William Carey International University Registrar’s Office

1010 E. Union St, Suite 110, Pasadena, CA 91106 Phone: 626-398-2273

 registrar@wciu.edu

# TUL620: Leadership of Urban Movements



Ghandi-ji

#### Mission and Purpose Statement of WCIU

*WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.*

 Master of Arts in Transformational Urban Leadership

***The aim*** *of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among the urban poor, with wisdom, knowledge, character and skill in leadership.*

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| --- | --- | --- |
| Program | 1010 E Union Street Suite 110, Pasadena, CA 91106 | Registrar’s Officeregistrar@wciu.edu Phone: 626-398-2273 |
| MA in Transformational Urban Leadership | Updated: 1.2.23 | Three (3) semester hours graduate credit |
| Instructors: Prof. Viv Grigg PhD | Email: viv.grigg@wciu.edu | Online, Tuesday 6:00-8:00AM PST |

##### Course Description

**Section 1 - Course Overview**

This course explores the dynamics of leadership within holistic, urban-poor movements. Special emphasis is given to urban religious movement growth, social movements, “civil sector” community organizational leadership models, and citywide leadership networks for evangelism, revival, and transformation. It includes being part of a conference leadership team.

*Definition of Movement Leadership*

A Holy Spirit-directed entrepreneurial process which builds networks of multi-cephalous cells, builds capacity (relational, financial, organizational, & character), creates alternative cultural interpretation for members, challenges existing power structures, and forwards the interests of the Kingdom of God.

*Theological Assumptions*

* The establishment of vital churches and revival movements across the city, led by the Spirit, are a central means of societal and cultural transformation
* Movement leadership is not confined to the church and the work of the Spirit is manifest in other redemptive movements. Throughout history, the Spirit has worked in many movements outside the church that have forwarded Kingdom-aligned transformative goals.
* Movement leadership involves a discernment and participation in the work of the Spirit in the world.

This course seeks to enable emergent leaders to develop their capacity within redemptive movements at grassroots or city/national levels through an examination of movement models, engagement with movement leaders, and the multiplication of small groups.

This course requires a one semester 12-week time frame, and includes a collaborative project in setting up a leadership consultation, or similar, and an extension of your processes of multiplying small groups or building teams. (Ideally facilitators will need to set up partnerships and dates with a city networking/leadership organization some months ahead of this course).

*Uniqueness of the Course*

Theories of leadership cluster around either theories of personal qualities (character, charisma), the contextual and institutional factors that enable the leader’s development, or of the impact of the leader on followers and context, viewed across the times and seasons of life. In this course we focus on spiritual leadership in the context of religious and transformational movements in the city and among the urban poor. There is no extant integrating *theory of urban poor movement leadership*, so we will work towards building such, drawing from multiple sources, and rejecting others and creating a new field of knowledge.

*Theory of Movement Leadership*

These are in the context of *church growth theories* (McGavran), and anthropological studies on *charisma* (Weberian school), *urban poor educational* theses (Frierian school), Alinsky et al on *political conscientization into community organization* among the poor, *Psychological implications of hierarchies of needs* (Maslow et al) on urban poor leadership emergence etc. These theories will be examined from urban poor leaders’ case studies.

Anthropological church growth elements (Hiebert) include processes of multiplying ministries through the training of spiritually gifted believers among the poor; d*evelopment of apostolic and prophetic leadership*; *cell multiplication* (Neighbour, DAWN); *web movements* (Tippett), *people movements* (McGavran, Winters); *revitalization* (Wallace) and *revival movements* (Snyder, Grigg); *patterns of urban poor church growth*; *cultural roles and movements* (Gerlach & Hine); *multiple cultural styles of leadership* and decision-making, contrasting cultural styles between urban managerial styles and Lowland peasant/tribal consensus based leadership styles (after Lynch); *insider and outsider leadership styles*; *diffusion of innovations* (Rodgers); processes of *catalysing indigenous leadership* and theologizing styles. Examples of *evangelistic and discipling and church growth movements* are drawn form the Perspectives book. Several Southern Baptist leaders have developed movements of note and *T4T* will be reviewed.

Theory of Citywide Networking: *Partnerships* (Butler, Garvin) and *networking* in bringing about *citywide spiritual and social change* (Grigg), are examined in case studies of the latest developments in bringing about unity and prayer movements in global cities. Examination of theory and models from multiple cities of the mobilization of citywide prayer and of ethnic *reconciliation processes* (Dawson). Spiritual leadership is in the context of cities and *spiritual*

*powers* (Silvoso, Murphy). (Or, depending on the course facilitator’s expertise, theory of movement multiplication following DAWN processes).

##### Pedagogy (or Style of Delivery)

*Relationship to Other Courses*

The course is built on prior learning in earlier courses (TUL505, 520, 530): issues in incarnational leadership; leadership in multiple phases of life; development of apostolic, prophetic, evangelistic and diaconal (TUL630) leadership in emerging churches; identification and development of personal spiritual leadership gifts; relationship of poverty to leadership emergence; women and family issues in leadership.

*Praxis*

Many leadership courses are purely theoretical. But there are essential practical skills in movement leadership. This course is built around a practical experience of building teamwork and networking momentum towards a story-telling gathering/consultation of slum or city leaders ***OR*** a slum church-planters’ 2-3 day training gathering ***OR*** a team-building exercise. Movement leaders are engaged in leading multiple conferences, and trainings yearly and this exercise has provided the most learning outcomes of any of our courses. The fastest way leaders (and you) learn is sitting with peers listening to their stories as they grapple with similar issues to yourself.

Students will engage in serving a city process of research, training or consultation. Each class of students will bring together a two- or three-day consultation or forum of leaders from a sector of the city to examine an issue critical to the poor and publish theology and strategy as a result, or work with a movement leader in building a team. Students are expected to work with a team of leaders and develop team building and event planning skills (database, brochure design, expense budgeting and reports, or publishing) as they prepare for this forum. The findings of the forum or retreat must show how this activity contributes to bringing about slum or citywide spiritual and social change.

*Integration*

Students will critically evaluate these processes in relationship to sustainable revival and the history of revivals in the student’s city of residence or a global set of progressions.

*Communication*

Results are to be formatted into a website or communicable document and presentation. This could be a team process or individual.

*Manner of Delivery*

This course is designed with a combination of both synchronous (present time face to face using Zoom) and asynchronous (variable times of engagement through written forum) online delivery mechanisms. The literature indicates neither as being superior, but that the face to face builds community better (critical for emotional support with a cohort this diverse across the globe in this degree), whereas graded forums (asynchronous) are better at involving all in academic reflection.

## Course Schedule & Assignments

The course is structured for 14 modules, total of 142 hours of work.

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Synchronous face to face Zoom Discussion Topics | Asynchronous Forum Discussions | Assignments Due this Week |
| 1 | Introductions* Course Expectations
* Syllabus
* The MATUL as a Leadership Degree
* Approaches to Leadership
* Review Literature
 |  |  |
| 2 | Review Poor Peoples Movement Leadership* Urban Poor Movement Theories
* Issues in incarnational leadership (done in TUL505, 520)

Time and Context Mould a Leader* Leadership in multiple phases of life, four seasons of growth (covered in TUL520)
* Spiritual Formation of the Leader
* Diaconal leadership in emerging slum churches (done in TUL630)
* Jesus style of training (TUL500) Introduce Grassroots Training material
 |  | Preparing Project 2: Movement TheoryProject 1: Consultation Planning Project 3: Meet potential team, get contract with church |
| 3 | Leadership and Strategy Processes in CitiesPrepare Consultation of Urban Poor Leaders or City Leaders* Define Goals, roles, processes
* Set Database Software tutorial
* Set Brochure Design tutorial
* Project Management software and process
* Financial planning, expense report format, budget
* Recruitment of resources
* Location
* Recruitment of personell

Visionary Leadership: For Each City - A Purpose* Progressive Goals in Transforming a City for God
* Saturation Church-planting: Three Views of the City.
* Transforming the City: A Biblical Basis

Process Leadership: Catalytic Events: From Unity to Mobilization* Consultations: Vision Statement to Prophetic Message
* City Strategy Congress
 | Proj 1: Consultation Planning Forum Discussion | Consultation Planning Forum Small Group Bible Study Plan |
| 4 | Multiplying Grassroots Training (Deacons and Church- planters)* Review Program on CD
 | Proj 4:Dream Team Plan | Proj1A: Planning for Consultation/training |

|  |  |  |  |
| --- | --- | --- | --- |
|  | * Identify trainees
* Review Topics at each of Four Seasons
* Cell Group Multiplication Processes

Guest speaker on Muslim Insider Movements |  |  |
| 5 | Church Planting Movements (CPM) Present on one of the readings1. Evaluate whether a churchplant can succeed
2. Design a process to obtain the blessing and support of the mother church
3. Develop a plan to identify and recruit potential worker
 |  | Continue development of consultation, cell groups and written assignments |
| 6 | Qualities of Movement Leaders (Leadership Capital)* 4 types of capital
* 4 Breakdowns of Leadership Traits
* Development of apostolic, prophetic, evangelistic gifts in emerging slum churches (if not done in 520)
* Identification and development of personal spiritual leadership gifts (if not done in TUL 520)
* Character traits (From TUL520) based on Gal 5:22,23
* Authentic Leadership: Servant Leadership Thesis
 | Proj 3: 1st submission, analyzing Personal Leadership capital Proj 4: Building Prayer Outreach |  |
| 7 | Principles of Movement Leadership* Nine Principles From Churches to Movements
* Critical Steps
* Gerlach and Hine’s Principles
* Coleman: Jesus’ Principles in the Training of the Twelve.
* Tsu: the Art of War

Guest Speaker on Hindu Insider Movements | Proj 4: Small Group Dynamics | Proj 3A: Local Book Review |
| 8 | The Nature of Revival Movements* The Nature of Revival
* The Nature of Revival Movements
* Wallace’s Revitalization Theories
 | Proj 4: Team Development |  |
| 9 | Social Movement Leadership* Review of Biographies of Social Movement leaders by Students
* Key elements of Social movements
* Contrast of social movement dynamics vs revival movements.
* Presentation of Publication from Consultation
* OR Presentation of Review of Grassroots Training

Corrie de Boer and Chona: Guest Speakers on Social Movements | Proj 4: Small Group Dynamics | Proj2A + 2B Book review and Bibliography on Social Movements Proj3B: Local Readings |
| 10 | Transformational and Transactional Leadership Theories: |  | Proj 4: Mid- Sem report on Bible Study |

|  |  |  |  |
| --- | --- | --- | --- |
|  | * Differentiation of orders and NGO’s; Contrast of

missions and employer-based aid* Discuss the difference between Management of an organization and Leadership of a movement
 |  |  |
| 11 | Story-Telling Consultation of City Leaders or Training Consultation of Slum Leaders |  | Proj 1B Story-telling Consultation |
| 12 | Movement Leadership Structures1. Apostolic Orders
	* Mission team building
	* Developing apostolic orders among the poor
2. Diaconal Orders = Cooperative NGO’s
3. Western NGO's using Capitalist models
4. Pastoral Structures = Denominations
 |  | Proj 4: Final Report on Bible Study Group |
| 13 | Social Theories about Slum Leadership* Location of Leader: Economic class and slum leadership emergence
* Leadership to, from, among the urban poor,
* Incarnational leadership

Anthropological studies on charisma (Weberian school)* Insider/Outsider Roles
* Hoffer’s three roles of movement leadership
* Gerlach and Hine: 5 Principles of movements
* Rodgers - Diffusion of Innovation

Alinsky et al on leadership in community organization among the disempowered* Psychological implications of hierarchies of needs on urban poor leadership emergence etc.
* Guest speaker on Political Movements
 |  | Proj 1C Evaluation of Storytelling Consultation/Training/Team Building |
| 14a | City Networks, Presentations |  | Proj 2b Plan for Multiplying a Movement |
| 14b | Presentations & Final Integration* Presentations about Consultation
* Course Evaluation
* Self-Evaluation
* Prayer and Praise
 |  | Course Development EvaluationGrade for forums. Grade for Zoom participation |

## Student Learning Outcomes

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the following table.

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcomes** | **Program Learning Outcomes** | **Artifacts to Measure Outcomes** |
| 1. Leaders in Movements: Apply insights from social science perspectives to a critical analysis of urban poor movements and their leaders | 1. Utilize Dual Level Wisdom in Relationships and Communication: Model skill and discernment in the appropriate use of both oral culture dialogical learning and self- directed critical academic thinking. | Project 2Project 3: Local Knowledge |
| 2. Movement Theories: Evaluate redemptive and revival movements as vehicles of social transformation |  |
| 3. Theology of Movement Dynamics: Integrate understandings of Jesus and Pauline apostolic movements, and Nehemiahan foundations of community organization with movement theories | 3. Integrate Biblical Metanarratives: Articulate the implications of Biblical meta- narratives for contemporary urban / urban poor leadership in community development and ministry. | Within Project 2 |
| 4. Apostolic Movement Cadres: Conceptualize indigenous, apostolic and incarnational missional structures among the urban poor | 4. Build Holistic Faith Communities: Design strategies for evangelism, discipleship and missional engagement with urban cultural complexities, so as to multiply multicultural ministries and leadership. | Project 4: Small Group Multiplication |
| 5. Small Groups: Participate in the process of multiplying small groups within a church or other redemptive movement | Project 1 |
| 6. Multiplicative Training: Develop skills that could be used to multiply the Grassroots Church-planters’ training course or similar in multiplying preaching points, cell churches or daughter churches with holistic engagement | 5. Exercise Movement Leadership: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities. | Project 1 |
| 7. OR Citywide Networking: Demonstrate the ability to work effectively with a team to organize a consultation of movement leaders, and accurately document the results. |  | Project 1 |
| 8. Movement Leadership Character: Demonstrate relational skill in working with a cross-cultural team in conference or training leadership | 7.2 Movement Leadership: Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill. | Project 1 |

**Course Materials**

# Section 2 - Course Requirements

##### Required Materials

Northouse, P. G. (2012). *Leadership: Theory and Practice*. 6th Edition. Los Angeles, Sage ($54.70 on Amazon) Grigg, V. (2009). *The Spirit of Christ and the Postmodern City: Transformative Revival Among Auckland's*

*Evangelicals and Pentecostals*. Lexington, KY, Emeth Press and Auckland: Urban Leadership Foundation. (Amazon $27.69, can be accessed at [www.urbanleaders.org](http://www.urbanleaders.org/) in unformatted version)

Ralph Winters and Steven Hawthorn, eds. (1999) *Perspectives on the World Christian Movement.* 4th ed.

William Carey Library. Chaps 39, 103, 104, 106,108, 111, 117, 120, 121 (Amazon Kindle $18, William

Carey, 31.99)

Danna Greenberg, Kate McKone-Sweet and H. James Wilson. (2011). *New Entrepreneurial Leader.* Berrett- Koehler Publishers. ISBN 9781605093444 (Kindle: $16.99).

Goodwin. (2014). *Social Movement Reader*. 3rd ed. Wiley-Blackwell. (Amazon Kindle $31.99). ISBN-13: 978- 1118729793.

##### Local Texts

*Choose ONE of the following, specific to your city / country:*

A Biography of a Local Leader of a Social Movement

A Biography of Gandhi, Kagawa of Japan, Mandela, Ma Theresa or other significant national transformation movement leaders *in your country* (See bibliography for some references).

## Copyright Responsibilities

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at :

* [University of Texas Library – Quick Guide – Fair Use](https://guides.lib.utexas.edu/fairuse/quickguides)
* [American Library Association – Fair Use Evaluator](https://librarycopyright.net/resources/fairuse/howitworks.php)

## Conflict with Other Commitments

This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment to the course and reduce other commitments to allow space for your course work. The aim of a course is not to kill you with stress but to create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! Play hard!

## Course Calendar

Readings are to be completed before that week’s Synchronous face to face Zoom call. You will be responsible for completing and documenting (in an Annotated Bibliography) 750 pages of reading by the end of the semester. The readings listed add up to well over 1,000 pages, and the biography and local articles you read will contribute to the 1,000 pages as well. That said, you may choose from among the suggested readings for each week.

**Course Time Estimates**

# Section 3 – Evaluation

This 3-unit course delivered over a 15 week term will approximate 8 hours per week including: 3 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (Zoom), and an additional 8 hours consisting of faculty-guided instruction, learning activities / projects and assessment.

|  |  |  |
| --- | --- | --- |
| **Credit-hour Distribution** | **Hours per week** | **Hours over the course** |
| **Direct instruction by discussion Discussion Forums****Zoom Synchronous Discussion Local Expert Content** | 11 | 5285 |
| **Faculty-directed instruction****Pre-Class Readings & Videos Research** | 2 | 27 |
| **Praxis: Team involvement in Consultation or Training** | 2-7 | 40 |
| **Assessment (writing)** | 1-3 | 30 |
| Total Hours | **9** | **135** |

The course will involve a mixture of class online discussion, forum, lecture, small group discussions, handouts, documentary videos, a major consultation project, and guest speakers. Not all reading material assigned will be discussed in class; it is the responsibility of the students to follow up with the instructor on materials on which they need further clarification. Students will be divided into teams of 2-4 members per site to work on discussion questions and other class activities for the semester.

## Assignment Grading Weights

*\*Any changes in assignments will always be most up to date on Populi Assignments.*

|  |  |
| --- | --- |
| **Overview Movement Leadership (100 points)** |  |
|  |  |
| **Project 1: Story-Telling Training / Consultation (27 points)** |  |
| Proj1A: Planning for Consultation/Training/ Podcasts | 12 |
| Proj1B: Consultation/Training | 10 |
| Proj 1C: Evaluation of Storytelling Consultation / Training / Team Building | 5 |
| Proj 1D: Forum: Consultation Forum Discussion | - |
|  |  |
| **Project 2: Movement Theory (30 points)** |  |
| Proj2A: Book Review on Social Movement Theory | 7 |
| Proj2B: Plan for Multiplying a Movement | 8 |
| Proj 2C: Final Movement Theory Integrative Paper & Presentation | 7 |
|  Proj 2D Literature Review for whole course | 8 |
|  |  |
| **Project 3: Local Knowledge (22 points)** |  |
| Proj 3A: Local Book Review | 4 |
| Proj 3B: Local Knowledge: Articles | 18 |
| Or Proj 3C: Interactions with Local Leaders |  *Or* 18 |
|  |  |
| **Project 4: Small Group Multiplication (not used in 2023, as class is experienced)**  |  |
| Proj 4A: Small Group Development Plan | 0 |
| Proj 4B: Mid-Sem Report on Small Group Leadership | 0 |
| Proj 4C: Final Report on Small Group Development | 0 |
|  |  |
| **Class Interaction (21 points)** |  |
| Course Development Survey Extra Credit | +2 |
| Synchronous Face-to-Face Zoom Discussions (Weekly) | 14 |
| Online Written Discussions (Weekly) | 7 |
| **Total** | **100 (+2)** |

## Assignment Details

*Project 1: Storytelling Training/Consultation*

*\*One of the aims of the MATUL is to learn how to work with oral cultures and the creation of oral theology. This is best done in consultations of 20-45 people around issues, where there is significant story- telling from the participants. (not a conference of people delivering speeches) or trainings of 15-100.*

##### Contribution to a slum level or Citywide or Movement Storytelling Consultation

##### (In 2023 we will seek to gather city movement leaders)

One of the most productive training methods for leadership is gathering leaders in a story-telling environment. Your task as a team either (1) in the city is to serve one of the city leaders or slum movement leaders in the task of gathering a cluster of slum leaders or city leaders around a leadership issue or (2) as a class to pull together a consultation of city leaders, with pre-consultaiton and post consultation zoom calls and publications.

**OR (Not 2023) Development of a Grassroots Storytelling Church-planters Training:** Identification of potential trainees, revision of structure of training on the CD/Web. Advertising, Recruitment, Facilitating the Storytelling Process, Integrating the results, effective engagement with the local issues, significance of outcomes of discussion.

This includes working with a team in identification of potential trainees, revision of structure of training on the CD/Web. Advertising, Recruitment, Facilitating the Storytelling Process, Integrating the results, effective engagement with the local issues, significance of outcomes of discussion

*Evaluative criteria:* Weighted evaluations by participants, other students and facilitator regarding contribution to content, structure, admin, facilities, recruitment, outcomes, ambiance. Team evaluation of the contribution to one or more of publication, financial management, database management, brochure design, recruiting skill, execution, outcomes, team contributions.

*Proj1A: Planning for Consultation/Training/ Team Building*

Submit your: conference schedule, list of invitees, brochure, budget, financial planning papers (who collects money, how is it listed, who banks it, who pays for expenses, how are these balanced), step by step plan in a project manager so you are not overwhelmed at end of conference.

If you improve on these, you can ***re-submit*** them later in the course to this assignment.

*Project 1B: Delivery of Training or Consultation: Report*

*Project 1C: Evaluation of Storytelling Consultation/Training*

For this assignment**,** students working together on the same project may turn in, as a team, a single evaluation. *(As in, each student is responsible for uploading their copy of the team’s cooperatively produced document.)*

The evaluation report will include:

* *Weighted evaluations by participants, other students and facilitator, regarding contribution to content, structure, admin, facilities, recruitment, outcomes, ambiance.*
* *Team evaluation of publication, financial management, database management, brochure design, recruiting skill, execution, outcomes, team contributions.*

*Project 1D: Publication from the Consultation*

Use some of the written forum discussions to develop the processes of design, and delivery

Produce a published document or course from the forum presentations. Deliver to the participants and others.

##### Project 2: Movement Theory (30 points)

The book information for Project 2A is to be included with articles read in a final Zotero submission (as part of Project 2A), with numbers of pages and a total of numbers of pages read. Usually at grad level you aim at 1200 pages. As this course involves more practical work, 800 is sufficient.

###### Project 2A: A Book Review on Social Movements

**An analytical book review** of a book on social movements.

Be sure to include: Quotes; Themes & reflection on themes; Personal application; Usefulness for the projects in the course.

Contrast the principles with those of a CPM. As you read, consider what is the Biblical basis for a social movement?

Do not overdo this, not more than 3 pages.

***Evaluative Criteria for Book Reviews:***

##### Style

* + Tidiness of formatting
	+ Titles & subtitles
	+ Artistic layout & logical flow;
	+ Page #s and references

##### Content

* + Quotes; Themes & reflection on themes
	+ Principles identified and contrasted
	+ Personal application
	+ Usefulness for the projects in the course

*Project 2B: Plan for Multiplying a Movement*

**Building from your literature review**, develop A 6-10 page planfor developing a movement that multiplies (best if it's an existing local movement, projecting into the future).

Topics to covered: (could organize as the major headings for the paper):

* Define the movement context & issues to which it's responding
* Establish a basis from theories studied of contextual issues, internal structural and values issues, leadership issues
* Diagram of goals & critical paths; define time frames
* Essential principles
* Leadership styles
* Evaluation of preferred leadership styles and strucures
* Essential elements of spirituality for preferred leadership style

###### Evaluation Criteria for part 2B:

Knowledge conveyed:

* Understanding & use of theories
* Identification of critical elements in the movement
* Significance of conclusions for training processes
* Expansion of theories Quality communication:
* Tidiness of formatting: Titles & subtitles; Artistic layout & logical flow; Page #s and references; Spelling & grammar; [use of quotes]
* Clarity & conciseness
* Persuasiveness

***Proj 2C: A Literature Review including the course readings in a narrative format***

The Literature Review is a narrative that integrates the key paradigms from each reading, clustering them into paragraphs around themes, and then integrating those into a metanarrative, with an appropriate introduction. The concluding paragraphs need to explore what is known and where the gaps in the knowledge exist and what needs further exploration.

The **Works Cited** at the end of your documentshould represent a total of 800 pages of readings across the TUL 620 course. This bibliography should include:

* + A full & correct APA citation of each book & article referenced.
	+ With each citation, note number of pages read.
	+ Add up total number of pages read.

*\*You are encouraged to create a booklist in Zotero to keep track of these readings, citations, and annotations as you go.*

***Proj 2D: Final Movement Theory Integrative Paper & Presentation***

A 7-12 page graphical paper and presentation integrating the various piece of the course and answering the question, Is there an overarching Movement Theory across the types of movements?

It should include elements from local writers or local experts. Some simple case studies would enhance your argument.

Any graphics should be labelled and referenced, and the narrative should show how they extend your argument.

Add your literature review, after your Introduction, as a lead into your paper (it should not be more than 3 pages of the total).

Your Works Cited would be added at the end of all and is not included in the page count.

Be prepared to present and defend the thesis of your paper before the others.

##### Project 3: Local Knowledge

This project will bring together:

* + inputs from local experts
	+ review at least five local articles and one local book on CPM, revival or social movements.
	+ Identify local heroes of social justice and read the story of one in depth with a book review (graded above)
	+ Evaluate key principles used in a local movement in reasonable depth or briefly reflect on 5-10 movements (3 -5 pages) using church growth analyses or lists of social movement criteria.
	+ Highlight in all of these, the critical steps, the turning points, the time frames, the principles, the coalescing of leaders.

*Project 3A: Local Book Review*

Read and summarize in 1-2 pages, one local/national book (substantive biography) on a CPM (Church Planting Movement), or revival leader, identifying core principles, milestones, contextual factors, organizational support at different stages, the paradigm shifts they were responsible for, their humanity…

*Either Project 3B: Articles and Themes in Local Movement Leadership*

**Read** 3 local articles or books *(choose 1 of the 5 topics below):*

*\*These should be* ***stories of how the movements came about*** */ progressed, so that you can analyze things like critical steps, turning points, principles, etc.*

1. CPM (a church planting movement)
2. Revival
3. National leadership
4. City leadership
5. Social movement

Then, in **3-5 pages total:**

1. **Analyze** each local movement articles according to its:
	1. Critical steps
	2. Turning points, acts, unusual interventions of God
	3. Time frames
	4. Principles
	5. Coalescing of leaders
	6. Etc.
2. *Or Project 3C: Interaction with Local Experts*

*Finally, Project 3C reflects knowledge you’ve gained face-to-face from local experts:*

Seek out a local expert on the topic of movement leadership, and spend 5-10 hours with him/herin intentional discussion about aspects of movement leadership that intrigues you. Add to this paper a written reflective summary of discussion with the expert.

***Evaluative criteria for the entire Proj 3*** *may include: Evidence of understanding of theories, cultural understanding, creative use of theories, significance of conclusions for training processes, expansion of theories. writing quality (including organization, formatting, content, clarity, conciseness, spelling, grammar, and persuasiveness).*

##### Project 4: Small Group Multiplication (in 2023)

Movements are built around small group multiplication. Continue to develop or multiply your small groups, be they teams, Bible studies or community organization groups. Report on this in the 2nd, 5th and 10th week.

##### Class Interaction

*Written Discussion Forum*

Forum Discussions enables MATUL students to exchange insights from geographically dispersed locations. By structuring discussion of urban concepts and experiences with peers

in various locations students will have the opportunity to move from mere description of local realities to urban comparative analysis.

During forums, students interact with content (e.g. assigned readings, lectures, and experiences), their classmates (via discussion, debate, peer review), and with the instructor (as they seek to teach,

guide, inform, and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All students have a “voice” in Forum Discussions; no one—not even the instructor—is able to dominate or control the conversation. Because the course is

available asynchronously (i.e. at any time and from any location with an Internet connection), Forum Discussion affords participants the opportunity to reflect on each other’s contributions, as well as their own, prior to posting. The results are rich, well informed posts that further knowledge.

*Zoom Discussions – (graded at end-of-term)*

We will be using Zoom for all of our conference calls. The teaching component of the course will utilize a synchronous weekly environment, in a virtual face to face Zoom discussion, a story-telling process of learning, building from stories of lecturers and students. There are 3 hours of content in presentations online weekly that may be found in Populi, some of which we can cover during the Zoom times, the rest of which you need to review independently. We will also have students present readings to the class.

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates with

(i) discussion of their community engagement experiences and (ii) review of the weekly videos) (iii) someone presents one of the assigned readings (iv) the professor will integrate ideas into wider theories. At times these become serious pastoral engagements with situations students are in. Camaraderie is built though such times.

Two of the last ZOOM sessions in a term will be include student presentations from selected reflection questions. Each student is to select one reflection question, and present on it. The presentations will last 7-10 minutes and will be followed by discussion.

##### Criteria for Grading

*Participation:* Students must actively engage with material through group discussion during the ZOOM session.

*Presentation:* Student presentations will be graded according to a standard rubric.

Students are required to attend all ZOOM sessions. In the case of an absence, an 800-1000 word paper will be required on the material, to be submitted in the forum tab. Under no circumstance may students miss more than two zoom sessions.

##### Zoom Calendar/Schedule

To be confirmed on first day of class (hence yellowed). Initial discussion on Zoom, Weds 6:00am January 10th, 2023 PST. Professor will send link during that day. The Populi course will be open January 3rd or prior. Additional student locations may mean this needs rethinking.

Topic: TUL620 Movement Leadership

https://wciu.zoom.us/j/98743029618



##### Independent Research and Writing

Most of the course is dependent on your taking responsibility to do independent research and writing, utilizing both experience and local/global literature in order to accomplish the course learning outcomes. These will be submitted in the Populi assignments section.

##### Late Assignments

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero and Populi will be closed. If late, please note at the top left 1 week or 2 weeks.

##### Assignment Options

Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the

instructor’s discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

###### Grades

*Graduate course grades calculated on a 100-point scale as follows:*

|  |  |
| --- | --- |
|  | WCIU |
|  |  |
| Grade | GPA | Numeric |
| A+ | 4.0 | 100 |
| A | 4.0 | 93-99 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0 | 0-59 |
| Inc. |  |  |

**The Meaning of the Grading System**

|  |
| --- |
| A. *Outstanding performance:* virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class. |
| B. *Above average* student in terms of attendance, preparation, attitude, initiative inasking questions, time management, and assignment quality. |
| C. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| D. *Below average* or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality —minimally passing in performance. |
| F. *Repeat course*. Inadequate/insufficient performance. |

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

##### Style Standards

papers are due on assigned dates. All assignments should be:

* Times New Roman or Cambria, single spaced, 12 point
* 1 inch margins
* Titled, Name and date in right upper corner,
* Page numbers in right lower corner
	+ Single spaced (as we grade online, the traditional double spaced approach is not useful, we add notes in the margins in Word.
* Use Word, not pdf or html pages. Grading on pdf’s is remarkably complicated. Non- commercial reproductions of word or pages have not proven to work in the past creating enormous stress when grading.
* As we are now in a graphical computer age, assignments should be graphically designed with a style sheet, with an eye to being uploaded on the web. At least a graphic per page. Material broken into boxes. Appropriate H1, H2, H3 headings breaking up the flow. This is different to traditional academic papers. It is still academic but the communication style is very different. Assignments done as web pages on your site will be accepted.

Assignments will only be accepted within Populi. Emailed assignments will not be accepted as they create confusion, often getting lost. Most assignments are closed two weeks after the due date.

# Section 4 – University Policies

**Academic Integrity**

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of

others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all

assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

## Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a $50 extension fee. Students will receive an “Incomplete” as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment.

## Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.%2BWCIU%2BADA%2BResonable%2BAccomodation%2BRequest%2BForm.pdf) [Accommodation Request Form](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.%2BWCIU%2BADA%2BResonable%2BAccomodation%2BRequest%2BForm.pdf) (Click form name for link) to WCIU Student Services: email to studentservices@wciu.edu.

The request should include the following:

* The nature of the disability and need for accommodation.
* The specific accommodation being requested.
* Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

## Online Equipment

For online interaction, a headphone with mouthpiece (that excludes external arguments between roommates, family noises or coffee bar background) is essential. Where there are two or more students on a link, a splitter is needed so all can use headphones. Broken computers or work lost in crashes are not considered acceptable excuses for not submitting the work. Plan on computer failure every three years. Back up your computer weekly, and major assignments daily.

## Netiquette Policy

Online classes provide a valuable opportunity to engage in a dynamic exchange of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some student guidelines for the class:

* Do not use offensive language
* Never make fun of others
* Use correct spelling and grammar. No text language of slang
* Keep and open-mind
* Be willing to express your opinion even when others don’t share it
* Be aware that the Universities Academic Honesty Policy also applies to forum posts
* Think about your message and proofread before you Select the “Send” button.

# Section 5 – MATUL Program Learning Outcomes

*As a result of their studies in the WCIU MATUL program, graduates will be able to:*

### Utilize Dual Level Wisdom in Relationships and Communication:

Model skill and discernment in the appropriate use of both oral culture dialogical learning and self- directed critical academic thinking.

### Conduct Action-Reflection Research:

Carry out competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.

### Integrate Biblical Metanarratives:

Articulate the implications of biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry and integrate them into planning and practice.

### Build Holistic Faith Communities:

Design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership.

### Exercise Movement Leadership:

Graduates Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

### Exercise Entrepreneurial Leadership:

Creatively apply biblically grounded social entrepreneurship and economic principles to facilitate leadership progressions that better integrate the informal economic sector with the formal economic sector.

### Exercise Cross-cultural Spiritual Leadership:

Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

* 1. Character:

Model Christian character at a level acceptable to local Christian leaders and faculty.

* 1. Movement Leadership:

Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill.

* 1. Cross-cultural Flourishing:

Demonstrate Cross-Cultural Competencies in language learning to a high intermediate level, and ability to work with indigenous leadership.

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You will be responsible for 800 pages of reading or browsing for this course.

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(to be added by class)

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(to be added by guest speaker).