Master of Divinity and Graduate Diploma of Divinity

EM611i
Mission in the Urban Context

Semester 2, 2016
Seminar: 11 - 15 July

Malyon College
is an approved institution of the
Australian College of Theology

EM611i is offered by Malyon College as part of the Master of Ministry and Master of Divinity degrees. This unit is an accredited award of the Australian College of Theology (ACT) and is authorised for distance and contact delivery by Malyon College.
At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

**The Australian College of Theology**

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

1. the Anglican Primate of Australian and the Dean of the ACT,
2. the principals of 10 Anglican Theological Colleges,
3. 21 persons elected by the House of Bishops of the General Synod,
4. the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
5. 5 graduates holding an ACT research degree,
6. 5 graduates holding any other degree of the ACT.
UNIT DETAILS

**Unit Description**

This unit provides a combination of lectures, presentations, visits, fieldwork, and reflections to assist students in the conceptualisation of appropriate mission responses. The course develops a theology of the city and urban ministry, explores the contemporary urban context; provides sources for theological reflection on the problems and opportunities for mission that urbanization has created; and finally, assists the student in developing appropriate ministry strategies.

**Credit Points**

This unit is valued at 4 credit points.

**Co- and Pre-Requisites**

None.

**Exclusions**

None.

**Unit Content**

**Section A: Biblical Foundations**

1. Biblical views of creation, the city; aspects of the prophetic message; corporate sin and structural sin.
2. The life, ministry and teaching of Jesus, with special reference to the issues of poverty, wealth, justice and power; the theology of the cross; responses of the early church to gospel ministry and discipleship in urban contexts.
3. Theological perspectives on concepts such as ‘incarnational’, ‘sign and agent’, and ‘Kingdom of God’ within the context of urban mission.

**Section B: Understanding the Urban Context**

4. An overview of history of urbanization around the world;
5. Urbanisation as a cultural phenomenon; the impact of pluralism, mobility and anonymity on church structures in urban context;
6. Approaches to mission which have been and are being applied in urban context;
Section C: Evaluation of Mission Structures in Urban Contexts

7. Traditional approaches to urban mission and their relevance to different urban contexts today;
8. Evaluating the necessity of, and approaches to the reformation of church structures; urban church models, including adaptations of parish models; base communities; house churches; cell churches.
9. Proclaiming the gospel in urban language, symbols and life-style that are appropriate to specific cultural context.

**Unit Outcomes**

On successful completion of this unit, students will:

A. **Know and Understand:**
   1. Biblical foundations of urban mission
   2. Urbanism and urban culture
   3. Mission structures in urban contexts
   4. Selected approaches to urban mission

B. **Be able to:**
   1. Explain biblical perspectives on urban mission
   2. Discuss urbanization and urbanism in the modern world
   3. Analyse theologically past and present forms of urban mission
   4. Present a critical evidence-based perspective on urban mission
   5. Evaluate selected approaches to urban mission

C. **Be in a position to:**

   1. Integrate perspectives from ‘Mission in the Urban Context’ with their other theological studies
   2. Engage in urban mission as a reflective practitioner

**Workload Requirement**

Students will be required to attend the entire week of intensive lectures. In addition, students will be required to spend an average of 4-6 hours a week for the duration of the semester, completing the unit assessment items.
Students should note that permission will not be given for absence from any day or part thereof during the intensive.

If students are unable to commit to every day, then they should not enrol for the unit.

**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Pre-intensive Book Review.
2. Post-intensive Field Report
3. Post-intensive Research Report

In addition, students will be required to attend all five days of lectures commencing at 8.30 am and concluding at 5.00 pm daily. Such lecture attendance is compulsory and students will not be permitted to miss any part of the intensive week.

**INTENSIVE OUTLINE 11-15 July 2016**

**Daily Schedule**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>8.30 – 9.45 am (1 ¼ hours)</td>
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<tr>
<td>2</td>
<td>9.45 – 11.00 am (1 ¼ hours)</td>
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<tr>
<td></td>
<td>11.00 – 11.15 am <strong>Morning Tea</strong></td>
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<tr>
<td>3</td>
<td>11.15 – 12.30 pm (1 ¼ hours)</td>
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<tr>
<td></td>
<td>12.30 – 1.00 pm <strong>Lunch</strong></td>
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<tr>
<td>4</td>
<td>1.00 – 2.15 pm (1 ¼ hour)</td>
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<tr>
<td>5</td>
<td>2.15 – 3.30 pm (1 ¼ hours)</td>
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<tr>
<td></td>
<td>3.30 – 3.15 pm <strong>Afternoon Tea</strong></td>
</tr>
<tr>
<td>6</td>
<td>3.15 – 5.00 pm (1 ¾ hours)</td>
</tr>
</tbody>
</table>

**Lecture Schedule**

Lectures will be held over the period Monday 11 – Friday 15 July 2016.

<table>
<thead>
<tr>
<th>Day/date</th>
<th>Module</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 13 Aug</td>
<td>1</td>
<td>Biblical views of creation, the city; aspects of the prophetic message; corporate sin and structural evil.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Jesus – engagement with poverty, wealth, justice &amp; power; theology of the cross; early church ministry in urban context</td>
</tr>
<tr>
<td>Tue 14 Aug</td>
<td>3</td>
<td>Theological perspectives on ‘Kingdom of God’ in urban context &amp; ‘incarnational ministry’.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Overview of history of urbanisation around the world</td>
</tr>
<tr>
<td>Wed 15 Aug</td>
<td>5</td>
<td>Urbanisation as a cultural phenomenon</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Approaches to mission in the urban context</td>
</tr>
<tr>
<td>Thu 16 Aug</td>
<td>6</td>
<td>Approaches to mission in the urban context</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Traditional approaches to mission in the urban context</td>
</tr>
<tr>
<td>Fri 17 Aug</td>
<td>8</td>
<td>Evaluating the necessity of, and approaches to the reformation of church structures; urban church models</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Proclaiming the gospel in culturally appropriate ways</td>
</tr>
</tbody>
</table>
Structure of the Intensive

1. Pre-Intensive Preparation. Before the Intensive, students will be required to have read and reviewed two books from the selected bibliography (approximately 500 pages in total length). One of the books is to be taken from the section headed “Urban Anthropology and Sociology”; while the second is to be taken from the section headed “Urban Theology and Missiology”.

2. Intensive Week. The intensive week will include five full days of intensive lecture input that will be accompanied by class discussion on the topics under consideration and a series of field excursions.

3. Post-Intensive Field Report. In the post-intensive period students will be required to submit a Field Report based on the field visits which they have undertaken during the last two days of the Intensive. The field report should include a description of the ministries encountered together with reflective observations about missiological underpinnings for each of these ministries. The field report will also analyse each ministry in the light of the literature you have studied and the Scriptures you have reviewed in this course.

4. Post-Intensive Research Assignments. The post-intensive assignments will be completed through the rest of the semester in which students will be required to submit an assignment which provides a sociological description of one aspect of urban living, provides a theological response to the chosen aspect, and explains how that aspect may be meaningfully responded to by the Christian community.

Required Resources

In order to complete the unit, the student will be required to access the related resources available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.
**Rev Dr Peter Francis DipT, BEd, MDiv, Grad Theol, MA (Theol), DMin**

**Peter Francis** is Vice Principal, Field Education Director and a lecturer at Malyon College. Peter is married to Wendy who is the Queensland Director of the Australian Christian Lobby. Together they have three married children and ten grandchildren. After a 10 year career as a high school teacher, Peter entered into Pastoral ministry at Cleveland Baptist, having earned his Master of Divinity through Trinity Theological College (USA). Over the past 26 years Peter has pastored at Cleveland Baptist, Beenleigh Baptist and the City Tabernacle Baptist Church, as well as being involved in numerous short term missions in places such as PNG, Bangladesh, Thailand, Cambodia and South America. He has also given two years service as a Regional Consultant with Queensland Baptists and has served on various mission boards such as the Far East Broadcasting Company and Global Interaction. Peter’s theological studies include a Master of Divinity, a Graduate in Theology, a Master of Arts in Theology and a Doctor of Ministry.

Contact details:

📞 (07) 3354 5656  📧 peter.francis@malyon.edu.au
**UNIT ASSESSMENT**

**Assessment Instructions**

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

5. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
   a. **Body of assignment:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. **List of References and referencing:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Graduate Diploma and Master’s students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass
- Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
- Evidences a grasp of the foundational features of the discipline.
- Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Credit
- Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
- Evidences a sound grasp of the foundational features of the discipline.
- Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

Distinction
- Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- Evidences a confident grasp of the foundational features of the discipline.
- Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction
- Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- Evidences a confident grasp of the foundational features of the discipline.
- Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.
**ASSESSMENT REQUIREMENTS**

**Requirement 1: Pre-reading**

Students will be required to submit a book summary and review on two books from the selected bibliography (approximately 500 pages in total length). One of the books is to be taken from the section headed “Urban Anthropology and Sociology”; while the second is to be taken from the section headed “Urban Theology and Missiology”.

In completion of the requirement, students will be expected to provide a declaration that they have completed the required 500 pages of pre-reading AND demonstrate an understanding of the content of the two books under review: (‘What it is saying?’) and the ability to critique its content (‘How do you respond to it?’).

For further help on writing a critical reading review read the articles by S Zabin: http://apps.carleton.edu/curricular/history/study/criticalbookreview and Eleanor Zelliot http://apps.carleton.edu/curricular/history/study/review/.

The **key assessment criteria** for this requirement are as follows:

1. Identification of the context of the books.
2. Summary of the major issues and ideas espoused in the books.
3. Personal critique of the content of the books.
4. The list of references is indicative of appropriate research.

**Length: 1500 words**

**Bibliography: as required**

**Due date: Monday 11 July**

**Mark allocation: 25%**

**Requirement 2: Field Report**

Students will be required to submit a Field Report based on their observations and the input provided from practitioners in two of the practical field ministries which they have seen in operation in the city.

The Field Report should include a description of the ministries encountered together with critical reflective observations about missiological underpinnings for each of these ministries. The field report will also analyse each ministry in the light of the literature you have studied and the Scriptures you have reviewed in this course.

Full details of the required content and structure of the report will be given to students during the intensive lectures and field exposures.
The **key assessment criteria** for this requirement are as follows:

1. Description of the ministries encountered.
2. Reflection on the missiological underpinnings of each ministry observed.
3. Analysis of each ministry in the light of the literature and Scriptures you have studied in this course.
4. The list of references is indicative of appropriate research.

   **Length**: 2500 words  
   **Bibliography**: as required  
   **Due date**: Friday 12 August  
   **Mark allocation**: 35%

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### Requirement 3: Research Assignment

Identify and describe two significant sociological aspects of urban living, explaining from an evidence-based perspective the challenges that each of these represents for those seeking to engage in mission in the urban context. Present a theological response to each identified aspect of urban living and provide recommendations for how they may be meaningfully responded to by the Christian community.

The **key assessment criteria** for this requirement are as follows:

1. Identification and analysis of the two sociological aspects of urban living chosen for this assignment.
2. Demonstration of an evidence-based perspective on the challenges that the two chosen aspects represent for the task of urban mission.
3. Demonstration of a clear understanding of the anthropological and sociological issues surrounding this aspect of urban living.
4. Theological response to this particular aspect of urban living.
5. Recommendations for how this aspect of urban living may be meaningfully responded to by the Christian community.

   **Length**: 3000 words  
   **Bibliography**: at least fifteen meaningful references  
   **Due date**: Friday 28 October  
   **Mark allocation**: 40%
Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.” (Jeremiah 3:15)

<table>
<thead>
<tr>
<th>Graduated Attribute 1: Personal Formation – ‘Shepherds with God’s heart’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is secure in God, living in the truth and freedom of the gospel</td>
</tr>
<tr>
<td>b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
</tr>
<tr>
<td>c. Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
</tr>
<tr>
<td>d. Grows spiritual, personal and relational health, especially through accountability</td>
</tr>
<tr>
<td>e. Is committed to influencing and serving others in the church and the world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduated Attribute 2: Theological Formation – ‘Knowledge and understanding of God’s heart’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understands the ‘big story’ of the Bible and the gospel</td>
</tr>
<tr>
<td>b. Is personally able to interpret and apply the Bible</td>
</tr>
<tr>
<td>c. Is formulating a biblical, historical and contemporary theology</td>
</tr>
<tr>
<td>d. Reflects biblically and theologically on life and practice</td>
</tr>
<tr>
<td>e. Is committed to communicating and demonstrating the gospel</td>
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<thead>
<tr>
<th>Graduated Attribute 3: Ministry Formation – ‘Knowledgeable and wise shepherds’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Has a godly influence on others</td>
</tr>
<tr>
<td>b. Possesses the knowledge and skills needed for chosen ministry path</td>
</tr>
<tr>
<td>c. Ministers and communicates the gospel with clarity in a range of contexts</td>
</tr>
<tr>
<td>d. Works well in a team and intentionally does so</td>
</tr>
<tr>
<td>e. Is committed to servant leadership and the mentoring of others</td>
</tr>
</tbody>
</table>

1. A major thrust of this unit 2. A contribution that this unit should make
3. A possible function of this unit, but not targeted 4. An unlikely product of this unit

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.
*Indicates books which can be found in the Malyon Library

Urban Anthropology and Sociology

*Costello, T 1991, Ministry in an Urban World: Responding to the City, Acorn, Canberra.
Wilson, W J 1987, *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*, University of Chicago, Chicago.

Urban Theology and Missiology

*Bass, D 2004, *The Practicing Congregation: Imagining a New Old Church*, The Alban Institute, Herndon, Virginia:.
*________ 1997, *A Theology as Big as the City*, IVP, Downers Grove.
*Keller, T 2012, *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*,
Zondervan, Grand Rapids.


*Van Engen, C & Tiersma, J (eds) 1994, God So Loves the City: Seeking a Theology for Urban Mission, MARC, Monrovia.


**Field Work Research Methods**


**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

**Accessing Documents**

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page ([www.actheology.edu.au](http://www.actheology.edu.au)):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.*