

**Department of Global Studies**

**TUL620: *Leadership of Urban Movements* (3 units)**

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*Updated Oct. 2014 KG, July 2014 VG*

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 of urban poor movements.*



**I. Course Description**

This course explores the dynamics of leadership within holistic, urban-poor movements. Special emphasis is given to urban religious movement growth, family and “civil sector” organizational leadership models, and citywide leadership networks for evangelism, revival, and transformation.

**II. Expanded Course Description /Course Rationale**

**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, lead 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 15 week time frame, and includes a collaborative project in setting up a leadership consultation, or similar and a process of multiplying small groups or building teams. (Ideally Site Coordinators or facilitators will need to set up partnerships and dates with a city networking/leadership organisation some months ahead of this course).

**Uniqueness of the Course within related disciplines**: Theories of leadership cluster around either theories of personal qualities (character, charisma), the contextual and institutional factors that enable the leaders 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 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 organisation* among the poor, Maslow et al on *psychological implications of hierarchies of needs* 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); *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 theologising styles.

**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 mobilisation 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 course facilitator’s expertise, theory of movement multiplication following DAWN processes).

**III. Style of Delivery**

**Relationship to Other Courses:** The course is built on prior learning in earlier courses (505, 520, 530): issues in incarnational leadership; leadership in multiple phases of life; development of apostolic, prophetic, evangelistic and diaconal (630) 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 local 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.

***Communication:*** Results are to be formatted into a web-site or communicable document and presentation.

**Integration:** Students will critically evaluate these processes in relationship to sustainable revival and the history of revivals in the student’s city of residence.

**Manner of delivery:** this course is designed with a combination of both synchronous (present time face to face using SKYPE or Illuminate) and asynchronous (variable times of engagement through 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.

**III. Student Learning Outcomes**

People credited with competency in this course will be able to critically analyze processes of spiritual, religious, political and socio-economic leadership of church-planting, revival, social movements among the urban poor.

**Intellectual (Head)**

* Apply insights from social science perspectives to a critical analysis of urban poor movements and their leaders.[[1]](#footnote-1)
* Evaluate redemptive movements[[2]](#footnote-2) and revival movements as vehicles of social transformation
* Conceptualise indigenous, apostolic and incarnational missional structures among the urban poor.

**Values (Heart)**

* Participate in a redemptive movement in the city as an expression of Christian commitment.
* Discern the working of the Holy Spirit within the culture, the community, and emerging community-based organizations.

**Praxis (Hands)**

* **Small Group:** Participate in the process of multiplying small groups within a church or other redemptive movement
* **Or Multiplicative Training:** Develop skills that could be used to multiply the Grassroots Churchplanters’ training course or similar in multiplying preaching points, cell churches or daughter churches with holistic engagement.
* **Or Citywide Networking:** Demonstrate the ability to work effectively with a team to organise a consultation of movement leaders, and accurately document the results.

**IV. Course Materials**

**Required Texts**

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)

Smith, S. and Y. Kai (2011). *TNT: A Discipleship ReRevolution*. P.O. Box 1884, Monument, CO 80132, Wigtake Resources. (Kindle $9.99)

Ralph Winters and Steven Hawthorn, eds, (1999) *Perspectives on the World Christian Movement.* William Carey Library. Chaps 39, 103, 104, 106,108, 111, 117, 120, 121 (Amazon $18, William Carey, 31.99) (This is a big book, best hand carried in by someone, not online)

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

A Biography of a Local Leader of a CPM (Church Planting Movement) or 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).

**VI. Course Calendar**

Weekly Readings & Forum Discussions

Think of *Forums* as **conversation starters.** You do not have to respond to every detail under each topic. Spend about **30 minutes** in the forums each week. Each week’s set of forum responses equal about 1 point in the gradebook.

Every week: (1) Post 1 page length of **academic reflections** to the given questions. (2) Comment on 2 other people’s posts.

*\*Some weeks, you will be completing more than one forum, (as in week 3: Forums 3.1 and 3.2).*

Grading: Forum Participation is worth 10 points out of the total 100 points for the course. (About 1.0 point per forum.)

*\*Generally, the forums are here to keep you on track and engaging each other about the larger projects you’ll be doing for the course.*

Due Dates:

**Readings** are to be completed before that week’s Skype. You will responsible for completing and documenting *(in an Annotated Bibliography for Proj 2B)* **1,000 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.

**Forum** posts & comments are due within the 7 days following that week’s first class' Skype. *\*****2014*** *class: Keep in mind that half the class Skypes at 6am Tuesdays, LA time, (while the other half is Thursday nights, LA time). This year, everyone's forum posts & comments are due on TUESDAYS, regardless of which day your Skype is.* Please be mindful of your classmates and start posting within a day or two after your Skype, so that others can begin commenting on your post, and you on theirs.

*Thanks & Enjoy the Conversation!*

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| --- | --- | --- | --- | --- | --- |
| Dates (2014) | Week | Skype Topic | Forum | Readings due before next Skype class | Assignments Due this Week: |
| Pre-course (Sept 1-5) | 0 |  | *Think of Forums as* ***conversation starters.****You do not have to respond to every detail under each topic.* *Spend about* ***30 minutes*** *in the forums each week.* *Each week’s set of forum responses equal about 1 point in the gradebook.* | Week 1 Readings:Grigg, Viv. (2012) *The MATUL as a Leadership Degree.* Unpublished paper.Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 1.Cole, Neil, (2011). Journeys to Significance.  Leadership Network. Jossey Bass. ch 1. |  |
| Sept 5-10 | 1 | **Introductions** * Course Expectations
* Syllabus
* The MATUL as a Leadership Degree
* Approaches to Leadership
* Review Literature
 | Forum 1.11. Re-introduce yourself to us. Where are you along this journey of the MATUL? What has changed since you began? How is the Lord developing your leadership skills, attitudes, sense of identity at this stage of your preparation? Maybe do a circle and diagram those sectors of your leadership skill, character, capacity, experience... which have been growing rapidly or any that have been contracting or ... 2. Where are you now in your leadership development? Prepare a Personal Case Study – less than 1-3 pages, analyzing in some way (diagram, charts) your leadership skills, attitudes, styles, roles; leadership style; primary leadership giftings; significant factors in leadership growth. Modify three other people’s studies.3. What Bible Study/ cell group are you leading or do you plan to lead. How will you get this to multiply?Forum 1.2Project 4A Check-In: 1.  Track down a substantive biography of a local/national movement leader you will read for Project 4A.  This may be a leader of a local/national CPM (Church Planting Movement), Revival, or Social Movement.     2.  List here: Name of Book; Who it’s About; Number of Pages; Justify Why you Chose it. *\*Make a plan for how many pages you’ll have to read every week to finish it in the next 5-6 weeks when Project 4A is due.*Stay On Track with Proj 1: 3.  Discuss with local leaders what church planting training or citywide or urban poor leaders' consultations are already happening and how you could be involved or whether you need to initiate one yourselves. *\*These need to be consultations of 20-45 people around issues, (not a conference of people delivering speeches), or trainings of 15-100, where there is significant story-teling from the participants.*4.  Describe your options here, any further research you need to do.   Identify key leader, date, location, number expected, outcomes expected, style of gathering, what roles you could possibly play in preparation.   5.  In your Comments, give feedback to two others’ plans as to viability.6.   You will need to be in much prayer, seeking God to lead you in all of this, as such things are likely beyond your experience, skill level and existing capacity and relationships.  So He will have to open doors and show you steps.  There are multiple ways this could develop, so while there is a guide here, be flexible.Project 3 “Cell Group Multiplication” Check-In: 7.   In one paragraph, Update us on how your Small Group Development or Internship Outreach is going.   *\*You may use the attached form as a guide.* | Week 2 Readings:Grigg, Viv. (1992/2004). *Cry of the Urban Poor*. London: Authentic Press. Ch 16, 17.Read a chapter of either: *(continue each week)** Bruce, A. B. (1988 (1871)). *The Training of the Twelve*. Grand Rapids, Kregel / Kindle / or other versions. Ch 1-2.
* Neil Cole, *Journeys of Significanc*e, Ch. 1.

Also choose from: Sanders, J. O. (1967). *Spiritual Leadership*. Chicago, Moody Press. Ch 3. Levinson, D. J. (1979). *The Seasons of a Man's Life* New York/ Toronto, Ontario Ballantine Books. Ch 2Grassroots Training materials may be found at: [www.urbanleaders.org/grassroots](http://www.urbanleaders.org/grassroots) or on the CD |  |
| Sept 10-17 | 2 | **Review Poor Peoples Movement Leadership*** Urban Poor Movement Theories
* Issues in incarnational leadership (done in TUL 505, 520)

**Time and Context Mould a Leader*** Leadership in multiple phases of life, four seasons of growth (covered in 520)
* Spiritual Formation of the Leader
* Diaconal leadership in emerging slum churches (done in TUL630)
* Jesus style of training (TUL500)

Introduce **Grassroots Training material** | Forum 2.Preparing for Project 2: Movement Theory 1. List and describe what you have learned about "Movement Leadership" thus far in the MATUL degree program. Stay On Track with Project 1 :   **Consultation/Training Planning** Part of movement leadership is skill in gathering leaders around topics and issues for reflection.  (Respond freely to the topics that will be most applicable for you to delve into right now.)  2.  Become familiar with [Grassroots Training](http://www.urbanleaders.org/grassroots) material (web or CD) introduced in TUL530.  a.  Suggest modifications to the [topics chart](http://urbanleaders.org/weburbpoor/00Introduction/topics.htm) .  (You can download the Word Doc by clicking “printable version” at the top of that page.)b.  Discuss whether you would be best to develop or serve a grassroots Story-Telling Training seminar over two days or develop a Story-Telling Consultation of leaders around an issue. Or perhaps your situation calls for Team Building of local leaders in this same style.   3.  Brainstorming your consultation:  a.  Who would you work with to do this Story-Telling gathering you have identified above?        Who would you be serving?        Who is already doing this in your city?b.  Make contact with these people and explore options.  4.  Designating roles and expectations amongst your teammates:Who would call the leaders?  Numbers expected?   Outcomes desired?   How will you get them to tell their stories? Possible dates and location? If possible decide between a consultation or a training program.5.  Review and/or rewrite in a better communications format the document on [ten paradigms](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2004%20Grassroots/tenparadigms.htm) as a basis for discussing with your local leaders which can best be accomplished with the time and resources.  a.  If you have come up with something visually appealing that could benefit your classmates, please share it as an attachment.  We can build on each others’ work.  b.   Discuss your results here with others in the class and help each other succeed.6.  This Consultation/Training/Team-Building planning is a not-so-easy assignment which requires courage, networking, imagination, confidence, a servant heart, and leadership beyond past experiences of leadership.   **This is best done together as one team of MATUL students per city, not individually.**  a.  Write up some of your conclusions/questions here in the forum. Personal Reflection: 7. Consider if you are making the hard decisions needed to follow Jesus, multiply the gospel, discipleship and transformation by reviewing [Moving from service-minded mentality to movement leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Moving%20from%20a%20service%20minded%20mentality%20to%20multiplying%20movments.docx) (Word Doc, attached).  a.   Share here any reflections from this reading. | Week 3 Readings:Complete the following required reading before engaging this week's activities. These ones are really important if you are working to serve a city consultation.Read Grigg, Viv. (1997). *Transforming Cities:An Urban Leadership Guide*.[1](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/1Manual1.doc) Introduction[3](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/34Man2vis2.doc):  For Each City a Purpose[4:](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/34Man2vis2.doc) The Building Blocs: The Visitation of the Holy Spirit  [5](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/234Man2vis2.doc): Discerning City6: Catalytic Events [7:](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/7Manual2D.doc) Fathering Cities: Building City Leadership Teams [8](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/8Manual2E.doc): Network [9](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/9Manual3.doc):  Models of Citywide Strategies[10](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/10Manual4.doc): Intercity Network Processes [11](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/11Manual5.doc): Intercity Network Models[12](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/12Manual6.doc): ResourcesRead Bruce ch 3-5.  Think through how to do your book review so it integrates key principles on the way Jesus birthed a movement.  |  |
| Sept 17-24 | 3 | **Leadership and Strategy Processes in Cities****Prepare Consultation of slum 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
 | Forum 3.1Stay On Track with Project 1: 1.  Consider again whether you should help a significant leader develop a training consultation for grassroots leaders or a leadership consultation.  a.  To help you think about potential consultation participants:  Fill in and submit here the Worksheet,   [City Leadership Team](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/Worksheet%20-%20City%20Leadership%20team.docx).  (Modify it for a training program if that is more useful).   \*Remember: these need to be consultations of 20-45 people around issues, (not a conference of people delivering speeches), or trainings of 15-100, where there is significant story-teling from the participants.   **\*Your ideal is 25 leaders**meeting together around a common theme, so you need to identify at least double that number.b.  To keep track of the leaders you do have in mind: Set up your database (such as an excel spreadsheet)and begin to input local leaders’ names, roles in their organizations and contact details.\*If you are working with a network of leaders, often there are existing lists to work with.Work on Project 1A & Forum 4: 2.  Start in on your Project Plan, to be submitted to the next forum.  FYI: here are assignment descriptions to guide you:  a.  Description for Forum 4: “Revised plan for grassroots training with expected outcomes, partners, leadership team, topic, dates, initial framework for a database and initial few lines of a Project management plan.”b.  Related description for Proj 1A (due next week):  “For this dropbox, 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.  f you improve on these you can  re-submit them later in the course to this assignment.”Project 3 “Cell Group Multiplication” Check-In : 3.  Respond as is most helpful to you:a.  In one paragraph, update us on how your Small Group Development or Internship Outreach is going.  b.  Start a weekly report on your small group development on the attached file. Update and attach it to each weekly forum.  (Two versions, same content, are available to you:  ".html" and "word doc.")**Forum 3.2**Stay On Track with Project 1: 1.  Work with the partnering organization/churches/community leaders to work out assignments and implementation of roles and processes for developing a consultation for city leaders or slum pastors or a 2 day training process for slum leaders. Explain your thinking.       Prepare to Equip your Co-Workers:* Set a Database software tutorial so whoever is developing the database knows how to do so. Fill in the  [Levels of Cooperation worksheet](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/worksheet%20levels%20of%20cooperation.docx) as the basis of setting up the database
* Set a Brochure design tutorial so whoever is designing the advertising knows the computer program needed and printing processes
* Project Management software and process - get access to a project planning software and together load in the goals and milestones.  (Consider using Gantt charts, free download at <http://www.ganttproject.biz/>).
* Financial planning, expense report format, budget, steps from go to Whoa.
* Recruitment of resources
* Confirm Location, date

If this will take another week or two to all work out, take another week or two.  Don't hurry the relationships. Build consensus.  Meanwhile work on what aspects you can. | Week 4 Readings:* Bruce, each week read on chapter  - this week one of chapters 10-12
* [Cell Group Manual](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Cell%20Group%20Ministry%20Training-1.pdf%22%20%5Ct%20%22_self)
* Review the [Cell Group Report](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/cellgroups_report.html%22%20%5Ct%20%22_self) form
* Don't forget to read your biographies week by week
* Look again at the book review process
 |  |
| Sept 24 – Oct 1 | 4 | **Review Grassroots Training of Deacons and Churchplanters (520)*** Review Program on CD
* Identify trainees
* Review Topics at each of Four Seasons
* Cell Group Multiplication Processes
 | Stay On Track with Project 1: This assignment is closely related to **Project 1A**, so do draw from your work on that assignment here.  1.  Revised plan for grassroots training with expected outcomes, partners, leadership team, topic, dates, initial framework for a database and initial few lines of a Project management plan.  Submit revised [topics](http://www.urbanleaders.org/grassroots%22%20%5Ct%20%22_blank) for grassroots training or for a leaders consultation.Project 3 “Cell Group Multiplication” Check-In: 2.  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. | Week 5 Readings:* Breen, M. (2002). [Fivefold Ministries](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Breenthe%20apostle-2.pdf). In *The Apostle's Notebook*. Eastbourne, England, pp. 161-171, 220
* Bruce: chapters 8-9
* Greenleaf, R. K. (1977). [*Servant Leadership*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Greenleaf-Servant%20Leadership.pdf)*: a Journey into the Nature of Legitimate Power and Greatness*. Mahwah, NJ, Paulist Press. pp 21-61.
* David Warren Clemente. (1997) [A Father Motif Leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Clemente%20_%20A%20Father%20Motif%20in%20Themes%20for%20the%20Christian%20Life.pdf) : Toward an Understanding of the Role of Sakop in Filipino Evangelical Leadership. phronesis 4 • (1997)93.
* Heschel, A. J. (1962). [The Prophets](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Heschel-Prophets.pdf). New York, Harper & Row.
* Hirsch, A. (2006). T[he Forgotten Ways](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Hirsch-Forgotten%20Ways.pdf): Reactivating the Missional Church. Grand Rapids, Mich., Brazos Press.
* Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 2,3
 | Proj1A |
| Oct 1-8 | 5 | **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
 | 1. Northhouse is considered the best integration of current management research on leadership. However it is quite limited, presuming that leadership studies began in the 70's in the US business world. He quite specifically ignores Christian research over the last two millennia, is highly insensitive to cross- cultural dynamics, and the studies are bounded by business management contexts. Nevertheless the themative approach matches the themes developed in this course so provide a resource for much of it.  Examine Northouse chapter 2.  Fill in the trait questionnaire on p 34 and submit to the forum or do the leadership style matrix at [http://www.nwlink.com/~donclark/leader/matrix.html](http://www.nwlink.com/~donclark/leader/matrix.html%22%20%5Ct%20%22_blank).  Attach your traits analysis here. Comment on the forum if you learned something new.   Talk with two to three local people to discuss what traits they consider critical in leadership, and compare them with this questionnaire. How does the questionnaire compare with Biblical requirements of leaders. 2. Read Chapter 5 or 6 in Northouse and contrast it with the notes on the page on [style](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2005%20Qualities/style.html%22%20%5Ct%20%22_blank) in this unit.  Explore a couple of other readings on leadership gift and style that you have not covered in previous courses* The prophetic/visionary/man of words: Berger on prophetic charisma, or [Heschel](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Heschel-Prophets.pdf%22%20%5Ct%20%22_blank) on the Prophets or Grigg on the [Prophetic](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Prophetic%20from%20thespiritofchrist_final_2_9_09.pdf%22%20%5Ct%20%22_blank) in *Spirit of Christ and the Postmodern City*
* The apostolic/pioneer/serial entrepreneur: [Wagner](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Wagner-New%20Apostolic%20Churches.pdf%22%20%5Ct%20%22_blank) (p20), [Breen](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Breenthe%20apostle-2.pdf%22%20%5Ct%20%22_blank), [Hirsch](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Hirsch-Forgotten%20Ways-2.pdf%22%20%5Ct%20%22_blank)
* The Evangelist/ marketer
* The pastor/builder/HR person
* The teacher/trainer
* The deacon-ess/administrator

Then add ideas from them  to a class chart in the **wiki (**left sidebar), that the class works on.  Comment on how these correlate with some of Northouse's descriptions or come up with a better way of comparing these ideas.  In the book you are reading about a local movement leader or a national social movement leader, can you identify elements of these giftings, and identify them in the wiki table with their primary leadership gifting, identifying traits of their style. | Week 6 Readings:* Garrison, David. (2005) [*Church Planting Movements.*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Garrison-Church%20Planting%20Movements.doc)
* Grigg, Viv. (2004). [From Churches to Movements](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Grigg%20Churches%20to%20Movements.htm). *Companion to the Poor*. Authentic Press. ([Power Point Summary](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/Olson_LeadershipinUrbanMovements.pptx%22%20%5Ct%20%22_self)- Shannon Olsen)
* ---- (2005). [Leadership for Multiplying Movements](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Multiplying%20movem.htm).*Cry of the Urban Poor*. GA, USA: Authentic Media.
* Martin, David. (1990). *Tongues of Fire: The Explosion of Protestantism in Latin America*. Cambridge, MA: Basil Blackwell. Chs 9-12. ([Power Point Summary](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/Tongues%20of%20Fire%20Presentation%20-%20Kim.pptx%22%20%5Ct%20%22_self) - Kim Farnham)
* Berg, M. and P. E. Pretiz (1992). Is Christ the the Answer? *The Gospel People of Latin America*. Monrovia, Calif. Miami, Fla., MARC World Vision International & Latin America Mission**:**141-148.
* Carol Davis (2012) [Its Huge: 5 Lessons the American Church is Learning from CPMs](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CPMCarolDavis.html)
* Schwarz, C. A. (1998). [*Natural Church Development : a Guide to Eight Essential Qualities of Healthy Churches*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Schwartz-NaturalChurchDevelopment.pdf). Carol Stream, IL, ChurchSmart Resources.  ([ppt review](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/Adam%20Cramer%20-%20Natural%20Church%20Development.pptx%22%20%5Ct%20%22_self) by Adam)
* Wagner, C. P. (1998). [*The New Apostolic Churches*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Wagner-New%20Apostolic%20Churches.pdf). Ventura, Calif., Regal.  ([Review by Sajira](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/WagnerPresentation_Awang.pdf%22%20%5Ct%20%22_self))
* Winters, R. and Hawthorn, S. eds, (1999) *Perspectives on the World Christian Movement.* William Carey Library. Chaps 39, 103, 104, 106,108, 111, 117, 120, 121.

 **Required Reading*** Bruce ch 13
* Smith, S. and Y. Kai (2011). *TNT: A Discipleship ReRevolution*. P.O. Box 1884, Monument, CO 80132, Wigtake Resources. (Kindle $9.99) ([ppt Review by Forrest](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/T4T%20Presentation.pptx%22%20%5Ct%20%22_self))
* Addison, S. (2011). *Movements that Change the World*. Downers Grove, IVP. (Kindle $9.99)
 | Proj3: 1st  |
| Oct 8-15 | 6 | **Church-planting Movement (CPM) in the Slums*** Case Studies from the slums
* AOG in Brazil
* Middle Class Churches impacting the poor
* Deliverance Tabernacle in Delhi
* ACA in Chennai
* Nairobi Chapel
 | Building off each other for Project 2A (and 2B + 2C): 1a.  Identify 10 core principles for success in establishing a movement of 10,000 disciples, with churches engaged in communities.  Work together to draft a collective summary:  Is there a minimum number of principles?  Are some sub-principles of others?  How does one keep this simple?  1b.  If your life is going to bear much fruit, how many people will it influence, change?  How many will you disciple?  Do your math considering the next twenty years and decide what you will ask God for.  Pray for each others’ goals.Stay on Track for Project 2B: 2.  Submit an initial 2 page analysis of Bruce (or Cole) that will be extended to a fuller analysis for Project 2B.*\* See sample attachment.*Project 3 “Cell Group Multiplication” Check-In:3.  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. | Week 7 Readings:* Grigg, Viv. (1992/2004). [*From Churches to Movement*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Grigg%20Churches%20to%20Movements.htm)*s*. Cry of the Urban Poor.
* Coleman, R. E. (1993). *T*[*he Master Plan of Evangelism*.](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Coleman-MasterPlanofEvangelism.pdf) Grand Rapids, MI, Revellbooks.
* [12 Steps to Successful Growth](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/12%20Steps%20to%20Growth.htm)
* Now you have grasped some of the principles, I would suggest you buy both of these following books on Kindle to get to the core principles (Addison) and processes (Smtih) of CPM
 |  |
| Oct 15-22 | 7 | **Principles of Movement Leadership*** Nine Principles From Churches to Movements
* Critical Steps (Carol Davis)
* Gerlach and Hine’s Principles
* Coleman: Jesus’ Principles in the Training of the Twelve.
* Tsu: the Art of War
 | Stay on Track for Proj 2A (and 2B + 2C): 1.  You may choose to let these inform your final piecing together of Project 2A, and your upcoming Project 2B + 2C.  a.  Take a look at the class’ collaborative effort last week in Forum 6 of narrowing down a comprehensive list of the 10 core principles for success in establishing a movement.b.  Key in to the Coleman, R. E. (1993). T[*he Master Plan of Evangelism*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Coleman-MasterPlanofEvangelism.pdf) PDF link to chapter 1 (also linked in the Week 7 Readings).    c.  Ideally get the Kindle version of T4T and identify practical steps that implement these principles.   Smith, S. and Y. Kai (2011). T4T: A Discipleship ReRevolution. (Kindle $9.99).  (Listed in Week 6 Required Readings.)  Project 3 “Cell Group Multiplication” Check-In:2.  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. | Week 8 Readings:Required:* Grigg, Viv. (2005). The Nature of Revival, Revival and Enraged Engagement, Citywide Transforming Revival.  *The Holy Spirit and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals.*Emeth Press. Ch 6-10 (US version) or 10-12 (NZ version).  Earlier versions can be found at [www.urbanleaders.org/transrevival](http://www.urbanleaders.org/transrevival)
* Wallace, A. F. C. (2003). [*Revitalizations and Mazeways: Essays on Culture Change*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Wallace-Revitalizations.pdf), University of Nebraska Press.

Choose from among the following:* Hall, Doug. (2007). [*New England's Book of Acts*.](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/New%20England%27s%20Book%20of%20Acts.pdf) 2007 Intercultural Leadership Consultation, Lexington, Massachusetts, Emmanuel Gospel Center.
* Bruce ch 15-16
* McLoughlin, W. G. (1978).[*Revivals, Awakenings, and Reform*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/McLoughlin-Revivals.pdf)*: an Essay on Religion and Social Change in America, 1607-1977*. Chicago, University of Chicago Press.
* Smith, John. [*Perils, Paradoxes and Principles of Revitalization*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Smith%20Perils%20Paradoxes%20and%20Principles%20of%20Revitalization.doc). Paper presented to Revitalization Conference, Asbury Seminary, October 2009.
 | Proj 2AProj 4A |
| Oct 22-29 | 8 | **Revival Movements*** The Nature of Revival
* The Nature of Revival Movements
* Wallace’s Revitalization Theories
 | Stay on Track for Proj 2B + 2C: 1.  Reflect on Week 8 Readings:* McLoughlin, W. G. (1978). [Revivals, Awakenings, and Reform](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/McLoughlin-Revivals.pdf) : an Essay on Religion and Social Change in America, 1607-1977. Chicago, University of Chicago Press.
* Grigg, Viv. (2005). The Nature of Revival, Revival and Enraged Engagement, Citywide Transforming Revival.  The Holy Spirit and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals. Emeth Press. Ch 6-10 (US version) or 10-12 (NZ version).  Earlier versions can be found at [www.urbanleaders.org/transrevival](http://www.urbanleaders.org/transrevival)

a.  According to McLoughlin, what are the characteristics of revitalization movements?b.  Based on Grigg, how do revivals spawn social movements?  c.  Are they a necessary prerequisite to positive social movements?d.  What is the role of the Holy Spirit in human transformation movements outside of the local church? - (Give a Biblical basis for your answer.)e.  Is your answer idealistic?  Why?.  What opposition are you likely to find from within urban poor churches and how will you gently deal with this? If your Proj 2B + 2C is to have a Revival/Revitalization Movement focus (more than a Church Planting Movement focus) : 2.  Draw upon readings from Week 8 that you may want to add to your evolving work on Proj 2B + 2C.  Post any Week-8-related progress here.  \*As always, answer and then respond to two others. Project 3 “Cell Group Multiplication” Check-In:3.  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. | Week 9 Readings:* Bruce Ch 17-19
* Clemente, D. W. (1997). "[A Father Motif Leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Clemente%20_%20A%20Father%20Motif%20in%20Themes%20for%20the%20Christian%20Life.pdf): Towards an Understanding of the Role of *Sakop* in Filipino Evangelical Leadership." *Phronesis*  Manila: Asian Theological Seminary. 4(2): 3-31.
* Grigg, *Cry of the Urban Poor*, chap on Leadership for Multiplying Movements
* Browse Alinsky, Saul. (1969). *Reveille for Radicals*. New York: Vintage Book<<to be added>>>
* Evangelical Leadership." *Phronesis*  Manila: Asian Theological Seminary. 4(2): 3-31.
* Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 12
 |  |
| Oct 29 – Nov 5 | 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
 | Stay on Track for Proj 2B + 2C: **1.**  Reflect on three of the four Week 9 Readings:* Bruce Ch 17-19
* Clemente, D. W. (1997). " [A Father Motif Leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Clemente%20_%20A%20Father%20Motif%20in%20Themes%20for%20the%20Christian%20Life.pdf): Towards an Understanding of the Role of Sakop in Filipino Evangelical Leadership." Phronesis  Manila: Asian Theological Seminary. 4(2): 3-31.
* Grigg, Cry of the Urban Poor, chapter on Leadership for Multiplying Movements Evangelical Leadership." Phronesis  Manila: Asian Theological Seminary. 4(2): 3-31.
* Northouse, P. G. (2010). Leadership: Theory and Practice. Los Angeles, Sage. ch 12

**a.**  Identify key elements in the theory and practice of US/Global Social Movements, and evaluate against Biblical norms.**b.**  Contrast Social Movement dynamics vs Revival Movements (Week 8). Building off each other for Project 2B + 2C: **2.**  Work together to draft a collective summary:  Identify 10 core principles for success in establishing a social movement around Land rights, or wages or sex trafficking.....  Is there a minimum number of principles?  Are some sub-principles of others? How does one keep this simple?If your life is going to bear much fruit, how many people will it influence, change?  How many will you disciple in social justice?  Do your math considering the next twenty years and decide what you will ask God for.  Pray for each others’ goals. If your Proj 2B + 2C is to have a Social  Movement focus (more than a Church Planting or Revival/Revitalization focus): **3.**  Draw upon readings from Week 9 that you may want to add to your evolving work on Proj 2B + 2C.  Post any Week-9-related progress here.   Project 3 “Cell Group Multiplication” Check-In: **4.**  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. | Week 10 Readings:* Bruce ch 20-21
* Northouse, P., G (2012). T[ransformational Leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/NorthHouseTransLeadership.pdf).*Leadership: Theory and Practice*. Los Angeles, Sage
* Kotter, J. P. [What Leaders Really Do](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Kotter%20_%20Harvard%20Business%20Review.pdf). 60 Harvard Way, Boston,Massachusetts 02163, Harvard Business School Press**:**238.
 | Proj2B + 2CProj3: 2nd  |
| Nov 5-12 | 10 | **Transformational Leadership Theories****Transactional Leadership theories:*** 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
 | This forum is not required this year, as you are likely at the height of your Consultation/Training during these weeks.  However, it’s open for you, if you want to submit some thoughts, and respond to others.  You may want to update others on your Consultation/Training prep and get help solving any problems or share things you are learning. | Week 11 Readings:* Bruce, Chapters 22-23
* Grigg, Viv. (1997). *Transforming Cities: An Urban Leadership Guide*.4-23
* *Transforming Cities,* Pp 57-68.
* Silvoso, Ed. (1994). *That None Should Perish*. Ventura: Regal Books.
 |  |
| Nov 12-19 | 11 | **Story-telling Consultation of city leaders or training consultation of slum leaders****Leadership Structures** | This forum is not required this year, as you are likely at the height of your Consultation/Training during these weeks.  However, it’s open for you, if you want to submit some thoughts, and respond to others.  You may want to update others on your Consultation/Training prep and get help solving any problems or share things you are learning. | Week 12 Readings:* Winters, Ralph. (1974). The Two Structures of God's Redemptive Mission. *Perspectives* ch 36
* Grigg, Viv. (1986). *SERVANTS: A Protestant Missionary Order With Vows of Simplicity and Non-Destitute Poverty*,
* ----     (1985). *The Lifestyle and Values of Servants*.
* Bessenecker, Scott. (2006). *The New Friars: The Emerging Movement Serving the World's Poor*
* Bruce ch 24-26
 |  |
| Nov 19-26 | 12 | **Movement Leadership Structures****a.**  Apostolic Orders* Mission team building
* Developing apostolic orders among the poor

**b.** Diaconal Orders = Cooperative NGO’s**c.** Western NGO's using Capitalist models**d.** Pastoral Structures = Denominations | This forum is not required this year, as you are likely at the height of your Consultation/Training during these weeks.  However, it’s open for you, if you want to submit some thoughts, and respond to others.  You may want to update others on your Consultation/Training prep and get help solving any problems or share things you are learning. | Week 13 Readings:* Continue finishing your biographies

Complete three of the following readings and identify principles of social movements. Integrate these into your reading review to be uploaded in the forum.* Davey, C. (2000). [Across the Death-Line.](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/Davey-Kagawa%20of%20Japan.pdf) *Saint in the Slums: Kagawa of Japan*. Jersey City, Parkwest Publications.
* Dobson. (201) [*What Works in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/dobsonwhat%20works%20insocialmovements.pdf). The Citizen's Handbook: A Guide to Building Community in Vancouver
* http://www.vcn.bc.ca/citizens-handbook August 2001
* Mandela, N. (1994). [*aaaa*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/Mandela-Long%20Walk%20to%20Freedom.pdf) *Long Walk to Freedom : the Autobiography of Nelson Mandela*. London, Little, Brown.  Mandela, Nelson, 1918-
* Morris, Aldon and Suzanne Staggenborg. (2002) [*Leadership in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Morris-Leadership%20in%20Social%20Movements.pdf).
* Sharon Erickson Nepstad and Clifford Bob.  [*When Do Leaders Matter\_ Hypotheses on Leadership Dynamics in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/Nepstad-When%20Do%20Leaders%20Matter_%20Hypotheses%20on%20Leadership%20Dynamics%20in%20Social%20Movements.pdf)
* Piven, F. F. and R. A. Cloward (1979). [*Poor People's Movements : Why They Succeed, How they Fail*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Piven_Cloward-PoorPeoplesMovements.pdf)[.](http://www.urbanleaders.org/620Leadership/92Readings/%2AAll/Piven%26Cloward-PoorPeoplesMovements.pdf) New York, Vintage books.
* Scott, Sue M. (2003) The Social Construction of Transformation.*Journal of Transformative Education*2003; 1; 269, Downloaded from http://jtd.sagepub.com on April 6, 2009
* Tempesta, Martha Strittmatter . (2002). *Learning Leadership in Social Movements* PhD Abstract, Presented at the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education, Northern Illinois University, DeKalb, IL, October 9-11, 2002.
* [http://www.change.org](http://www.change.org/%22%20%5Ct%20%22_self) is a site where you can generate petitions
 |  |
| Nov 26 – Dec 3 | 13 | **Social Theories and Slum Movement 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.
* Cultural Theories
* Sakop
 | Attach your presentation here for the class and to *Project1C: (Public Presentation)* for grading.*(See assignment description for Project 1B + 1C in the Sakai Dropbox for details & evaluative criteria for grading.)* | Week 14 Readings:Complete Bruce and two of the following  readings before engaging this week's activities.* Bruce 28-29Freston, P. and NetLibrary Inc. (2008).[*Evangelical Christianity and Democracy in Latin America*.](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Freston-Evang%20Christ%20and%20Democ%20in%20LA.pdf) Oxford ; New York, Oxford University Press.
* Stoll, D. (1990). [*Is Latin America turning Protestant? : the politics of Evangelical growth*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Stoll-Is%20Latin%20America%20Turning%20Protestanty.pdf). Berkeley, University of California Press.
* Marshall Gantz (2001) [*The Power of Story in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Ganz-Movements%20and%20the%20Power%20of%20Story.doc)*.*
 | Proj 1B+1CProj 1DProj4B + 4CCourse Development Survey |
| Dec 3 - 10 | 14 | **Presentations*** Continue with presentations
* How Do Revival Movements and Social Movements correlate? Is Revitalization Theory a sufficient paradigm for this? How do you differentiate characteristics of these processes? What is the work of the Holy Spirit in Social Movements? How do you discern her activity?
 | Submit your *Course Development Survey* word doc to the Assignments dropbox in Sakai.  That’s all!  Thanks for journeying with us this semester. | Week 15 Readings:Bruce ch 30-31 | Proj3: 3rd  |
| Dec 10-17 | 15 | **Final Integration*** Continue Social Movement Leaders Biography Presentations
* Continue Presentation from Consultation
* Course Evaluation
* Self Evaluation
* CFEP

Prayer and Praise |  |  |  |

*\*Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion, and will always be in their most current form on the Sakai website, in the Assignment Description in the Dropbox.*

Timetables & Assessments for Select Projects:

**Project 1. Possible Practicum Timetable: Serving a Citywide Process or Storytelling Grassroots Training**

Each class of students, under the guidance of an experienced city leader, (and ideally partnering with a city leadership network/organisation) will bring together a weekend forum (or two or three day retreat) of grassroots leaders from a sector of the city, to examine an issue critical to the poor, and publish theology and strategy as a result. (Alternative: citywide process of research for transformation processes in the City). The timings may be determined by the timing of an existing process of leadership consultation that your team gets involved with.

|  |  |  |
| --- | --- | --- |
| Week | Task | Assessment Activity |
| 1-10 | * work as a team
 | Task 6a: Teacher evaluation of student participant involvement and skill. Student ranking of each member of team |
| 1 | * + determine goals
 |
| 1 | * + determine roles
 |
| 1 | * + determine leadership
 |
| 1-10 | * + team building processes
 |
|  | * develop event planning skills for a consultation or research (split roles)
 | Task 6b: Facilitator evaluation of student participant involvement and skill. Student ranking of each member of team |
| 1-2 | * + design brochure
 |
| 1-4 | * + event database
 |
| 2-7 | * + recruit leaders
 |
| 4-6 | * + integrate consultation manual of presentation notes from participants
 |
| 7 | * + setup physical arrangements
 |
| 2-6 | * + recruit resources
 |
| 3-8 | * + manage finances
 |
| 7 | * bring together a weekend forum (or two or three day training) of leaders from a sector of the city to examine an issue critical to the poor
 | Task 6c: Participant, student and facilitator consultation evaluations |
| 7-8 | * Listen and document presentations & discussion
 | Task 7: Evaluation by facilitator and students of teamwork to produce publication.The findings of the forum or retreat must show how this activity contributes to bringing about citywide spiritual and social change. |
| 8-9 | * Develop as a class, a publication of an issue in city theology and strategy as a result.
 |
| 2-9 | * Alternative: citywide process of research for transformation processes in the City
 |
| 9 | * report their findings to authentic and a recognized Citywide leadership group.
 |

**Integration** (Weeks 12-15)

|  |  |
| --- | --- |
| Task | Summative Assessment Activity |
| **Celebration** of consultation and **presentation** of publication | Teacher evaluation of publication and individual presentations and contributions |
| **Consultation Evaluation**Financial report | Task: Kindly group evaluation of teams publication, financial management plan, database management, brochure design, recruiting and individual contributions to teamwork |
| **Integration Paper:** Evaluation of the processes in relationship to sustainable revival and the history of revivals in the student’s city of residence in the last 100 years. | Task: Integrate consultation proceedings into a publication for the conferees and present it to them and to the class. Verbal evaluation of lessons learned. |

**VII. Assignments**

*\*Any changes in assignments will always be most up to date on Sakai Assignment Dropbox.*

|  |
| --- |
| Overview |
| Movement Leadership - 100 points |
| **Project 1: Story-Telling Training / Consultation** | **31** |
| 9/26/2014 | Proj1A: Planning for Consultation/Training/Team-Building | 3 |
| 11/28/2014 | Proj1B+1C: Consultation/Training Output Paper + Public Presentation | 10 |
| 12/3/2014 | Proj 1D: Evaluation of Storytelling Consultation / Training / Team Building | 14 |
| 10/8/2014 | Proj 1 Forum 1-5 | 4 |
|  |  |  |
| **Project 2: Movement Theory** | **24** |
| 10/17/2014 | Proj 2A: CPM Book Integration (Unit 7) | 4 |
| 11/1/2014 | Proj2B + 2C: Movement Theory Integration | 14 |
| end of sem | Proj2 Forum 6-12 Collective CPM principles | 6 |
|  |  |  |
| **Project 3: Local Cell Multiplication** | **6** |
| 10/3/2014 | Proj3: Local Cell Multiplication | 2 |
| 10/31/2014 | Proj3: Local Cell Multiplication 2nd Submission | 2 |
| 12/5/2014 | Proj3: Local Cell Multiplication 3rd Submission | 2 |
|  |  |  |
| **Project 4: Local Knowledge** | **24** |
| 10/17/2014 | Proj4A: Local Book Review | 4 |
| 11/28/2014 | Proj4B + 4C: Local Knowledge: Articles + Mentors | 20 |
|  |  |  |
| **Admin** | **15** |
| 12/1/2014 | Z Course Development Survey | 2 |
| 10/14/2014 | Skype discussions - mid-term | 6 |
| 12/1/2014 | SKYPE Discussions - end-of-term | 7 |

|  |
| --- |
| Detailed: |
| 2014 Movement Leadership - 100 pointsRemember: 10 points should be about 16 hours work. Do not significantly go Beyond this. |
| **Project 1: Story-Telling Training / Consultation***\*Part of the aims of the MATUL is to learn how to work with oral cultures and the creation of oral theology.  These need to be consultations of 20-45 people around issues, (not a conference of people delivering speeches), or trainings of 15-100, where there is significant story-telling from the participants.**\*This is best done together as one team of MATUL students per city, not individually.*Choose one:  Consultation OR Training OR Team Building**Track 1: Contribution to a *Slum Level, Citywide, or Movement* Storytelling Consultation:** One of the most productive training methods for leadership is gathering leaders in a story-telling environment. Your task as a team in your 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. Leaders from among the urban poor, by means of conversing with each other through their own stories in relation to the theme, will develop a deeper and shared theology in relation to that theme.  OR **Track 2: Develop 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.OR **Track 3: Develop a team for an aspect of Movement Leadership.** | **31** |
| 9/26/2014 | Proj1A: Planning for Consultation/Training/Team-BuildingFor this Dropbox, 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. | 3 |
| 11/28/2014 | Proj1B+1C: Consultation/Training Output Paper + Public Presentation*\*Project 1B (Output Paper) + Project 1C (Public Presentation) reflect the outcome of Project 1A (Consultation/Training).*\*Submit both your paper and powerpoint presentation to this dropbox.\***1B.  Transformational Conversation Conference Output Paper:** As a team within a city write up the materials from the consultation or revise the materials for the grassroots training. This requires prior planning as to format for the final product, three people on laptops during the proceedings, one typing, one editing, one organizing each hour, to try to complete this during the consultation or training. Ideally written stories are brought to the consultation and edited by participants after their presentations.Once stories are collected, evaluation and integration of the ideas into a significant conclusion is needed. There may be one of your team skilful in doing this and others can review it. Divide your labor. Make sure participants end up with the results.**1C.  Transformational Conversation Conference Output Presentation:** Present your publication publicly (to participants in a follow up meeting or to class)***Evidence of Quality of publication*** ***:***      - mastery of the issue/problem/project;      - comprehensive knowledge of the larger context of the issue;      - sufficient knowledge of relevant literature;      - ability to interpret contributions critically and to draw conclusions;      - understanding of the limitations of this approach in making broad generalizations;      - writing quality (including organization, formatting, content, clarity, conciseness, spelling, grammar, and persuasiveness);      - initiative and self-reliance;      - integration and editing.***Evaluative criteria of presentation:*** quality of presence in presentation; creativity in presentational techniques; clarity of oral presentation; persuasiveness. | 10 |
| 12/3/2014 | Proj 1D: Evaluation of Storytelling Consultation / Training / Team Building**For this dropbox 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 here.)****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 the contribution of fellow students to one or more of:      - publication,      - financial management,      - database management,      - brochure design,      - recruiting skill,      - execution,      - outcomes,      - team contributions. | 14 |
| 10/8/2014 | Proj 1 Forum 1-5 | 4 |
|  |  |  |
| **Project 2: Movement Theory**The book information for Proj 2A is to be included with articles read in a final Endnote submission (as part of Proj 2B), 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, 1000 is sufficient. | **24** |
| 10/17/2014 | Proj 2A: CPM Book Integration (Unit 7)Based on:* 4 chapters from *Module 2: Week 6: Church Planting Movements (CPM),*and
* supplement with readings from *Week 7: Principles of Movement Leadership*

Integrate these into the core of a 3 page paper.  Rather than doing a separate summary of each, make it more like an enlarged literature review.  Try just to include what seem core significant paradigms, not a lot of the details.  *(These become the basis for your major paper for Project 2B + 2C if you choose to focus on CPM.)*  *\*See attachment on your Sakai website’s Assignment Dropbox for one example of how you could do it.* | 4 |
| 11/1/2014 | Proj2B + 2C: Movement Theory IntegrationSubmit both project 2B and 2C as one document to this assignment.*Key Texts:*      - Bruce, A.B. (1871). The Training of the Twelve.       - OR Cole, Neil. (2011) Journeys to Significance. Jossey Bass Leadership Network.     - Northouse, P., G (2012). Leadership: Theory and Practice.      - Grigg, V. (2009). The Spirit of Christ and the Postmodern City.        - Smith, S. and Y. Kai (2011). TNT: A Discipleship ReRevolution.   (on kindle)      - Addison, S. (2011). Movements that Change the World. Downers Grove, IVP.**Proj 2B:  Book Review & Bibliography** **An analytical book review**centered around two books, *(reflecting an equivalent of 1 chapter per week per book up to this point in the semester, not the whole book)*:     - (1) Selections from: Bruce or Cole      - (2) Selections from: Northouse, Grigg, Smith, or Addison…that interfaces with:      - the assigned readings        - your own experience this semester with  multiplying cell groups.  Be sure to include: Quotes; Themes & reflection on themes; Personal application; Usefulness for the projects in the course.*\*To be on track for this assignment, you should be reading one chapter per week in Bruce (Training of the Twelve) \*(or substitute Neil Cole), plus one additional article or chapter of another book per week.***An Annotated Bibliography**, representing 1,000 pages of readings across the TUL 620 course.  Your Annotated Bibliography should include:      - A full & correct APA citation of each book & article read.      - In your own words, 4-6 line summaries of each book, immediately below each citation. (This can be done by putting them into the Abstract section of Endnote then integrating into Word).      - With each citation, note number of pages read.      - Add up total number of pages read.  *\*You are encouraged to create a booklist in Endnote (or similar free software, like Mendeley), to keep track of these readings, citations, and annotations as you go.****Evaluative Criteria for Book Reviews:*** Tidiness of formatting      - Titles & subtitles; Artistic layout & logical flow; Page #s and references Content      - Quotes; Themes & reflection on themes; Personal application; Usefulness for the projects in the course**Proj 2C** **:  Plan for Multiplying a Movement** **A 10 page plan**for 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 on theories studied     - Diagram of goals & critical paths; define time frames     - Essential principles     - Leadership styles     - Evaluation of personal preferred leadership style     - Essential elements of spirituality for preferred leadership style***Evaluation Criteria for part 2C:*** 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     - PersuasivenessAll of Proj 2 (B + C) can be turned in here as one document. | 14 |
| end of sem | Proj2 Forum 6-12 Collective CPM principles | 6 |
|  |  |  |
| **Project 3: Local Cell Multiplicaion**Central to movements is the multiplication of small groups.  At this stage in the program, the small groups you began in the first years should now be multiplying.  Throughout this course use the T4T process or another process that is being used locally to either develop a new group or multiply leadership out to other groups.  These groups could be part of a conversion/discipleship process or part of a revival process or part of a social transformation network of committed society changers. | **6** |
| 10/3/2014 | Proj3: Local Cell MultiplicationCentral to movements is the multiplication of small groups.  At this stage in the program, the small groups you began in the first years should now be multiplying.  Throughout this course use the T4T process or another process that is being used locally to either:     - develop a new group or     - multiply leadership out to other groups.These groups could be part of a conversion / discipleship process or part of a revival process or part of a social transformation network of committed society changers.In the Forum: Report briefly in your forum each week on progress.*\*Use the attached form to guide the content of your posts.***Here in this Assignment:** Submit a summary of your weekly forum posts from weeks 1-5.You will add to this document each week, submitting weeks 1-9 and weeks 1-15 as separate assignments. | 2 |
| 10/31/2014 | Proj3: Local Cell Multiplication 2nd Submission | 2 |
| 12/5/2014 | Proj3: Local Cell Multiplication 3rd Submission | 2 |
|  |  |  |
| **Project 4: 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.
 | **24** |
| 10/17/2014 | Proj4A: Local Book ReviewRead and summarize one local/national book (substantive biography) on CPM (Church Planting Movement), revival or social movement leaders. | 4 |
| 11/28/2014 | Proj4B + 4C: Local Knowledge: Articles + Mentors**Proj 4B:  Articles & Themes in Local Movement Leadership** **Read*4***local articles *(choose 4 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.  Revival3.  National leadership4.  City leadership5.  Social movementThen, in  **3-5 pages:****1st)  Analyze**each of the 4 local movement articles according to its:a.  Critical steps b.  Turning pointsc.  Time framesd.  Principlese.  Coalescing of leaders**2nd)  Add in a summary**of the same analysis submitted previously for the 4A local **biography**book review paper.**3rd)  Evaluate**key principles **used in all five**local movements, according to:- Church growth analyses -OR- Social movement criteriaFollowing the 3-5 pages:**4th)  Add a bibliography**of the 4 articles, plus the Proj 4A biography.-------------------------**Proj 4C:  Interaction with Local Experts***Finally, Proj 4C reflects knowledge you’ve gained face-to-face from local experts:*Following the Bibliography:**5th)  Add either:**a.  If you are currently or have been in an equivalent Movement Leadership class at your site’s partner school, add an **Organized Narrative Summary of local class notes, highlighting key principles. \*\*Your local class attendance should equal about 30 hours in all of seat time.\*\***       -OR-b.  If you have not yet taken Movement Leadership locally, or do not have a local partner school, **seek out a local expert on the topic of movement leadership, and spend** **5-10 hours with him/her**in intentional discussion about aspects of movement leadership that intrigue you.  **Add to this paper a written reflective summary of discussion with the expert.***Evaluative criteria for the entire Proj 4 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).* | 20 |
|  |  |  |
| **Admin**Each week engage in the SKYPE conversations and the forum. You do not need to submit anything to the Sakai Assignment Dropbox for these to be graded. *Evaluative criteria:* Regularity of attendance. Extent of engagement. Quality/Depth of reflection. Level of service to others in cohort. | **15** |
| 10/14/2014 | Skype discussions - mid-term | 6 |
| 12/1/2014 | SKYPE Discussions - end-of-term | 7 |
| 12/1/2014 | Z Course Development Survey | 2 |

**VII. Grading**

This 3 unit course delivered over a 15 week term will approximate 10 hours per week including: 3 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (chat), and an additional 6-10 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 1. Discussion Forums
2. Adobe Connect
3. Local Expert Content
 | 1 clock hour per credit hour 1-3 hrs | 7 ½ -1522 ½10-30 |
| 2. Faculty-directed instruction Readings & research | 2-5 | 30-50 |
| 1. Learning activities and projects (experiential learning)
2. Consultation Practicum
 | 2-7 | 20-40 |
| 4. Assessment (writing) | 1-3 | 25-30 |
| **Total Hours** | **8-11** | **140-160** |

|  |  |
| --- | --- |
|  | APU |
| Grade | GPA | Numeric |
| A+ |  | Not given |
| A | 4.0 | 95-100 |
| A- | 3.7 | 92-94.99 |
| B+ | 3.3 | 89-91.99 |
| B | 3.0 | 84-88.99 |
| B- | 2.7 | 81-83.99 |
| C+ | 2.3 | 78-80.99 |
| C | 2.0 | 73-77.99 |
| C- | 1.7 | 70-72.99 |
| D+ | 0 | 69-69.99 |
| D | 0 | 68-68.99 |
| D- | 0 | 65-67.99 |
| F | 0 | 0-64.99 |
| Inc. |  |  |

The course will involve a mixture of class SKYPE 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.

The correlation of class hours and assignments with local delivery is to be evaluated in the first week of whichever starts first – local or online (See document *Planning Work Load with Partnering Schools Courses*).

**Grades** are assigned according to the levels of proficiency on the chart at the right:

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

**Meaning of Grades**

|  |  |
| --- | --- |
| **A** | Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information. |
| **B** | More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. |
| **C** | Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Graduate Catalog, Graduate Center Policies, and specific program catalogs and guidelines for further information. |
| **D** | *Graduate credit not given for the grade of D* |
| **F** | Graduate credit not given for the grade of F |

**VIII. Course Policies**

# Class attendance: Students are required to join in the class SKYPE discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

# Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

# Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

# Returns: I attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Attendance** in the online SKYPE calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas.

In the MATUL, it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

**Professor Accessibility:** My various phone numbers, SKYPE and email are on the bottom of my emails. While I have adjusted to overseas times with class calls late into my evening and early morning, I prefer to work with student enquiries between 7 am – 6 pm PST, so as to preserve family dynamics. I attempt to answer myemails within 1-2 days unless travelling or leading a conference.I usually check the first forum for any issues twice per week and seek to review any forums once or twice per week. Please do not call on weekends as I try to care for family. I seek to grade within a week after a deadline, but if there are some people in the class who have not submitted I will wait for all to be submitted os that grading can be done with fairness. Technical Support: Call 1-815-5050 or email support@apu.edu

# Academic Integrity: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

# References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

# Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

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

# Class attendance: Students are required to join in the class SKYPE discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

# Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

# Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

# Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Fairness:** Course outlines, grading rubrics etc., are not legal contracts, where you pay for a grade according to predetermined standards, but are submitted to you to give some understanding of the basis of grading and fairness. However grading of papers is multivariate and to some extent will always include the subjective, based on years of experience, and at times tailored to the learning process of the student, or accommodating specific needs. In this class across several cities, the context is different, the contracts with partnering groups are different, learning contracts are set up in some cities prior to class that allow for equivalency, living conditions affect capacity, content of prior degrees affect the level of difficulty for some students in some courses, so fairness requires that each students work will be graded within these limitations. You are competing with yourself not others.

**University or Department Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Writing Assignments:** 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 grading in this course is done in Word Reviewer, the APA requirement of double spaced is not helpful)

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. If late please note at the top left “1 week” or “2 weeks”.

**Study time:**

In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

# Copyright Responsibilities: 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: <http://apu.libguides.com/content.php?pid=241554&search_terms=copyright>

# Information literacy is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

• determine the nature and extent of the information needed.

• access needed information effectively and efficiently.

• evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.

• individually or as a member of a group, use information effectively to accomplish a specific purpose.

• understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Legal Disclaimer:** This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

**IX. Course Bibliography**

*\*You will be responsible for 1,000 pages worth of reading for this course.*

**Resource Readings in Sakai or on Disk**

Berg, M. and P. E. Pretiz (1992). *The Gospel People of Latin America*. Monrovia, Calif.

Miami, Fla., MARC World Vision International.

Breen, M. (2002). Fivefold Ministries. In *The Apostle's Notebook*. Eastbourne, England, pp. 161-171, 220

Coleman, R. E. (1972). *The Master Plan of Evangelism*. Grand Rapids, MI, Fleming H. Revell

Davey, C. J. (1960). *Kagawa of Japan*. Nashville, Abingdon.

Freston, P. and NetLibrary Inc. (2008). *Evangelical Christianity and democracy in Latin America*. Oxford ; New York, Oxford University Press.

Garrison, David. (2005) *Churchplanting Movements.*

Gerlach, Luther P. and Virginia H. Hine (1970) *People, Power, Change: Movements of Social Transformation.*  Bobbs-Merrill. (out of print but seminal)

Gerlach P. (c2003) *The Structure of Social Movements and Environmental Activism and its Opponents.* [www.rand.org/content/dam/rand/pubs/...reports/.../MR1382.ch9.pdf](http://www.rand.org/content/dam/rand/pubs/...reports/.../MR1382.ch9.pdf) . pp 289-310.

Gladwell, M. (2009). *Outliers: the Story of Success*. London, Penguin Books.

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1. Including but not limited to: inside/outside roles, identification of indigenous leadership and decision-making styles, communication of innovations, application of church growth principles etc. [↑](#footnote-ref-1)
2. The redemptive activity of the Holy Spirit in creation results in some healthy aspects of social movements which may or may not recognize his presence. The direct redemptive activity of the Holy Spirit in salvation and discipleship result in Churchplanting Movements (CPM) [↑](#footnote-ref-2)