about upcoming projects or class concerns. **Note: I will only communicate information concerning the course using the NBTS mail system.** When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name, week and message subject. For example: YOURNAMEWK2ASSIGNMENT. Students should always include their first and last name at the end of all e-mail messages. This will enable me to quickly identify the student and course, facilitating a timely response. You can expect a response within a 24-hour turnaround time.
- Send email only to and from your NBTS email account and not your personal email. Also, do not send emails to my personal account, please submit all emails through the messaging (email) feature in Sakai (or Canvas).
- Do not send messages asking general information about the class, please post those in the QUESTION FORUM
- Do not submit your assignments by message. Submit assignments in Sakai through either the “**assignments or weekly schedule tabs.**”
- Make certain to check your messages frequently.

**QUESTIONS** - In online courses/hybrid courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the QUESTION FORUM which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other

## **NETIQUETTE**

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of [netiquette](#). You may also review the video on netiquette (<https://www.youtube.com/watch?v=7-HopTAFUm0>)

## **COURSE PARTICIPATION POLICY**

Participation is essential to your success in this class. In online and hybrid courses you are required to participate just as if you were in a face-to-face classroom. To get full

credit for participation, you will have to complete your discussion assignments, lesson assignments, quizzes, etc. on a timely basis. *Consistent failure to participate in class will result in being dropped from the course.*

## **LIBRARY RESOURCES**

All NBTS students have access to Sage Library. A library card will be provided free of charge to all students who have an NBTS ID. For further information on Sage Library and access to the online library catalog, visit <https://www.nbts.edu/sage-library/>. Students should also explore what library services are available in their local areas (i.e. St John's, Rutgers Library). College or community college libraries near the students are also good options. Students may register for borrowing privileges at Rutgers University libraries, inquire at the Sage Circulation Desk. For more information on how to use the Sage Library for research, contact the library directly. To learn more about theological writing, contact Rev. James Brumm at [jbrumm@nbts.edu](mailto:jbrumm@nbts.edu).

### **Library Resources at the St. John's Campus**

NBTS students studying on the St. John's campus have borrowing privileges at the University's library. The NBTS Registrar submits a list of current New York students to the St. John's library staff. Students go to the library, confirm their names are on the list, fill out an application and proceed to the Public Safety office on campus to receive the card. NBTS students taking St. John's electives have access to the St. John's databases (<http://campusguides.stjohns.edu/databasesA-Z>), the username is "nbts" and the password is "library." Students unable to locate what they need through St. John's Library may contact the Sage Library staff in New Jersey who will provide further assistance.

## **COURSE REQUIREMENTS & GRADING PERCENTAGES & RUBRICS FOR EACH ASSIGNMENT & DUE DATES**

The following are the requirements for successful completion of this course:

1. **BIBLICAL FRAMEWORK FOR URBAN MINISTRY: [5 points]** This is a 2-page (500 words) paper about your Biblical theology or framework for conducting ministry in an urban context. In this paper: provide a definition of "city" based on the bible context and perspective in light of the assigned readings. Compare Old Testament and New Testament views "city." How would you account for these differences if any? Are there similarities/dissimilarities when you reflect on the make-up of modern cities (in essence, would your definition still apply? Why? Why Not? What is God's intention for urban spaces? What is the role of the church and God's people in the city? Finally, consider the New Testament examples of Jesus' teaching and encounters in urban settings. How does thinking about one's own urbanity fundamental shift one's theological engagement? Upload your biblical framework to the "**ASSIGNMENTS.**" **Points will be subtracted for late submission of reflection papers.** Papers must be posted in the ASSIGNMENTS the day of third class BY 11:00 AM
2. **CRITICAL REFLECTION PAPER: [10 points]** Students will submit TWO 3-page critical reflection papers (750 words minimum) on the readings as assigned. Reflection papers are to be typed, double-spaced, 12-point, Times Roman typeset with standard margins, and must include page numbers, proper notation of sources (articles/books/videos) cited, and student's full name, course name, date and title/subject of the assignment. Upload

reflection papers to the “**ASSIGNMENTS.**” **Points will be subtracted for late submission of reflection papers.** Reflection papers must be posted in the ASSIGNMENTS the day of class BY 11:00 AM.

Critical reflections papers are to provide your understanding of the distinctions and contributions of the reading materials, and must answer the following questions:

- What specifically did you learn from the readings; what did you find most informative/helpful?
- What if anything did you disagree with, to what extent, and why?
- In what ways do these readings advance your understanding of the realities of life in urban contexts? How does the reading influence your ministry, ministerial leadership, and community outreach? What is one definite next step that you will take on as a result of readings?

Please note a critical reflection paper is not a book review. It is **Descriptive, Interpretive** and **Evaluative** of the reading(s) as follows:

- a. It is **Descriptive** in that it describes and identifies what the writer is saying (it states what are the main points are, that is, what is the writer’s thesis)
  - b. It’s **Interpretative** in that it gives your interpretation of the meaning of the theorist’ thesis. Here is where you explain how you understand the author/text.
  - c. It is **Evaluative** in that evaluates both the strength(s) and weakness(es) of the author’s arguments/assertions. If you disagree with an author, you must do more than just provide your opinion. Your disagreement must be substantiated by (a) another author you read, (b) research you have done, (c) your own lived experience.
3. **NEIGHBORHOOD PROJECT PRESENTATION: [15 points]** Students are expected to present in class one 20-minute presentation on a neighborhood they choose. Presentations can be in written form (4 pages) or PowerPoint (12-15 slides, with presenter notes), and loaded to the **ASSIGNMENTS on the day you will make your presentation in class BY 11:00AM.**
  4. **DISCUSSION FORUMS [10 points]**  
You are expected to post Online in Sakai’s **Forum** at the times specifically suggested in the assignments. **Initial postings must be submitted on Saturdays by 11:00PM. This will allow you time to receive responses from your classmates and the professor. The entire assignment must be completed by Sunday at 11:00PM.**

***Remember, you are not merely to respond to students who respond to your posts; responding only to students who respond to what you have to say is not sufficient.***

Participation in Forums may well be one of your greatest challenges in this course. As you compose and comment, it is so important that you participate in the discussions substantively. Your peers have a lot to share with you and amazing stories to tell. What is meant by a substantive post? The following are some ideas to set the stage for substantive participation for the development of your critical thinking skills:

- a. Ensure that the posting contributes to the overall discussion thread that is being developed. Your response must contain some reference back to the original assignment or discussion question. Stay on track by always referring back to that original discussion question.
- b. Use your posting to add value to the discussion. Do not simply respond to meet the requirement.
- c. Check to see that the posting expands on the main theme (in the discussion question, or assignment posting).
- d. Make sure your posting is at least 150 words.

### **Other Ideas for Participation**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Share a related experience or understanding based on course material.</li> <li>▪ Comment on others' experiences or understanding of a text, discussion, etc.</li> <li>▪ Ask students questions about their ideas/experiences.</li> <li>▪ Consider an idea being discussed, and offer a different perspective on it.</li> <li>▪ Describe an interesting idea from the week's reading, and explain what insights you gained from it.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Ask the group a question about the week's reading.</li> <li>▪ Disagree (respectfully, of course) with a point that someone else has made.</li> <li>▪ Discuss a related issue on which you would like some feedback.</li> <li>▪ Describe how you have applied the recent course concepts to your personal/professional/ministerial life.</li> <li>▪ Share another resource you have used as you explored the course topic</li> </ul> |
|--|--|
- e. In responding to questions, make sure your answers are thorough, thoughtful, and connected to the question at-hand. Please remember to use citations, where appropriate. You are expected to read your syllabus for each week's discussion and/or questions. [Any change in topics to be discussed will be posted on Sakai in advance of the week in which it is to be discussed.]
  - f. Finally, should a student disclose pastoral or personal experiences, personal identifiers should be avoided for the individual(s) about which they are speaking.

#### **5. SITE VISITS: [20 POINTS]**

Students will conduct TWO site visits and write a 3-page reflection paper on their experience. The paper should draw on the assigned reading for the related session as well as the information that is posted in Sakai for the course. ONE paper will be on visit to either a detention center or an interreligious immigration advocacy group. ONE paper will be on a visit to a worship service of a different religion than your own. Papers will be uploaded to **ASSIGNMENTS on March 26<sup>th</sup> BY 11:00 AM.**

#### **6. FINAL WRITTEN PROJECT: [20 points]**

A final paper (10-12) pages with footnotes and bibliography) is **DUE THE LAST WEEK OF CLASS** – **graduating seniors need to have their paper in by May 1<sup>st</sup> so that it can be submitted by May 3<sup>rd</sup>**. The final paper will be your Urban Ministry Philosophy and is to reflect what you have learned from all the materials in the course and how the course has helped shaped your thinking about your ministry in urbanized spaces.

This is to be well-written and well-documented response paper, using the readings and resources from the class to inform your discussion regarding how what you have learned in this class informs or influences your understanding of urban ministry, and how this will shape the ministry you are involved in moving forward.

It is expected that your paper will:

- (a) Provide a clear articulation of what you have learned with regards to urban ministry;
- (b) Demonstrate your ability to think critically and support your ideas with research; and
- (c) Articulate your concrete steps you will implement in your ministry going forward (more information will be given in class on how to structure your final paper).

The final project will be evaluated on form (English composition), content (critical thinking) and use of the course materials (ideas and concepts referenced from course texts, which are to be properly footnoted, as well as class discussions).

Also, note, **all written work** should be typed, double-spaced, using 12-point Times Roman font, with one-inch margins on all sides, have page numbers, a relevant heading (student's name, date, and title of assignment). The style and format of your paper is to follow Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Ninth Edition); see particularly the section on the use of footnotes and quotations. Grade reduction will result if not followed. All students must also observe the seminary policy on inclusive language.

7. **ATTENDANCE AND ACTIVE, QUALITY PARTICIPATION IN CLASS: [15 points]**

Attendance and active participation in all class sessions is critical and expected. If you are unable to attend class, online or in-person, please notify the instructor through email in advance or at the earliest point possible. Please note, **timely completion of the assigned writings and "required readings"** in preparation for participation in each class session online and in-person is required. This includes both doing the readings, viewing any online materials, taking careful notes on such, highlighting the salient points, and proposing analytical questions or theses to actively and fully participate in class discussions. Finally, keep the due dates for homework assignments: late submission can result in a lower grade.

**\*For the class artifact/assignment which will be used for assessment will also have the following**

8. **E-PORTFOLIO POSTING & ASSESSMENT: [5 points]**

Final papers are to be loaded into your student's e-portfolio under Outcome #5 and 6 for M.Div. and # 3 for MACCL by the **last day of class**. Once papers are uploaded, students are to hand in proof of upload (i.e., email or web receipt received after loading) to receive credit for the assignment. Please note papers, projects or presentations may

be randomly selected by NBTS for assessing our course and program effectiveness. **Such selections will in no way affect the student's grade.**

In keeping with the Seminary's assessment practices, all required materials must be submitted to the student's portfolio at the end of the course. Instructions for uploading materials to your portfolio can be found here (need to add link). Note: Course grades will not be released to the student until this requirement have been met.

Each year the faculty assess two of the program objectives in each program. IF your selected program objective is being evaluated that year, you shall identify the assessment artifact and instruct students to upload that paper to their e-portfolio. There is a video which explains the process to students and that video should be linked to SAKAI. Students have been trained in this process. For questions please contact the Dean or the Associate Dean of Assessment. [remove box after reading]

## **NEW BRUNSWICK SEMINARY COURSE POLICIES**

### **INCLUSIVE LANGUAGE POLICY**

NBTS is committed to an *inclusive* theological agenda. The use of inclusive language is a *requirement* for *all* written work and encouraged in all other written or oral communications. Students are urged to develop greater sensitivity in their written work to issues of inclusion in all forms, but especially regarding humankind. Terms such as "mankind" or "sons of God" are not inclusive of women. Instead, students could say "humanity" and "children of God." Students will be urged in classes to consider more inclusive ways of speaking about God as well.

### **ATTENDANCE/PARTICIPATION POLICY**

An absence is defined as missing class for any reason including sickness, work related travel, church meetings, services, or other church related events. Though class absences are sometimes necessary, each student's participation is beneficial for the whole class. It is critical for students to participate in all Sakai discussions and submit all assignments to accomplish the learning outcomes.

Four (4) unexcused absences in a full course may result in dismissal from the course. In extraordinary circumstances, and at the sole discretion of the professor, a student with four (4) unexcused absences may be allowed to continue (and obtain a passing grade) in the course, on condition of no further absences in the course (whether excused or unexcused), the completion of all missed course assignments, and the performance of additional work (if any) assigned by the professor. An Online Absence is

equivalent to a missed week's assignment(s). As such, it will result in not receiving a grade for that class and will impact your overall grade for the course.

A student who exceeds the allowable number of absences may petition to withdraw and receive a "W" instead of failing the course (**Refer to Student Handbook**).

Absences (excused or unexcused) may result in a lower participation grade.

Contact me before the absence or up to a day after the absence if the reason for the absence prevented communication with the professor). The professor is not responsible to contact a student to inform him/her of a missed assignment.

Late work will not be accepted. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by private message before the assignment is due to make alternate arrangements

## GRADING SYSTEM

95-100%	A	77-79%	C+
90-94%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	67-69%	D+
80-83%	B-	64-66%	D
		60-63%	D-
		59 and below	F

### **General Grade Definitions:**

A: Conspicuous excellence, showing a thorough mastery of the material, critical use of sources, exceptional creativity, constructive imagination, outstanding oral and written expression and organization.

A-: Exceptional graduate-level attainment, with conspicuous excellence in most respects, but not uniformly so.

B+: Superior level of attainment, marked by consistently good work, advanced understanding of the material, clear logic, circumspect judgment, originality and clear communication.

B: Good work, with general indication of constructive ability in application.

B-: Satisfactory achievement, with assignments completed accurately and on time, but without significant evidence of excellence or distinction.

C+: Satisfactory understanding of course contents, with significant limitations in analysis, communication, integration, or class participation.

C: Minimal understanding of course content, with significant limitations in several of the following: analysis, communication, integration, and class participation.

C-: Minimum understanding of course content, with significant limitations in all of the following: analysis, communications, integration, and class participation. (NOTE: A grade of C- or higher must be received in order for a required course to be considered successfully completed.)

D: Faithful participation and effort, but inability to grasp the most important essentials of the course

F: Failure to meet student learning outcomes or cases of Plagiarism.

Any student who receives an "F" for a required course in the curriculum will be required to repeat the course to graduate. When a student has repeated such a course, both the original grade of "F" and the subsequent grade will be recorded on the transcript and will be factored into the overall student GPA. Students repeating a course must pay full tuition.

I: An "Incomplete" may be given when a student is unable to complete all assigned work within the semester (see below for policy).

P: Pass; automatically given for a small number of courses that are so designated in the curriculum. Students may so designate additional elective courses, with permission of the Professor. A "P" has no effect on a student's GPA.

## VIEWING YOUR GRADES

You can view your grades using the GRADES button in the course navigation links. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email me. ***Please do not post your personal concerns in a discussion forum.***

## INCOMPLETE WORK

Incomplete work will not be accepted. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by private message before the assignment is due to make alternate arrangements

A student who has not completed course requirements and wishes to apply for an extension of time must submit an incomplete contract to the instructor before the last day of the term or earlier if the faculty member permits incomplete work to be accepted (see the course syllabus).

**STUDENTS MUST HAVE COMPLETED AT LEAST 70% OF THE ASSIGNMENTS IN A COURSE TO BE GRANTED AN INCOMPLETE CONTRACT.** If the extension is granted by the instructor, the contract is to be submitted to the Office of the Registrar with the term grade report sheet by the instructor. All incomplete work is due **30 days** from the last day of the term for which the incomplete contract was approved. Forms are available from the Registrar's Office and on the NBTS web page ([www.nbts.edu](http://www.nbts.edu)). Please also refer to the policy on submission of coursework.

Students are expected to complete academic work on time. The purpose of the extension beyond the end of a term is to offer additional time for completion of course requirements when an emergency, such as personal or family sickness or injury, interrupts course work. Poor planning, failure to use time wisely, over-commitment, beginning assignments late, and other related factors within the control of the individual student do not constitute appropriate grounds for an extension.

By appeal to the Academic Affairs Committee within 30 days from the last day of the term for which the incomplete was granted, the contract may be approved to extend the time for up to an additional 60 days. The student must submit a letter to the Registrar who will present it to the Academic Affairs Committee. The letter must contain the reasons why the additional extension should be granted and any supporting documentation (e.g., a physician's letter, letter of military service, etc.). The Academic Affairs Committee will consult the instructor and decide to allow or disallow the request. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision within 15 days. Under extreme hardship and with supporting documentation, a student may obtain an extension for a full term. Under no circumstances can an incomplete be granted for longer than the end of the next term. Students may have no more than two incomplete courses which are awarded extensions by Academic Affairs.

### **COURSE EVALUATIONS**

Students should complete a course evaluation for each course he or she has enrolled in for the semester. Course evaluations are sent to students electronically two weeks before the end of the term and remain open for two weeks after the end of the course. Individual student responses are not given to the faculty member teaching the course. Once all the evaluations for a class have been turned in and the professor has turned in the grades for the semester, the evaluations are given to the professor with the numerical breakdown and the average score for each question. Written comments are provided to the professor without student names or demographic information.

**DISABILITY SERVICES** —New Brunswick Theological Seminary welcomes students with disabilities into all educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the Dean of Students and provide documentation. The Letter of Accommodations should be shared and discussed with the professor as early as possible so that accommodations can be made.

### **NBTS ACADEMIC HONESTY POLICY (Plagiarism)**

One of the primary learning objectives of the Seminary is to help students acquire the gift of discernment—the ability to think critically and ethically. Essential to this task is the requirement that students learn how to investigate the thoughts of others, to organize these thoughts in a fresh way, and, in combination with one's own thoughts and experiences, to communicate one's findings.

It is with this conviction that the Seminary does *NOT* permit the presentation of someone else's thoughts as one's own. Books, articles and other materials used in the presentation of assignments must be credited properly in the footnotes/endnotes and the bibliography. Sentences and a paragraph cannot be copied without proper attribution, copying more than one paragraph is strongly discouraged, and entire pages is not allowed. A student may not turn in a paper written in part or entirely by another, claiming it to be solely his or her own work. It is the Faculty's view that plagiarism is not only personally dishonest, but also a violation of the integrity of the practice of ministry.

Plagiarism, in those instances where the original source cannot be located, may be determined by three members of the Faculty, who report their judgment of plagiarism to the full Faculty, and have their judgement of plagiarism confirmed by the majority vote of

the full Faculty. Plagiarism may result in automatic course failure and/or dismissal from the Seminary.

The full Seminary policy on plagiarism may be found in the **Student Handbook**.

**SEXUAL MISCONDUCT** - Sexual transgression is defined as behavior, which transgresses or crosses the proper boundaries established by professional relationships of trust. New Brunswick Theological Seminary commits itself institutionally to provide an environment, which nurtures and protects individuals and their right relationships with one another. The full Seminary policy, definitions and complaint procedures for addressing incidents for sexual misconduct may be found in the **Student Handbook**.

### **INSTITUTIONAL ASSESSMENT**

Student assignments, projects or presentations may be randomly selected for assessment purposes.

*From time to time, the professor may be dealing in greater depth with particular concerns or issues that emerge during the course of the semester and adjusting items in the syllabus whenever necessary. The Professor will keep you informed of any changes.*

### **COURSE SCHEDULE**

Week One: January 22<sup>nd</sup> – IN CLASS

#### **Why cities matter – introduction and framing of the course.**

1. Each student will briefly share about her/his goals as these pertain to both the course (what they wish to get out of it) and the journey that brought them to the urban ministry.
2. Review the syllabus, goals, expectations, learning objectives.
3. Chalk Talk Activity on “Why do cities matter?” Debrief and discuss how this relates to ministry in urbanized spaces and being a “change agent” in the 21<sup>st</sup> century.

Week Two: January 29<sup>th</sup> – IN CLASS

#### **Biblical and Theological Foundation for Urban Ministry**

**Read:** Conn & Ortiz, *Urban Ministry*, Part 2: Biblical Perspectives pgs. 83 – 154  
Linthicum, *City of God*, pgs. 80 -192.

**Act:** Reflect on your previous understanding of the bible as it relates to cities.

Some of the things to ponder are:

- What cities come to mind when you think of the bible?
- What kinds of people do you associate with these cities?
- What is the social, economic and religious culture associated with these cities?
- In what ways do rural and urban spaces shape how we think and act?

Come prepared to share your responses to these questions with the class

Week Three: February 5<sup>th</sup> – HYBRID

**Biblical and Theological Foundation for Urban Ministry**

**Read:** Conn & Ortiz, *Urban Ministry*, Part 2: Biblical Perspectives pgs. 83 – 154  
Linthicum, *City of God*, pgs. 80 -192.

**Write:** Biblical Theology for Urban Ministry paper DUE prior to class  
Forum Discussion #1: Post a brief reflection on the readings for the last two weeks in “**Forum**” about the implications of these on your work and understanding of a biblical foundation for urban ministry. Note:

- a. What simple truth/s (identify AT LEAST two) stood out from the readings for you?
- b. What did you observe about the truth/s in the context of the readings?
- c. How does that truth apply to your ministry calling/ context? Be as specific as possible.

**Act:** Upload your Biblical theology paper in **ASSIGNMENTS** in Sakai.  
Post your reflection on the readings and **no later than Saturday 11:00 PM** and respond to at least two of your classmates’ posts. All responses must be completed by **Sunday 11:00 PM**

Week Four: February 12<sup>th</sup> – IN CLASS

**Life in the City: Race relations in post-racial 21<sup>st</sup> century cities**

**Read:** Fluker, *The Ground has Shifted*, chapters 8 and 9, pgs. 164 – 222  
Coates, *Between the World and me*,  
Evans and Dula, *Ta-Nehisi Coates and Christianity*, chapters 4-6, pgs. 37-83

**Write:** Bring one point from each of the readings (something that impacted you – positive or negative) to share during out class discussion

**Act:** In-Class Discussion: Examine your views of living in a racialized society in light of this week’s readings. Give an example of how you think society’s prejudices or favoritism impacted your life as a person of faith living in city. **Come prepared to discuss your responses in class.**

Week Five: February 19<sup>th</sup> - HYBRID

**Life in the City: Race relations in post-racial 21<sup>st</sup> century**

**Read:** Fluker, *The Ground has Shifted*, chapters 8 and 9, pgs. 164 – 222  
Coates, *Between the World and me*,  
Evans and Dula, *Ta-Nehisi Coates and Christianity*, chapters 4-6, pgs. 37-83  
Smith, Boddie, and Peters, *Urban Ministry Reconsidered*, chapters 11, and 18

**Write:**

- Critical Reflection Paper # 1
- Forum Discussion #2: Post a brief (1-page maximum) discussion in “**Forums**” on the specific moment you became aware of America as a racialized nation. How did you navigate coming to this realization? How has it continued to impact your life as a person of faith? Post your thread before responding to at least two (2) of your classmates’ posts. You should ask open-ended questions (not questions that just prompt “yes” or “no” answers), expand on an element in a post, or state what the post sparked in you.

**Act:**

- Post your Critical Reflection Paper # 1 in **ASSIGNMENTS** in Sakai
- Post Forum Discussion # 2 in **FORUMS** by Saturday 11:00 PM and respond to at least two of your classmates' posts. All responses must be completed by Sunday 11:00 PM.

Week Six: February 26<sup>th</sup> - HYBRID

**Life in the City: Sanctuary to Strangers**

**Read:** Dandicat, *Behind the Mountains*

McLean-Farrell, *West Indian Pentecostals*, chapter 2

Smith, Boddie, and Peters, *Urban Ministry Reconsidered*, chapters 7, 9, 15, 22, 25,

**Act:**

- Over the next three (3) classes you will work on conducting your two sites visits. The site visit papers will be due on **March 26, 2019**. Upload a copy of the papers in **ASSIGNMENTS** and bring a copy to class for out debrief and discussion.

Week Seven: March 5<sup>th</sup> – HYBRID

**Life in the City: Sanctuary to Strangers**

**Read:** Dandicat, *Behind the Mountains*

McLean-Farrell, *West Indian Pentecostals*, chapter 2.

Smith, Boddie, and Peters, *Urban Ministry Reconsidered*, chapters 7, 9, 15, 22, 25,

**Write:** Forum Discussion #3: Post a brief (2-pages maximum) discussion in “**Forums**” on the following: What are the main arguments/points that the authors make about immigration, immigrants and immigrant churches in their writing?

- Name at least three new things that stood out for you in each of the texts you read for this week and say why.
- State clearly what, if anything, you agreed with that the author said and why.
- State what you took issue with (disagreed with) and why.
- Say what was new information to you, and how this new information has impacted your thinking about immigration.

**Act:** Over the next two (2) classes you will work on conducting your two sites visits. The reflection papers of both site visits will be due on **March 26, 2019**. Upload a copy of the papers in **ASSIGNMENTS** and bring a copy to class for out debrief and discussion.

Post Forum Discussion # 3 in **FORUMS** by Saturday 11:00 PM and respond to at least two of your classmates' posts. All responses must be completed by Sunday 11:00 PM.

March 11-15<sup>th</sup> – READING WEEK

Week Eight: March 19 – IN CLASS

### **Life in the City: Faith on the Block**

**Read:** Day, *Faith on the Avenue*

Pena, Hernandez, and Mauldin. *Hispanic Clergy and the Task of Ministry in Urban America*.

**Act:** Complete your two sites visits. The reflection papers of both site visits will be due NEXT WEEK on **March 26, 2019**. Upload a copy of the papers in

**ASSIGNMENTS** and bring a copy to class for out debrief and discussion.

In-Class: Review at least three additional texts you have read in this module – Life in the City noting what stood out for you (positively or negatively) and think critically about what they deposited in you, and why. **Be prepared to discuss your thoughts in class.**

Week Nine: March 26<sup>th</sup>, - IN CLASS

### **Life in the City: Faith on the Block**

**Read:** Fluker, *The Ground has Shifted*, chapter 10 – Waking up the dead.

Day, *Faith on the Avenue*

Pena, Hernandez, and Mauldin. *Hispanic Clergy and the Task of Ministry in Urban America*.

**Write:** Complete your reflection papers on your two site visits.

**Act:** SITE VISIT PAPERS DUE TODAY. Upload copies of your site visit papers to **ASSIGNMENTS** and bring a copy to class for out debrief and discussion.

In-Class: Each student will share about their site visits

In-Class: Come prepared to discuss the complexity that accompanies immigration both In the US and globally. Come prepared with two things students have learned about another religion and how this will impact interreligious partnerships they may form in the future. **Come prepared to discuss your responses in class.**

Week Ten: April 2<sup>nd</sup> – In CLASS

### **Urban environments and the construction of space**

**Read:** Zukin, *Naked City*,

Smith, Boddie and Peters, *Urban Ministry Reconsidered*, chapters 5, 26, 27

**Write:** Reflective notes on the assigned readings from which you will share in class. Make sure to answer the following questions:

- What stood out for you in each of the texts you read for this week, and why?
- What did you find relevant for the church today and why?
- What are your thoughts on idea of urban church plantations and how this shapes what is perceived as faithful ministry in urbanized contexts? Given what we have learned in the previous section, what are some of the things that American churches could learn from immigrant churches or people of other faith?

**Act:** Begin working on your neighborhood presentation. You will make a presentation on your chosen neighborhood on our final day of classes – graduating senior will make their presentation during out class meeting via (Big Blue Button) on April 30<sup>th</sup>.

In Class: Come prepare share the reflective notes based on your responses to the above questions.

Week Eleven: April 9<sup>th</sup> - HYBRID

### **Urban environments and the construction of space**

**Read:**

Neuwirth, *Shadow Cities*

**Write:** Forum Discussion # 4: Post a brief (2-pages maximum) discussion in “**Forums**” on either the issue of gentrification (re-development) or the growth of informal housings (slums). What are the power implications associated with the term gentrification or slum? How do the policies associated with these terms impact the daily lives of the poor, immigrant, and “the least’ of these” within your chosen neighborhood as well as globally?

- State clearly what, if anything, you agreed with that the authors (include last week’s readings) said and why,
- State what you took issue with (disagreed with) and why,
- Say what was new information to you, and how this new information has impacted your thinking about urban ministry.

**Act:** Post Forum Discussion # 4 in **FORUMS** by Saturday 11:00 PM and respond to at least two of your classmates’ posts. All responses must be completed by Sunday 11:00 PM.

Holy Week

Week Twelve: April 23<sup>th</sup> – IN CLASS

### **Ecclesiastical praxis in urban spaces**

**Read:** Neumark, *Breathing Space*

Nouwen, *Gracias*

**Write:** Forum Discussion # 5: Post a brief (1-page maximum) discussion in “**Forums**” on the required readings. What were the similarities and differences between how each author engaged in ecclesiastical praxis? How were these experiences influenced by the local contexts? Where were the places of thanks (gracias) and breathing space in each of the author lives? Where are the places of thanks and breathing space in your lives and ministries? If not, how can these spaces be cultivated?

**Act:** Post Forum Discussion # 4 in **FORUMS** by Saturday 11:00 PM and respond to at least two of your classmates’ posts. All responses must be completed by Sunday 11:00 PM.

Week Thirteen: April 29<sup>th</sup> – HYBRID

### **Ecclesiastical praxis in urban spaces**

**Read:** Neumark, *Breathing Space*

Nouwen, *Gracias*

**Act:** Graduating Senior presentations

Complete Final Paper – Due this week for graduating seniors and next week for the rest of the class.

Week Fourteen: May 7<sup>th</sup> IN CLASS

**Looking ahead – Dimensions of faithful ministry in 21<sup>st</sup> century cities**

**Act:** Neighborhood Project Presentations

Final Papers DUE

**Closing activity and Celebration**

*From time to time, I may be dealing in greater depth with particular concerns or issues that emerge during the course of the semester, and adjusting items in the syllabus whenever necessary. I will keep you informed of any changes.*