



Youth Ministry in Cultural Context

CEYH9401

New Orleans Baptist Theological Seminary
Christian Education Division

Angie Bauman, Ph.D.

Assistant Professor of Christian Education

abauman@nobts.edu Office: (770) 321-1606 ext. 5

Cell: (678) 488-7862

NGA Hub, 1000 Johnson Ferry Road, Suite C-115, Marietta, GA 30068

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to lead research doctoral students to investigate youth ministry in cultural context with the intention of identifying potential youth ministry responses that are informed by a biblical worldview and counter adverse cultural influences.

Core Value Focus

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality: We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2012-2013 academic year that Core Value is *Servant Leadership*.

Curriculum Competencies Addressed

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

This course will emphasize the following curriculum competencies:

1. *Biblical Exposition:* To interpret and communicate the Bible accurately. The goal of this course is to exegete youth culture in light of Scripture.

2. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth. The goal of this course is to evaluate youth ministry practices in regard to disciple making effectiveness.
3. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management. The goal of this course is to support effective pastoral care of youth and their families in their cultural context.
4. *Servant Leadership*: To serve churches effectively through team ministry. The goal of this course is to serve the local church by developing servant leaders for youth ministries.
5. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion. The goal of this course is to emphasize the intentionality required to engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

Course Description

The purpose of this seminar is to engage students in a comprehensive examination of youth ministry. The direction of the seminar may involve studies in contemporary research related to adolescence, historical development in youth education/youth ministry, or an examination of the youth culture.

Learning Objectives

The student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of youth ministry practices and youth cultural trends to the local church youth ministry and identify potential youth ministry responses that are informed by a biblical worldview and counter adverse cultural influences.
2. Value ministry to youth and their families from a more comprehensive understanding of youth culture, the history of youth ministry, and local church youth ministry practices.
3. Be able to conduct and report research on youth ministry in cultural context as well as critically analyze current publications on youth ministry, youth culture, and future trends.

Required Readings

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker House, 2011.

Dean, Kenda Creasy. *Almost Christian: What the Faith of our Teenagers is Telling the American Church*. Oxford: Oxford University Press, 2010.

Elmore, Tim. *Generation iY: Our Last Chance to Save Their Future*. Atlanta, GA: Poet Gardener Publishing, 2010.

Mueller, Walt. *Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Truth*. Downers Grove, IL: InterVarsity Press, 2006.

Optional Texts

Epstein, Robert. *Teen 2.0: Saving our Children and Families from the Torment of Adolescence*. Fresno, CA: Quill Driver Books, 2010.

Erwin, Pamela. *A Critical Approach to Youth Culture: Its Influence and Implications for Ministry*. Grand Rapids, MI: Youth Specialties, 2010.

Mueller, Walt. *Youth Culture 101*. Zondervan/Youth Specialties, 2007.

Root, Andrew, and Kenda Creasy Dean. *The Theological Turn in Youth Ministry*. Downers Grove, IL: InterVarsity Press, 2011.

Senter, Mark. *When God Show Up: A History of Protestant Youth Ministry in America*. Grand Rapids, MI: Baker Books, 2010.

Course Teaching Methodology

Units of Study

The topics of study that will be covered in the course are as follows: an overview of the biblical and theological foundation for youth ministry, the historical development of youth ministry, and an examination of youth culture and youth ministry practices.

Teaching Method

This course will emphasize a format of teaching and learning including discussion, research and reporting, mini lecture, PowerPoint presentations, and publication analysis with the goal of providing balanced instruction to engage the mind, the will and the emotion of the student.

Delivery Format

The course will be delivered in the semester-long format with weekend seminars.

Assignments and Evaluation Criteria

The student is expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive Domain of Learning

1. *Research Paper & Presentation*: (40%) **Due: Nov. 30 or Dec. 1**
Students will be required to conduct research during the semester, write a research paper and report the results of the research to their peers. The research topic should focus on youth ministry practices in cultural context, meaning each student should select a youth cultural trend that has influenced (*or perceived to influence*) current youth ministry practices in the local church. Research the cultural trend in regard to youth ministry practices through conducting surveys, interviews, etc. of teenagers, teen parents, youth ministers, etc. The research paper should be **25-30 pages in length** with a minimum of **15 resources cited** (*excluding* the four course textbooks). Include sections such as *thesis* (clear statement of what you seek to accomplish); *hypothesis* (a conjecture about what you expect to discovery); *literature review* (inform the reader about the youth cultural

trend selected and the youth ministry practices influenced), **research methodology** (explain how you conducted the research); **results** (what did you discover); **conclusions** (how does your research help inform); **implications** (how should or could your research impact youth ministry practices in the local church).

*Students will be assigned a specific time during the weekend seminar to make a presentation of their research findings. Also, a classmate will be assigned to conduct a peer review of the paper and presentation as well as lead the discussion following the class presentation. **Research papers must be uploaded** to Blackboard and/or **e-mailed** to the professor and classmates no later than **Thursday, November 15, 2012**.

Students will select/define a research topic no later than **September 15, 2012 when they leave the first weekend seminar.

2. **Critical Analysis & Textbook Reading:** (30%) **Due: November 2**
Students will be required to write a critical analysis and biblical response to the four textbooks. Students will identify significant items for which the four authors agree, significant items for which the four authors disagree, and then take a stance for which items he/she agree or disagree. The paper should be **10 to 15 pages in length**.
Note: Use your space judiciously to address as many items as possible, yet be comprehensive in your writing to include all four authors views as well as your own.

Affective Domain of Learning

3. **Publication:** (10%) **Due: November 2**
In addition to reading the textbooks and writing a critical analysis of the book content, students will provide **a biblical response** to one or two significant items from the textbook reading that could serve to educate/inform youth ministers and/or parents. Students should produce an article, PowerPoint slide show and/or handouts/youth newsletter, etc. for distribution or usage in a teaching session. Students may select the target audience of their publication to be any of the following: youth ministers, parents of youth, youth ministry professors, high school teachers/administrators, senior pastors, etc.

Psychomotor Domain of Learning

1. **Peer Critique of Research:** (10%) **Due: Nov. 30 or Dec. 1**
*Each student must lead a critique of a classmate's written work, oral presentation, and research methodology. However, all seminar students are expected to read and review all classmates' research papers and contribute to the overall discussion of the research.
2. **Seminar Participation & Blackboard Discussion:** (10%) **Due: Each class session**
Each student is expected to participate fully in seminar class sessions through discussions, research presentations, and peer critique of research.* This portion of the course grade will be evaluated by the professor with regard to full attendance, meaningful participation, course assignment completion, and evidence of discussion engagement.

Students should adhere to the NOBTS Student Handbook policies pertaining to appropriate dress, usage of cell phones, computers and all other electronic devices during seminar class sessions.

Course Policies

Netiquette: *Appropriate Online Behavior.* Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Assignment Submission

All assignments are to be submitted by the specified due dates. Assignments not submitted *by the specified due dates* are considered *late* and late assignments will incur ***an initial 10-point penalty*** and ***accumulate a one-point penalty for each additional day***. Late assignments are due no later than designated seminar weekend, *no exceptions*. ***If all course assignments are not received by the seminar class session, a grade of zero is automatically earned for the missing assignments.***

Assignment Format

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Absences

Class attendance is essential for effective learning. Class sessions missed because of late enrollment will be counted as absences. Arriving late to class or leaving class early will count as ½ of an absence. A grade of “F” will be assigned to students who fail to attend class the minimum number of hours specified by the NOBTS graduate catalog.

Grading Scale

A 100-93 B 92-85 C 84-77 D 76-70 F 69 and below

Course Evaluation

The professor will prescribe a grade based upon the student’s satisfactorily completion of the following:

<i>Research Paper & Presentation</i>	40%
<i>Peer Critique of Research</i>	10%
<i>Critical Analysis & Textbook Reading</i>	30%
<i>Textbook Biblical Response Publication</i>	10%
<i>Seminar Participation</i>	10%

Course Schedule

*Tentative Class Session Schedule

Session	Topic	Assignments Due
Sept 14 Sept 15	Biblical & Theological Foundation of Youth Ministry Historical Development of Youth Ministry Youth Ministry Practices	<i>Research Topic Selected no later than the end of seminar weekend.</i>

Nov 2 Nov 3	Examination of youth culture/trends - Dr. Allen Jackson Students should be prepared to: <ul style="list-style-type: none"> • Discuss textbooks • Present biblical response publication 	<i>Critical Analysis & Textbook Reading</i> <i>Textbook Biblical Response Publication</i>
Nov 30 Dec 1	Students should be prepared to: <ul style="list-style-type: none"> • Present research • Conduct critique of presentation & research 	<i>Research Paper & Presentation</i> <i>Peer Critique of Research</i>

*The professors reserve the right to make changes to the schedule as needed.

**Students are responsible for all assigned readings. All readings may not be covered in class.

Selected Bibliography

Black, Wesley. *An Introduction to Youth Ministry*. Nashville: Broadman & Holman, 1991.

Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker House, 2011.

Dean, Kenda Creasy. *Almost Christian: What the Faith of our Teenagers is Telling the American Church*. Oxford: Oxford University Press, 2010.

Dean, Kenda Creasy and Ron Foster. *The Godbearing Life: The Art of Soul Tending for Youth Ministry*. Nashville, TN: Upper Room, 2005.

DeVries, Mark. *Family-Based Youth Ministry: Reaching the Been-There, Done-That Generation*. Downers Grove, IL: InterVarsity Press, 1994.

_____. *Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do about It*. Downers Grove, IL: InterVarsity Press, 2008.

Elkind, David. *All Grown Up and No Place to Go: Teenagers in Crisis*. Rev. ed. Cambridge: Da Capo Press, 1998.

Elmore, Tim. *Generation iY: Our Last Chance to Save Their Future*. Atlanta, GA: Poet Gardener Publishing, 2010.

Epstein, Robert. *Teen 2.0: Saving our Children and Families from the Torment of Adolescence*. Fresno, CA: Quill Driver Books, 2010.

Erwin, Pamela. *A Critical Approach to Youth Culture: Its Influence and Implications for Ministry*. Grand Rapids, MI: Youth Specialties, 2010.

Everts, Don, and Doug Schaupp. *I Once Was Lost: What Postmoderns Skeptics Taught Us About Their Path to Jesus*. Downers Grove, IL: InterVarsity Press, 2008.

Fields, Doug. *Purpose-Driven Youth Ministry: Nine Essential Foundations for Healthy Growth*. Grand Rapids, MI: Zondervan, 1998.

- Geiger, Eric. *Simple Student Ministry: A Clear Process for Strategic Youth Discipleship*. Nashville, TN: Broadman & Holman, 2009.
- Lawrence, Rick. *Jesus-Centered Youth Ministry*. Loveland, CO: Group Publishing, 2007.
- Martinson, Roland. *Effective Youth Ministry: A Congregational Approach*. Minneapolis: Augsburg Publishing House, 1998.
- Mueller, Walt. *Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Truth*. Downers Grove, IL: InterVarsity Press, 2006.
- _____. *Youth Culture 101*. Grand Rapids, MI: Zondervan, 2007.
- Oestreicher, Mark. *Youth Ministry 3.0: A Manifesto of Where We've Been, Where We Are, and Where We Need to Go*. Grand Rapids, MI: Zondervan, 2008.
- Powell, Kara E., Brad Griffin, and Cheryl A. Crawford. *Sticky Faith, Youth Worker Edition: Practical Ideas to Nurture Long-Term Faith in Teenagers*. Grand Rapids, MI: Zondervan, 2011.
- Reid, Alvin. *Raising the Bar: Ministry to Youth in the New Millennium*. Grand Rapids, MI: Kregel, 2004.
- Robbins, Duffy. *Youth Ministry Nuts and Bolts, Revised and Updated: Organizing, Leading, and Managing Your Youth Ministry*. Grand Rapids, MI: Zondervan/Youth Specialties, 2010.
- Root, Andrew, and Kenda Creasy Dean. *The Theological Turn in Youth Ministry*. Downers Grove, IL: InterVarsity Press, 2011.
- Senter, Mark. *When God Show Up: A History of Protestant Youth Ministry in America*. Grand Rapids, MI: Baker Books, 2010.
- Smith, Christian, with Melinda Lundquist Denton. *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. New York: Oxford University Press, 2005.
- Smith, Timothy. *The Seven Cries of Today's Teens: Hear Their Hearts, Make the Connection*. Nashville: Integrity, 2003.
- Strommen, Merton, and Richard Hardel. *Passing on Faith: A Radical New Model for Youth and Family Ministry*. Winona Lake, MN: Saint Mary's Press, 1989.
- Strommen, Merton, Karen Jones, and Dave Rahn. *Youth Ministry That Transforms*. Grand Rapids, MI: Zondervan, 2001.