

INSTRUCTOR CONTACT INFORMATION

Dr. Doug & Judy Hall, course founders; professor of record

617-451-1415

dhall@egc.org

Jeff Bass, teaching fellow

(w) 617-262-4567 ext. 165

jbass@egc.org

Jin Min Lee, teaching fellow

(w) 617-262-4567 ext. 215

jmlee@egc.org

Dr. Bianca Duemling, teaching fellow (and course TA)

(w) 617-262-4567

bduemling@egc.org

COURSE DESCRIPTION

MC622 is the second of two, consecutive 13-session seminars. Combined, MC621 and MC622 integrate academic and group process seminars with applied research in an urban environment. Seminars feature lectures, reading discussions, personal sharing times and reflection on personal ministry experiences to foster a more holistic learning experience. Spouses are invited to attend seminar sessions.

This class was originally designed for those doing or preparing to do urban ministry, but now increasing numbers of non-urban students are taking this class. However, because the city is a capsule of broader reality, we have discovered that ministry factors and approaches that work in urban settings are applicable in all contexts. This is even truer now that many once unique urban factors, such as crime, drugs, diverse people groups and social needs of the poor, have become true of suburban areas as well.

Meeting Site: Emmanuel Gospel Center, 2 San Juan St., Boston, MA 02118

Directions: www.egc.org and click on “Contact Us” and scroll down to find directions.

Parking is limited. Parking in the EGC lot is limited to the spaces immediately behind the building, on the EGC side of the lot (see parking lot map). DO NOT park in the neighbors’ spaces, and do not triple park in the EGC spots. Double parking in the EGC spots is allowed if done as indicated on the parking map. **Improperly parked cars will be quickly towed away.** Street parking is available on Shawmut Avenue, in metered spaces on Washington St., and there is limited guest parking in the neighborhood, including immediately in front of EGC.

Public Access: Back Bay Station, Orange line, is a 5 minute walk. EGC is also accessible by the #43 bus (leaves Park St. Station) and the Silverline (on Washington St.).

Time: Mondays, 6:30 p.m. – 9:30 p.m.

COURSE OBJECTIVES

To develop **Biblically-oriented, systems-thinking pastors and leaders** who can:

- ♦ engage their **self-understanding** to cope with the difficulties of urban ministry and contribute to long-term and effective ministry in any environment;
- ♦ demonstrate an **awareness / understanding** of the richness and complexity about the city and ministry;
- ♦ move **from analysis** of an environment or problem **to strategies** designed to accomplish relevant Christian goals in that context;
- ♦ analyze and discuss their ministries in the form of an **applied research paper**, and express their opinions in **essays** and **class discussions**.

Inner City Ministry is required for the degrees of MA Urban Ministry, MA Youth Ministry, MA Educational Ministries, and MDIV. Cf. degree goals for your degree.

Texts

1. HALL, Douglas (with Judy Hall and Steve Daman). The Cat and the Toaster: Living System Ministry in a Technological Age. Wipf & Stock, 2010. ISBN 1-6089-9270-5. CUME bookstore.
2. CONN, Harvie M. & Manuel Ortiz. Urban Ministry: The Kingdom, the City and the People of God. InterVarsity Press, 2001. ISBN 0-8308-1573-2. CUME bookstore.
3. SENGE, Peter. The Fifth Discipline. Doubleday, **2006 edition**. ISBN 1-9052-1120-1. CUME bookstore.
4. Readings in Course Documents section of CAMS.

It is expected that students are currently involved in supervised, mentored, or other ministry. The time spent in this ministry is not part of the study load of the course. We estimate that students will need to spend about ten hours a week on the course in addition to their normal ministerial responsibilities.

Typical Class Schedule:

6:30 – 6:35	Worship and Opening Prayer
6:35 – 6:50	Announcements and Reflection
6:50 – 7:15	Critical Incidents
7:15 – 8:35	Lecture (including Q&A)
8:35 – 8:45	Break
8:45 – 9:30	Discussion in Small Groups

Syllabus is subject to minor changes, such as a possible change of date for guest speakers.

COURSE REQUIREMENTS & GRADING

1. Ministry Proposal Project 75%

*Personal Analysis, p. 13	due Feb. 13
Mentor's Contract, p. 13	due Feb. 13
*Five-part Annotated Outline, p. 13	due Mar. 5
*Ministry Proposal Project w/ Mentor's Critique, p. 12	due Apr. 9

2. Class Participation 25%

Attendance & class participation	
Critical Incident, p. 11	sign up for date
Readings	

- * *Papers **must** be typed & double-spaced in 12-pt. font.*
- * *Bring 1 hard copy of each assignment to class*
- * *Additionally, send electronic (email) versions of the Personal Analysis, Five-part Annotated Outline, and Ministry Proposal Project to Bianca (bduemling@egc.org)*

- Late work
 - Up to two weeks of the due date receives a half-grade deduction
 - After two weeks of the due date (but before May 7th) receives a full-grade deduction
 - Work later than 2 weeks after the last day of class (i.e., later than May 7th) will not be accepted
 - A hard copy of late work should be turned into EGC (mailed or delivered to 2 San Juan Street, Boston, MA 02118)
- Graduating students must submit work by April 16th.
- You may pick up all graded work at the CUME library after Friday, May 18th.
- For further details on grading and late work, see Course Information on CAMS.

SPRING 2012 LECTURE & ASSIGNMENT SCHEDULE

Date	Lecture Topic and/or Assignment Due	Lecturer
Jan. 30	Course Overview Turning Your Vision into Reality	Judy Hall/ Jeff Bass
Feb. 6	Ministry by, to and with the Whole Person	Christopher Greco (and Team)
Feb. 13	Organizational Transformation and Dysfunctional Systems <i>☺ Mentor Contract & Personal Analysis due ☺</i>	Doug Hall
Feb. 20	Reading Week – No Class	
Feb. 27	Aligning with God's Living System Order (Hall, Unit 4)	Jeff Bass
Mar. 5	Evaluating your Ministry <i>☺ Annotated Outline due ☺</i>	Jin Min Lee
Mar. 12	Working Effectively in the Living System (Hall, Unit 5)	To be announced
Mar. 19	Ministry to Urban Youth	Virginia Ward
Mar. 26	Reading Week – No Class	
Apr. 2	Church Planting Issues Networking and Collaboration	Ralph Kee Soliny Védrine
Apr. 9	Intercultural Encounter and Church Partnership across Ethnic Lines <i>☺ Ministry Proposal Project & Mentor's Critique due ☺</i>	Bianca Duemling
Apr. 16	Human Trafficking <i>☺ Graduating Students: All Work Due ☺</i>	Sarah Durfey
Apr. 23	The Really Big Picture (Hall, Unit 6) <i>☺ Reading %, Course Evaluation (in class) ☺</i>	Doug Hall

CUME MC 622 Inner City: A Context for Ministry 2
 ✨ SPRING 2012 COURSE SYLLABUS ✨
 DRAFT: Final version will be handed out at the first class.

READING & LECTURE SCHEDULE

DATE	LECTURE TOPIC, LECTURER, & READING ASSIGNMENT	QUESTIONS FOR DISCUSSION
Jan. 30	<p>Course Overview – Judy Hall</p> <p>Bringing Your Vision to Reality – Jeff Bass</p> <ul style="list-style-type: none"> • Three ministry “one-pagers” from EGC (CAMS) • “The Nehemiah Project” by Deb Beatty Mel (CAMS) 	<p>(1) If you really understand your proposed ministry, you will be able to describe it succinctly. For example, on one page. Another example is describing your ministry in 60 seconds (the "elevator talk"). See if you can describe your proposed ministry, including why it is important, what you propose to do, and what difference it will make, in 60 seconds (imagine Bianca is timing you!).</p>
Feb. 6	<p>Ministering to the Whole Person – Christopher Greco</p> <ul style="list-style-type: none"> • Dolfo-Smith, “Appendix 1: Healing of Shame and Self-Hatred,” (CAMS) • Comiskey, “Strength in Weakness,” (CAMS) 	<p>(1) Have you interacted as candidly and intimately with Jesus about your areas of brokenness as the woman at the well (John 4)? What subjects have you talked most with him about? What subjects have you avoided? What has he told you or asked of you in response?</p> <p>(2) To what extent do you really believe that Jesus is offering you living water that will satisfy you in the deepest places?</p> <p>(3) Like the woman, are there people whom you've avoided in your brokenness and shame? How do you feel about the prospect of telling those people about what Jesus does for you in the areas of your greatest brokenness and shame?</p>
Feb. 13	<p>Organizational Transformation & Dysfunctional Systems – Doug Hall</p> <ul style="list-style-type: none"> • Hall, “Redemptive Intervention for Dysfunctional Christian Organizations,” (CAMS) • Hall, “The ‘Living System’ Challenge in Our Day,” (CAMS) 	<p>(1) Hall: What examples of building one’s own kingdom and building God’s Kingdom have you witnessed? How might we test our activities to see if we are working to build our own or God’s Kingdom?</p> <p>(2) Senge: Where in your own experience have you seen</p>

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	<ul style="list-style-type: none"> • Hall, "Living System Ministry," (CAMS) Senge, <u>The Fifth Discipline</u>, pp. 3 – 26 (review) <p style="text-align: center;">***Mentor's Contract Due and Personal Analysis***</p>	<p>examples of the seven learning disabilities? Share one in class discussion.</p> <p>(3) Senge: Do you feel that your present ministry context is a ready environment to apply the five components of Systems Thinking? Why or why not? Which components do you think would be the most challenging to apply?</p>
Feb. 20	Reading Week (1)	
Feb. 27	<p>Aligning with God's Living System Order – Jeff Bass</p> <ul style="list-style-type: none"> • Review: Hall, Units 1, 2 and 3 • Read: Hall, Unit 4 	<p>(1) Tell what each concept means, how it relates to Rev. 3:14-18 & why it is important for ministry:</p> <ul style="list-style-type: none"> o The cat and the toaster o Primary and secondary culture o <i>Works and counterproductivity</i> o The <i>redemptive method</i>: God's 3 redemptive treasures <p>(2) What is a "system question?" What "system questions" would you ask? Tell when you saw a living social system meet its own needs.</p> <p>(3) Why is it important to go beyond our "perception threshold" in ministry?</p> <p>(4) What might an "aligned plan" look like?</p>
Mar. 5	<ul style="list-style-type: none"> • Evaluation and Ministry: What is Success? Jin Min Lee • Casa de Esperanza A & B (CAMS) • Optional: Casa de Esperanza C (CAMS) <p style="text-align: center;">***Annotated Outline Due ***</p>	<p>See CAMS for "Questions to Prepare." We will discuss the questions in class and in discussion groups, so please have some notes written to help you participate.</p>

Mar. 12	Working Effectively in the Living System – To be announced <ul style="list-style-type: none"> • Read: Hall, Unit 5 	(1) Tell how the 3 social engines spread the Gospel. (2) Describe where you successfully understood and operated appropriately within a complex living social system. (3) How is Ezekiel 1 related to implanting? (4) Describe the difference between being a “servant” and a “friend” of the Master. (John 15:15) (5) Describe the difference between short-term and long-term multiple productivity.
Mar. 19	Ministry to Urban Youth – Virginia Ward Reading will be announced	Questions will be announced
Mar. 26	Reading Week (2)	
Apr. 2	Church Planting / World Building – Rev. Ralph Kee, Coordinator, Greater Boston Church Planting Collaborative Networking and Collaboration – Rev. Soliny Védrine, Director of Haitian Ministries International, EGC <ul style="list-style-type: none"> • Kee, <u>Church Planting Redescribed</u>, pp. 1 – 33 & Ch. 4. (CAMS) Ch. 6, optional reading • Conn & Ortiz, <u>Urban Ministry</u> Ch. 13, pp. 233 – 239; Ch. 18, pp. 348 – 357; Ch. 24, pp. 460 – 469. • Védrine, “The History of the Haitian Church in Boston: 1969 – 	(1) According to Kee , what does a Jesus-permeated church look like? How does Kee’s definition compare with your own thoughts? (2) Kee : What is the big question at the heart of your work? (3) Kee : What will it take to get everyone in Boston, in the world, into a Jesus community in our lifetime? (4) Conn : How are networking and collaboration vital components to authentic community transformation (pp. 348-357) and in the task of mobilizing the laity for urban ministry (pp. 460-469)? (5) Védrine : What hints to networking and collaboration are given?

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	2002.” (CAMS) • Detwiler, “Seeing the Church with Kingdom Eyes” (CAMS)	(6) Detwiler: How did a lack of collaboration contribute to Christians missing the "Quiet Revival"? How can the problems that Detwiler outlines be overcome in your context of ministry?
Apr. 9	Intercultural Encounter and Church Partnership across Ethnic Lines – Bianca Duemling Reading will be announced ***Ministry Proposal Project & Mentor’s Critique due***	Questions will be announced
Apr. 16	Human Trafficking – Sarah Durfey Reading will be announced ***Graduating Seniors: All Other Written Work Due***	Questions will be announced
Apr. 23	The Really Big Picture – Doug Hall • Hall, Unit 6 Course Evaluation (in class)	(1) How can our understanding of heaven be practical in our contemporary ministry? (2) How do you define “Living System Ministry?” (3) What is “doing truth?” (4) What do you think Christ meant by, “To him who overcomes, I will give the right to sit on my throne, just as I overcame and sat down on the Father’s throne?”

You’ve completed the Class -- Congratulations!
It’s been a privilege and a pleasure to work with you!
God bless you as you go out to serve Him!

GUIDELINES FOR ORAL CONTRIBUTIONS

1. Sharing Your Critical Incident

- ❖ Sign up for a day to share.
- ❖ Oral presentation should be 5 minutes or less. **(Presentations will be timed, and you will be asked to stop at 5 minutes, so plan accordingly.)**
- ❖ Turn in a written version of your critical incident the day you present. This can be in notes or bullet-point form. (The purpose of this is (a) help you plan your content, and (b) if you run out of time, your instructor can still see the content you couldn't cover.)
- ❖ Use the questions below to help you shape your presentation.

Describe the most critical incident in your ministry in the past year. A critical incident can be a personal involvement that may have caused anxiety, or it may have been an event that was exceptionally gratifying. In any case, it should be some experience that can be marked as the high point or low point of the year. Try to cover as many of the following areas as possible:

1. What happened during the event? Include critical verbal and non-verbal communication involved, and your responses.
2. What were your feelings during the incident? How do you feel about it now?
3. Why do you feel this was a high or a low point?
4. If there were other people involved, what were their emotions?
5. If a low point, what were some other ways you might have responded? If a high point, what were any new insights or growth you gained as a result?
6. How do you understand or make sense of this incident theologically?

2. Discussion Groups

A. The class will be divided into four discussion groups.

- The discussion groups will follow the lecture each week.
- Discussion will be based on the readings assigned for that week as well as the lecture.

B. Participation in class discussions will be factored into your grade at the end of the term.

Overall, class participation accounts for 25% of your overall grade, so please do the reading and come prepared to ask questions and discuss what you are learning with your fellow students.

DIRECTIONS FOR WRITING PAPERS

1. Personal Analysis – due Feb. 13

Some urban ministries are often associated with a higher-than-average potential for ministerial burn-out. This assignment asks you to engage in some self-analysis and reflection, particularly as it relates to the ministry you are seeking to perform and to write about in your ministry proposal project. This personal analysis will be kept confidential among the teaching team, and should include the following topics (which should be sub-headings in your paper; do not exceed 10 pages total for sections a through h):

- a) Your personal calling, as you presently understand it;
- b) Your personal success history;
- c) Your strengths, talents, and spiritual gifts;
- d) Your weaknesses and limitations;
- e) Your personal goals;
- f) Your support systems (primary culture, relational);
- g) Your accountability systems (secondary culture);
- h) How you will apply your strengths and your weaknesses to future ministry;
- i) Feedback from a close and trusted friend on sections a - h. The purpose of this is to have another perspective on how you see yourself. (Show a friend a draft of sections a – h. Ask them to write a one-page response, giving you feedback, critique, suggestions, affirmation. Include their written response as section i of your paper.)

Evaluation: 10 points for each of the nine categories (a – i); 10 points for writing elements.

2. Mentor’s Contract – due Feb. 13

The mentor’s contract is included in the packet you received on the first day of class and explains the role of the mentor in the writing of your ministry proposal project.

3. Annotated Outline – due Mar. 5

This outline will briefly describe how you will develop your ministry proposal project, and should have five parts. See Ministry Proposal Project, #4 below (p. 13), below for more details about each category, and refer to Annotated Outline examples on CAMS.

- a) Community study
- b) Analysis of your church or organization

- c) Analysis of two ministry models
- d) Description of your ministry
- e) Evaluation

Submit one copy to Bianca (hard copy and by e-mail) and one copy to your mentor for feedback to help improve your final paper. Your mentor's comments (critique) will be submitted with your Ministry Proposal Project (below) on April 9.

4. **Ministry Proposal Project – due April 9**

The writing of this paper is an opportunity for you to put on paper the dream or vision for ministry that you sense God is calling you to do, or that you would like to do. Even if you are not sure of your calling, this is a chance for you to plan out what would be involved in the ministry you envision.

In writing this paper, imagine that you are proposing your ministry idea to your pastor or denomination, or that you are writing a grant proposal to a foundation. Your goal is for your ministry to be approved by your pastor or denomination, or funded by the foundation. You need to give them enough information to clearly envision your ministry. They need to be able to understand why it is needed, what it will entail, and what the outcomes will be. Ask your mentor if they would approve and/or fund this project based on what you have written.

In addition to grading the paper, the teaching team will also give you feedback about whether your proposal would be likely to be approved or funded. All papers that are considered likely to be approved or funded will be submitted to the Emmanuel Research Review. The best paper, as determined by the editors of the ERR, will be published in a future issue of the Emmanuel Research Review.

This paper has nine parts, described below.

Length: 20 - 30 pages

- a) Cover Page, Abstract, & Keywords (10 points for a, b, and h together)
 - ♦ An **abstract** is a one-sentence summary of the main point of your paper.
 - ♦ **Keywords** will enable a search for your paper, such as “youth ministry,” “Dorchester,” or “Assemblies of God.”

b) Executive Summary

A one-page summary of your paper, including the need for your ministry, a description of the ministry, and what you hope to accomplish. Write the summary so that it tells the **whole** story (albeit briefly).

c) Community Analysis (10 points)

Using data from the “Guide to Community Studies” (used in MC621, available on the MC622 CAMS site), interviews, and other local sources, discuss why the proposed ministry is needed in the target area. Work done in MC621 can be used here, but develop the material and data interpretation to support your focus. Include specific data and statistics that support your case (giving sources and dates, as appropriate). Do not provide the Guide to Community Studies form. Use data from the study and other sources and make a case for the need for your proposed ministry.

d) Analysis of Church or Organization (10 points)

Analyze the organization through which you will do the ministry you are envisioning.

- ♦ If a church, use the “Guide for Church Studies” (CAMS) as the basis for your approach. Note particularly items II, III E, and IV (F & G).
- ♦ If not a church, such as a parachurch or a secular agency, you can adapt the “Guide to Church Studies” or otherwise analyze the organization’s system.

Present in your paper an overview of each area in the “Guide for Church Studies” (History, Transitions, Present Status, Evangelistic Outreach). Highlight information and insights that are most relevant to your proposed ministry, and use them to show how suitable this organization is for your ministry. Include concerns the ministry or the host organization may have, and possible resolutions or responses.

e) Two Models (10 points each; 20 total)

Identify two existing ministries which have been operating for at least two years each and that are similar to what you intend to do. These are called “models” or “ministry examples,” and should not be confused with the “mental models” of systems thinking.

- ♦ **Describe** each ministry model. Include a **brief history** of their development.
- ♦ Discuss **key mistakes** they made that you want to avoid, and **key strengths** that you want to emulate or adapt.
- ♦ Describe aspects of each ministry model that are most **relevant** to the concerns of your paper, and/or those that are most **different**.

f) Your Ministry (20 points)

Here develop your vision and plans for your ministry.

- Include a detailed **description** of the proposed ministry, **goals** you hope to achieve, and expected **outcomes**.
- Include **staffing** (who will do the work).
- If funding is needed, include a **budget** that gives both sources of income and expenses (how funds will be spent).
- Discuss how your ministry **fits** into the context of your **church** or **organization**, and how you will implement what you learned from studying the **two models**.

g) Evaluation (10 points)

Briefly answer each of the following questions:

- How will you know that your ministry is effective?
- What data will you track to tell?
- How will you know if your ministry is being counterproductive?
- How will you could monitor the progress of your ministry to be in a Redemptive rather than Works paradigm.

h) Bibliography

List all resources for information you used in your paper, including those from the internet, readings and class sessions, following proper conventions.

i) Mentor's Critique, Instructor's Feedback, & Annotated Outline (10 points)

Attach the critique from your mentor, the feedback on your outline from your instructor, and your annotated outline (written assignment #3). It is important to heed the advice of your mentor and your instructor as you write the final draft. This section (i) will not be counted towards the page number total of your project.

j) Writing Elements (10 points)

This would include elements such as organization of your paper, composition, grammar, punctuation, etc.

A word about plagiarism:

If you use someone else's words in your writing, those words must be put in quotation marks and properly referenced. If you use someone else's ideas in your writing, those ideas must be properly referenced. Using someone else's words or ideas as if they were your own is called plagiarism. Plagiarism is not permitted in this class (or at CUME generally), and is grounds for failure of the class.