



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CED/URB 647 URBAN YOUTH MINISTRY

Room 124

April 4th-July 8th 2011

Seminar Session: May 14th-26th 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

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Office Hours: By appointment only

Catalog Description

This course focuses the study of ministry with youth in urban settings and similar contexts. Attention is given to cultural, social, historical, and developmental influences, particularly those that shape youth lives, as well as to the resources available to youth ministers in an urban milieu.

Course Narrative & Rationale

Recent research and scholarly literature reveals a growing interest in urban youth ministry in North America and around the globe. This course is part of a new certificate program as well as the MACE/URB programs at NTS to serve people interested in developing a stronger expertise in emerging urban youth ministries internationally and particularly in the United States.

Educational Assumptions:

1. The work of the Holy Spirit is essential to the processes of Christian education at any level. We will consistently request the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the course assignments will require cooperative efforts among students. Such cooperation is inherent in a Christian community of learning.

4. The course focuses on the community of faith expressed in a local congregation, parish, or contextual urban youth ministry setting. In order for the purposes of the course to be fulfilled, each student should have a local church, parish, or ministries in which he/she regularly participates or is able to “call to mind” a recent congregation that provides a living context for ministry discussion.

5. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

Students with Disabilities:

It is our commitment to make a reasonable effort to facilitate learning for students capable of graduate level seminary work. Any student who has a condition that may prevent full demonstration of his/her abilities as the course is presently designed should contact us at the beginning of the semester to discuss alternative educational practices that have served the student well in the past, and appropriate, mutually acceptable strategies for the present to insure the student’s maximum participation and appropriate evaluation in the course. Student learning limitations need to be based on sound clinical diagnosis and include referential material to help with assessment.

Degree Objectives

MDIV:

- 1) Assist the student with the investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the church and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures.
- 2) Assist the student in helping to cultivate the gifts for ministry into competent skills and practices in worship and preaching, teaching, and discipleship, care and counseling, evangelism and missions, administration and servant leadership

MACE:

- 1) Help the student discern the various developmental and cultural forces that influence people’s lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
- 2) Assist the student in developing a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.

MAICS:

- 1) Help the student to develop sensitivity to cultural and ethnic diversity for building relationships in multicultural contexts.
- 2) Enable the student to demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.
- 3) Assist the student in learning to value the importance of spiritual formation, in both its personal and communal dimensions, in a variety of cultural settings.
- 4) Help the student to articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.

General Course Outcomes

Upon completion of the course students should demonstrate:

- 1) An ability to name and articulate the basic themes and issues in urban youth ministry.

- 2) An ability to identify some of the major social, historical, and cultural issues that impact urban youth in the United States.
- 3) An ability to identify and practice strategies that address the lives of urban youth.
- 4) An ability to discern Christian theological points of intersection in the midst of these concepts and practices.
- 5) An ability to engage in detailed research in the nature and practice of one aspect of urban youth ministry for faithful Christian practice.
- 6) An ability to envision a Christian discipleship most appropriate for responding faithfully in the midst of these influences.

Church of the Nazarene COSAC Competencies (Christian Education/Children's/Youth)

- CP25) Ability to prepare, organize and deliver a biblically sound basic scheme of teaching and discipleship formation using age-appropriate techniques and skills in culturally appropriate ways.
- CP26) Ability to develop and utilize existing age appropriate ministry forms by which individuals, families, and congregations may be formed into Christlikeness.
- CP27) Ability to assess and implement emerging age appropriate ministry approaches to ministry in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives.

Required Texts & Course Materials

Arzola, Fernando Jr. (2008) *Toward a Prophetic Youth Ministry: Theory and Praxis in Urban Context*. Downers Grove, IL: InterVarsity Press. ISBN 978-0-8308-2802-9

Chang, Jeff (2005) *Can't Stop Won't Stop: A History of the Hip Hop Generation*. New York: St. Martin's Press. ISBN 0-312-42579-1

Hodge, Daniel White (2010) *The Soul of Hip Hop: Rims, Timbs, and a Cultural Theology*. Downers Grove, IL: InterVarsity Press. ISBN 978-0-8308-3732

Kitwana, Bakari (2002) *The Hip Hop Generation: Young Blacks and the Crisis in African-American Culture*. New York: Basic Civitas Books. ISBN 0-465-02979

Larson, Scott and Free, Karen (2003) *City Lights: Ministry Essentials for Reaching Urban Youth*. Loveland, CO: Group. ISBN 0-7644-2386.

Watkins, Ralph C. (2007) *The Gospel Remix: Reaching the Hip-Hop Generation*. Valley Forge, PA: Judson Press. ISBN 978-0-8170-1507

Recommended Reading (These Readings Reflect the Interdisciplinary Approach Taken in This Class)

Foster, Charles & Shockley, Grant (1989) *Working with Black Youth: Opportunities For Christian Ministry*. Nashville, TN: Abingdon Press. 0-687-46196-0

Gornik, Mark R. (2002) *To Live in Peace: Biblical Faith and the Changing Inner City*. Grand Rapids, MI: William B. Eerdmans Publishing Company. ISBN 0-8028-4685-8

- Hilfiker, David (2002) *Urban Injustice: How Ghettoes Happen*. New York: Seven Stories Press. ISBN 1-58322-607-9
- Jackson, Phil and Smith, Efrem (2005) *The Hip-Hop Church: Connecting with the Movement Shaping Our Culture*. Downers Grove, IL: InterVarsity Press. ISBN 978-0-8308-3329-0
- Recinos, Harold (2006) *Good News From the Barrio: Prophetic Witness for the Church*. Louisville: Westminster John Knox Press. ISBN 0-664-22940-9
- Roberts, J. Deotis (2005) *Liberation and Reconciliation: A Black Theology*, 2nd ed. Louisville: Westminster John Knox Press. ISBN 0-664-22965-4
- Sanders, Cheryl J. (1995) *Womanism and Afro-Centrism in Theology*. Minneapolis: Fortress Press. ISBN 0-8006-2852-7
- Saunders, Stanley P. and Campbell, Charles L. (2000) *The Word on the Street: Performing Scriptures in the Urban Context*. Grand Rapids, MI: William B. Eerdmans Press. ISBN 0-8028-4393
- Way, Niobe (1998) *Everyday Courage: The Lives and Stories of Urban Teenagers*. New York: New York University Press. ISBN 0-8147-9339-8
- Wimberly, Anne. (2005) *Keep It Real: Working with Today's Black Youth*. Nashville: Abingdon Press. ISBN 0-0687-49702-7
- Wimberly, Ed. (2003) *Claiming God Reclaiming Dignity: African American Pastoral Care*. Nashville: Abingdon Press. ISBN 0687-03053-6

In addition you will be asked to read resources provided either online or in class throughout the duration of the course.

Course Outline

- Unit 1:** Preliminary Reading/Discussion for Urban Youth Ministry (Weeks 1-6)
- Unit 2:** Urban Youth Contexts (Week 7 - Seminar)
- Unit 3:** Urban Youth Strategies (Week 8 - Seminar)
- Unit 4:** Contextualizing Urban Youth (Weeks 9-11 local context)
- Unit 5:** Responding with Urban Strategies (Weeks 12-14)

Course Assignments & Requirements

1) **Class participation (500 pts):** As a module course, this class provides both a learning community and opportunity to contextualize knowledge developed in a local setting. To facilitate both processes, students are required to be fully engaged in face to face sessions at the NTS campus as well as continued online discussion following the class either in general online discussion or in smaller communities of support. Class participation will be divided into two components: class interaction and online discussion.

- **250 points:** Students are required to attend all sessions on campus and engage in class discussion. This grade includes the submission of two **5-7 page analyses** of *Toward a Prophetic Youth Ministry: Theory and Praxis* and *The Soul of Hip Hop: Rims, Timbs, and a*

Cultural Theology due at the **beginning of the first day of class**. Each analysis is worth a total of 125 points.

- **250 points:** Students are required to log on and discuss class assignments online at least twice a week. Due to the nature of summer commitments students will be allowed to miss the equivalency of one week of online discussion over the seven week online period. The remaining weeks' discussion will be evaluated on a scale of 50 pts/weekly.

2) **Working paper on Core theological and theoretical convictions for urban youth leadership (200 pts):** Students will submit a **seven to ten page** summative review of core theological convictions concerning urban youth leadership. This theology must address the nature of urban youth ministry in its cultural, social, and racial settings, the role of adult and student leadership in ministry, and the role of the church (or lack thereof) in urban youth ministry. This position paper should include references, where appropriate, using Turabian form and style. The paper should provide a rationale that the student can use in articulating his or her ministry to others as a way of inviting people into the ministry, or in describing the student's ministerial role to other pastors involved in ecclesial ministry.

3) **Working strategy for urban youth leadership in a specified context (300 pts).** The student will develop a working strategy for beginning and sustaining an urban youth ministry in a specified context. Attention must be given to both discerning the nature of the ministry, the specific practices that will guide urban youth praxis, and a tentative structure for holding those practices in place. The plan should be consistent with resources explored through the class, coherent in how each element works together and pertinent to the context selected. The overall plan may include multiple media resources (pictures, graphs, etc) but should include a "narrative" that comprehensively describes the strategy in **ten to twelve pages**.

Method for Submitting Assignments

Please submit all assignments through the assignment section of Moodle as scheduled. If you cannot, you may submit your assignment to the professor's email if he is consulted and notified no later than five days before the assignment is due.

Distribution of Student Learning Hours

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		36	
Online Participation in forums, groups, etc.	12		18
Reading	37	5	5
Writing	6	0	34
Other Assignments and Learning Activities	0	14	0
Exams & Quizzes	0	0	0
TOTAL	55	55	57

Form and Style Expectations

When writing papers and book reviews, students will utilize the Chicago Manual Style of formatting (a.k.a Turabian citation style) as found in Kate Turabian's, *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers* (Chicago: University of Chicago Press, 2007). A copy of it is available in the library at NTS.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

All work reduced 15% after deadline for the first week. Assignments will be reduced and additional 15% for each week late thereafter

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)

“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)

“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

Rubrics will be provided for major assignments and posting, these provide further information on assessment.

Class Attendance

Attendance at all classes is essential for realizing and achieving the maximum benefit of your seminary education. Thus, active contribution is required for this course.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent for more than a total of four or more days of classroom meetings, the professor may automatically fail the student.

See the above section entitled, “Class Participation” for further details.

Note: Daily attendance records will be reported for those obtaining V.A. and Department of Education benefits. However, students must make the professor aware if their attendance must be recorded to meet these ends.

Working Course Calendar

Date	Theme	Activities & Assignments
Week One 4/4	Reading and Online Discussion	<ul style="list-style-type: none">Read and write book review of <i>Toward a Prophetic Youth Ministry: Theory and Praxis in Urban Context</i>. Submit to Moodle by April 9th by 11:59pm. This assignment will be submitted to help guide discussion for the first day of our

		modular meeting. Post a question and respond to one query of another student that arises from the text to moodle for class discussion no later than 11:59 pm April 9 th .
Week Two 4/11	Reading and Online Discussion	<ul style="list-style-type: none"> Read and write book review of <i>The Soul of Hip Hop: Rims, Timbs, and a Cultural Theology</i>. Submit to moodle by April 9th by 11:59pm. This assignment will be submitted to help guide discussion for the second day of our modular meeting. Post a question and respond to one query of another student that arises from the text to moodle for class discussion no later than 11:59 pm April 15th.
Week Three 4/18	Reading and Online Discussion	<ul style="list-style-type: none"> Read chapters 1-12 in <i>Can't Stop Won't Stop</i> and write two discussion questions to be used to guide the book dialogue for Wednesday May 18 (these questions need to be posted on the NTS CMS/Moodle by April 23rd). Also, post a question and respond to one query of another student that arises from the text to moodle for class discussion no later than by April 23rd at 11:59 pm
Week Four 4/25	Reading and Online Discussion	<ul style="list-style-type: none"> Read chapters 13-19 in <i>Can't Stop Won't Stop</i> and write two discussion questions to be used to guide the book dialogue for Wednesday CMS/Moodle by April 30th). Also, post a question and respond to one query of another student that arises from the text to moodle for class discussion no later than by April 30th at 11:59 pm.
Week Five 5/2	Reading and Online Discussion	<ul style="list-style-type: none"> Read the Introduction and chapters 1-4 of <i>Young Blacks and the Crisis in African-American Culture</i> and write two discussion questions to be used to guide the book dialogue for Wednesday May 19 (these questions need to be posted on the NTS by May 7th). Also, post a question and respond to one query of another student that arises from the text to moodle for class discussion no later than by May 7th at 11:59 pm.
Week Six 5/9	Reading and Online Discussion	<ul style="list-style-type: none"> Read chapters 5-8 of <i>Young Blacks and the Crisis in African-American Culture</i> and write two discussion questions to be used to guide the book dialogue for Wednesday May 19 (these questions need to be posted on the NTS by May 14^h). Also, post a question and respond to one query of another student that arises from the text to moodle for class discussion no later than by May 14th at 11:59 pm.
Week Seven Mon 5/16	What is Urban Youth Ministry? Urban Youth Narratives: Grounded Theory & Theological Definitions Discussion	<p>*Class will meet for two "sessions" from 8:00am -10:00am and 10:15am-12:15pm each day</p> <ul style="list-style-type: none"> Defining Your Narrative: Sharing Your Ministry Story Youth Ministry Models: A Historical and Contemporary Survey Book Review Presentations of <i>Toward a Prophetic</i>

		Youth Ministry
Tue 5/17	What is Urban Youth Ministry? Urban Youth Narratives: Grounded Theory & Theological Definition Discussion Continued	<ul style="list-style-type: none"> • Theological/Exegetical Analysis of Urban Youth Contexts/Culture: An Exercise (Immortal Technique) • Book Review Presentations of <i>The Soul of Hip Hop</i> • From Traditional to Prophetic: A Journey to the Kansas City Urban Youth Center
Wed 5/18	Urban Youth Ministry: History and Contexts	<ul style="list-style-type: none"> • Theological/Exegetical Analysis of Urban Youth Contexts/Culture: An Exercise (Talib Kweli and Lupe Fiasco) • Book Dialogue of <i>Can't Stop Won't Stop</i> • Book Dialogue of <i>Young Blacks and the Crisis in African-American Culture</i>
Thurs 5/19	Urban Youth Ministry: History and Contexts Continued	<ul style="list-style-type: none"> • Theological/Exegetical Analysis of Urban Youth Contexts/Culture: An Exercise • Watch Film <i>Freedom Writers</i> • Analysis/Discussion of Film
Fri 5/20	Urban Youth Practices	<ul style="list-style-type: none"> • Theological/Exegetical Analysis of Urban Youth Contexts/Culture: An Exercise • Instructor Presentation of Urban Youth Narratives/Practices (Video) • Instructor Presentation of the Historical, Social, and Cultural Contexts of Urban Youth in the United States
Week Eight Mon 5/23	Urban Youth Practices Continued	<ul style="list-style-type: none"> • Class Presentation of Selected Readings in <i>City Lights: Ministry Essentials for Reaching Urban Youth</i> (Each class member will present on four chapters, which will be chosen in class on Tuesday May 17) • Class Presentation of Selected Readings in <i>The Gospel Remix</i> (Each class member will present on four chapters, which will be chosen in class on Tuesday May 17) • Group Dialogue/Critical Analysis of Urban Youth Ministries/Practices
Tues 5/24	Off-campus visitations	<ul style="list-style-type: none"> • Visitation of Urban Youth Ministries in Kansas City
Wed 5/25	Urban Youth Structures/Leadership and Discipleship	<ul style="list-style-type: none"> • Theological/Exegetical Analysis of Urban Youth Structures/Leadership: An Exercise • Instructor Presentation of Urban Youth Leadership • Open Group Discussion with Urban Youth and Leaders from Kansas City
Thurs 5/26	Urban Youth Structures/Leadership and Discipleship Summaries: Project Discussion	<ul style="list-style-type: none"> • Theological/Exegetical Analysis of Urban Youth Contexts/Culture: An Exercise • Preliminary Urban Youth Ministry Project Presentations
Week Nine Mon 5/30	Online discussion: Expanding the narratives on Urban contexts	<ul style="list-style-type: none"> • Post one more discussion question from <i>Can't Stop Won't Stop</i> and <i>Young Blacks and the Crisis in African-American Culture</i> on Moodle. Students will also respond to two questions from classmates on Moodle. Students must log onto NTS

		CMS/Moodle and discuss the discussion questions no later than Thursday evening 6/2 at 11:59 pm.
Week Ten Mon 6/6	Online discussion: Expanding the discussion of What is Urban Youth Ministry? Urban Youth Narratives: Grounded Theory & Theological Definitions Discussion	<ul style="list-style-type: none"> Post one more discussion question from <i>Toward a Prophetic Youth Ministry: Theory and Praxis in Urban Context</i> and <i>The Soul of Hip Hop</i> on Moodle. Students will also respond to two questions from classmates on Moodle. Students must log onto NTS CMS/Moodle and discuss the question no later than Thursday evening 6/9 at 11:59 pm.
Week Eleven 6/13	Online discussion: Expanding the dialogue on Urban Youth Practices	<ul style="list-style-type: none"> Students must choose to read two additional chapters from both <i>City Lights and Gospel Remix</i> and post two discussion questions to Moodle no later than Friday, June 17th at 11:59 pm. Students will also post responses to two classmates observations no later Friday, June 17th at 11:59 pm.
Week Twelve 6/20	Contextualizing Local Practices & Strategy	<ul style="list-style-type: none"> Write and Turn in Paper on “Urban youth Leadership Strategy.” Submit the paper to Moodle by Sunday, June 26th by no later than 11:59 pm.
Week Thirteen 6/27	Contextualizing Local Practices and Strategy	<ul style="list-style-type: none"> Work on Writing Paper entitled, “Contextual Assessment and Core Convictions of Urban Youth.”
Week Fourteen 7/4	Contextualizing Local Practices and Strategy	<ul style="list-style-type: none"> Turn in Paper entitled, “Contextual Assessment and Core Convictions of Urban Youth by Friday July 8th by no later than 11:59 pm.

Grading Rubrics

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to	Does not express opinions or ideas clearly; evidences	Unclear connection to topic evidenced in minimal expression of	Opinions and ideas are stated clearly; occasional	Expresses opinions and ideas in a clear

topic	grammatical/spelling mistakes	opinions or ideas; occasional spelling/grammatical errors	lack of connection to topic; well-written and presented	and concise manner with obvious connection to topic; well-planned
Totals				

Grading Rubric for Reading and Research

Student _____

Preliminary Considerations	Cognitive Levels (Reasoning)	Recognition & Recall	Comprehension	Analysis	Synthesis	Evaluation	Comments
Target Level		1	2	3	4	5	
	Reading/ Research Indicators						
Point/ percentage of writing	Overview of writing or introduction to paper	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing	Primary review/ development of writing	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing	Personal Interaction	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	Argumentation Level	Attention	Structure	Response	Detail	Demand	
Target Level		1	2	3	4	5	
Point/ percentage of writing	Form & Style Level	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	Surprise Factor						
Total point/ percentage							