

**Department of Global Studies**

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

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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 Spirit-directed entrepreneurial process which builds capacity (relational, financial, organizational, character), exercised contextually, interpreting culture, network resources, challenging or exercising power, that forward the interests of the Kingdom of God.

**Theological Assumptions**

* The establishment of vital churches and revival movements across the city, lead of 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 includes a collaborative project in setting up a leadership consultation and a process of multiplying small groups).

This course requires a one semester 15 week time frame as it is built around a consultation. Site Coordinators or facilitators will need to set up partnerships and dates with a city networking/leadership organisation six months ahead of this course).

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 poor.

**Theory of Movement Leadership:** These are in the context of church growth theories (McGavran), and anthropological studies on charisma (Weberian school), educational theses (Frierian school), Alinsky et al on community organisation, 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; development 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 ethnic styles of leadership and decision-making, contrasting cultural styles between urban managerial styles and Lowland peasant/tribal consensus based leadership styles (after Lynch); inside and outside 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 facilitators 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. I have not heard of other courses that train you in conference development yet movement leaders are engaged in leading multiple conferences, and trainings yearly. Along with that 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. 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 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 churchplanting, revival, social movement and citywide movements and 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 their 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
* **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)

Bruce, A. B. (1988 (1871)). *The Training of the Twelve*. Grand Rapids, Kregel / Kindle / or other versions. (Kindle $1.99).

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)

Addison, S. (2011). *Movements that Change the World*. Downers Grove, IVP. (Kindle $9.99)

A Biography of a Local Leader of a CPM or a Social Movement

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

**Recommended**

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)

**VI. Course Calendar**

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| **Week/Topic** | **Readings prior to class** | **Forum/Assignments In or Before Class** |
| 1. **Introductions**  * Course Expectations * Syllabus * The MATUL as a Leadership Degree * Approaches to Leadership * Review Literature | Grigg, Viv, (2012) *The MATUL as a Leadership Degree.* Unpublished paper  Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 1. | Forum 1.1 reintroductions. Where are you now in your leadership development?  Forum 1.2:   * Prepare Personal Case Studies – less than 2 pages, leadership role; leadership style; primary leadership gifting; significant factors in leadership growth * Choose books you will read * Report back on discussions with local leaders what training or consultations are happening and how you could be involved or whether you need to initiate one yourselves. |
| 1. **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) * Introduce **Grassroots Training material** . | Grigg, Viv. (1992/2004). *Cry of the Urban Poor*. London: Authentic Press. Ch 16,17.  Bruce, A. B. (1988 (1871)). *The Training of the Twelve*. Grand Rapids, Kregel / Kindle / or other versions. Ch 1-2.  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 2  Grassroots Training materials may be found at:  [www.urbanleaders.org/grassroots](http://www.urbanleaders.org/grassroots) or on the CD | Forum 2.1: List what you have learned thus far in the degree program about movement leadership |
| 1. **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 | \*Grigg, Viv. (1997). *Transforming Cities: An Urban Leadership Guide*. pp 4-23.  Bruce, ch 3-4 | Forum 3.1: Work out assignment and implementation of roles and processes |
| **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 | *Transforming Cities,* Pp 24-36  Bruce ch 5-7  *Transforming Cities,* Pp 49-56 | Worksheet: City Leadership Team: Utilize this to identify potential consultation participants |
| 1. **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 | Bruce ch 10-12  [www.urbanleaders.org/grassroots](http://www.urbanleaders.org/grassroots)  <<<Cell Group Manual>>>  Books on churchplanting at <http://www.goodreads.com/shelf/show/church-planting> | Task 2: Revised plan for grassroots training  Grassroots training on CD: review and reorder topics. |
| 1. **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 | Breen, M. (2002). Fivefold Ministries. In *The Apostle's Notebook*. Eastbourne, England, pp. 161-171, 220  Bruce ch 8-9  Greenleaf, R. K. (1977). *Servant Leadership : 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 : Toward an Understanding of the Role of Sakop in Filipino Evangelical Leadership. In *Phronesis* 4 • (1997)93.  Heschel, A. J. (1962). What Manner of Man is the Prophet?. *The Prophets.* New York, Harper & Row. Pp 1-26.  Hirsch, A. (2006). Apostolic Environment. *The Forgotten Ways : Reactivating the Missional Church*. Grand Rapids, Mich., Brazos Press. pp 149-177.  Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 2,3 | Forum 5: Self Analysis of traits <<to be redeveloped>> |
| 1. **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 | Garrison, David. (2005) *Churchplanting Movements.*  Grigg, Viv. (2004). From Churches to Movements. *Companion to the Poor*. Authentic Press. Ch 17.  ---- (2005). Leadership for Multiplying Movements. *Cry of the Urban Poor*. GA, USA: Authentic Media. Ch 19.  Martin, David. (1990). *Tongues of Fire: The Explosion of Protestantism in Latin America*. Cambridge, MA: Basil Blackwell. Chs 9-12.  Bruce ch 13-14  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*. Unpublished paper.  Schwarz, C. A. (1998). *Natural Church Development : a Guide to Eight Essential Qualities of Healthy Churches*. Carol Stream, IL, ChurchSmart Resources.  Wagner, C. P. (1998). *The New Apostolic Churches*. Ventura, Calif., Regal. Pp 13-25  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  Lim, David. (c2000) Mobilizing the Local Church in Evangelism and Mission. Unpublished paper.  \_\_\_\_ (2009)Churchplanting Movements: The Only Way to Disciple a Nation. Unpublished paper.  \_\_\_\_ (2009) Catalyzing “Insider Movements” Among the Unreached. unpublished paper. | Forum 6: Identify the 10 most critical skills in forming a churchplanting movement  Forum: Identify 10 core principles for success in establishing a movement of 10,000 disciples, churches, engaged in communities, bringing some degree of transformation |
| 1. **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 | Grigg, Viv. (1992/2004). *From Churches to Movements*. Cry of the Urban Poor, ch 17.  Coleman, R. E. (1993). *The Master Plan of Evangelism*. Grand Rapids, MI, Revellbooks.  12 Steps to Successful Growth  Sunzi and T. F. Cleary (1988). *The Art of War*. Boston and New York, Shambhala ;Distributed in the United States by Random House.  Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 4 | Book Review: Initial draft of a 2 page analysis of the principles Jesus used in training the twelve based on AB Bruce.  Forum 7.1 : Contrast these with other lists of principles and with Coleman’s list. |
| 1. **Revival Movements**  * The Nature of Revival * The Nature of Revival Movements * Wallace’s Revitalization Theories | Grigg, Viv. (2005). *The Holy Spirit and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals.* Emeth Press. Ch 6-10.  Wallace, A. F. C. (2003). *Revitalizations & Mazeways: Essays on Culture Change*, University of Nebraska Press.  Hall, Doug. (2007). *New England's Book of Acts*. 2007 Intercultural Leadership Consultation, Lexington, Massachusetts, Emmanuel Gospel Center.  Bruce ch 15-16  McDonald, (2010) *Pietism as Revitalization*.  McLoughlin, W. G. (1978). *Revivals, Awakenings, and Reform : an Essay on Religion and Social Change in America, 1607-1977*. Chicago, University of Chicago Press.  Smith, John. *Perils, Paradoxes and Principles of Revitalization*. Paper presented to Revitalization Conference, Asbury Seminary, October 2009. | Forum 8: What are the differences between revival and revitalization? Can you have one without the other? |
| 1. **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 | **Biographies**  Bruce ch 27-29  Davey, C. (2000). Across the Death-Line. *Saint in the Slums: Kagawa of Japan*. Jersey City, Parkwest Publications.  Mandela, N. (1994). *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*. Sharon Erickson Nepstad and Clifford Bob. When Do Leaders Matter\_ Hypotheses on Leadership Dynamics in Social Movements Piven, F. F. and R. A. Cloward (1979). *Poor People's Movements : Why They Succeed, How they Fail*[.](http://www.urbanleaders.org/620Leadership/92Readings/*All/Piven&Cloward-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. | Submit Presentations to forum  Submit conference/training reports to forum |
| 1. **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 | Bruce ch 20-21  Northouse, P., G (2012). Transformational Leadership. *Leadership: Theory and Practice*. Los Angeles, Sage ch 9  Kotter, J. P. What Leaders Really Do. 60 Harvard Way, Boston, Massachusetts 02163, Harvard Business School Press**:** 238. | Forum 10 discussion of Transformational vs Transactional Leadership applied to NGO’s and missions. What is the difference between a mission, an order and an NGO? What preponderence of leadership style is likely in each? |
| 1. **Story-telling Consultation of city leaders or training consultation of slum leaders** | Bruce ch 22-23  Sandra Morgan and Robert F. Dennehy. (2004). Using Stories to Reframe the Social Construction of Reality. Journal of Management Education 2004; 28; 372 http://jme.sagepub.com/cgi/content/abstract/28/3/372 |  |
| **Leadership and Strategy Processes in Cities** | Grigg, Viv. (1997). *Transforming Cities: An Urban Leadership Guide*.4-23 |  |
| **Fathering Cities: Building Leadership Teams**  A Central elements in Movement leadership is team building, particularly building a team of leaders of cells   * City Eldership: A Biblical Basis * Four Types of City Leadership * Urban Leadership Styles * Building the Leadership Team * The City Coordinator * Urban Leadership Networking Centers * Lay Leadership and House Church Dynamics * The Role of the Mega-Church | *Transforming Cities,* Pp 57-68  Browse Silvoso, Ed. (1994). *That None Should Perish*. Ventura: Regal Books.  Northouse, P., G (2012). Team Leadership. *Leadership: Theory and Practice*. Los Angeles, Sage ch 11 |  |
| **Leadership Structures** |  |  |
| 1. **Movement Leadership Structures 1.    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 | 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 |  |
| 1. **Social Theories and Slum Movement Leadership**  * Location of Leader: Economic class and slum leadership emergence * Leadership to, from, among the urban poor, * Incarnational leadership | Bruce Ch 17-19  Grigg, Cry, chap 19 on Leadership for Multiplying Movements |  |
| **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 | Browse Weber, Hoffer, Eric. (1951). *The True Believer*.  Rogers, E. M. (2003). *Diffusion of Innovations*. 5th Edn. New York and London, Free Press ; Collier Macmillan. (Kindle $24.99) Luther P. Gerlach and Virginia H. Hine (1970) *People, Power, Change: Movements of Social Transformation.*  Bobbs-Merrill. 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. |  |
| 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 | Browse Alinsky, Saul. (1969). *Reveille for Radicals*. New York: Vintage Books  Clemente, D. W. (1997). "A Father Motif Leadership: Towards an Understanding of the Role of *Sakop* in Filipino Evangelical Leadership." *Phronesis* Manila: Asian Theological Seminary. 4(2): 3-31. |  |
| 1. **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? | Freston, P. and NetLibrary Inc. (2008). *Evangelical Christianity and Democracy in Latin America*. Oxford ; New York, Oxford University Press.  Stoll, D. (1990). *Is Latin America turning Protestant? : the politics of Evangelical growth*. Berkeley, University of California Press.  Marshall Gantz (2001) *The Power of Story in Social Movements.* | Submit booklist and pages read |
| 1. **Final Integration**  * Continue Social Movement Leaders Biography Presentations * Continue Presentation from Consultation * Course Evaluation * Self Evaluation * CFEP * Prayer and Praise | Bruce ch 30-31 | Complete evaluation  Complete CFEP |

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

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| 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. |

**3. Integration** (Weeks 12-15)

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| 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**

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| **Credit-bearing Course Tasks** | **% of Grade** |
| **Engagement in Forum and Face to face (SKYPE or Elluminate), Formative Personal Analysis,**  Each week engage in the SKYPE conversations and the forum.  *Evaluative criteria:* Regularity of attendance. Extent of engagement. Quality/Depth of reflection. Level of service to others in cohort. | Integrated with the projects below |
| **Project 1a. Contribution to a slum level or 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.  **OR Project 1b: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.  *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. | 25%  Or 25% |
| **Project 2: Theoretical Integration of Movement Theory**  **2a: Book Reviews :** Interface with the assigned readings, and complete reading the core books with a review of each of five books.   * One of these books to be the life story of a social movement leader. * One is the classic, A. B. Bruce, *The Training of the Twelve* * One is to be the story of a local leader of a CPM, revival or social movement   The book information to be included with articles read in a final Endnote submission, 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.  *Evaluative criteria for book reviews:* tidiness of formatting (including but not limited to: formatting, title, subtitles, page numbers, references, artistry of layout ), accurately identified themes, significant quotes, quality of reflection on theme, logical flow, personal application, usefulness for the projects in the course.  **2b Integration of Movement Leadership Concepts**  Based on the literature, develop a 10 page plan for developing a movement (CPM, revival, revitalization, citywide, social justice) that multiplies:   * Develop the theoretical framework from your readings * Define the context this movement is related to and the issues to which it is responding * Base the movement responses on theories read. * Can be designed as a visionary or motivational document for local leaders or as an academic paper for publication. * Goals, critical paths and possible timeframes defined (diagrammed?). * essential principles to be identified * discuss leadership styles * evaluate your own preferred style and describe the essential elements of spirituality needed for leadership of the type of movement you are describing. * Ideally based on an existing local movement but projecting into the future   *Evaluative criteria for plan:* Evidence of understanding of th**e**ories, cr**e**ative use of theories, identification of critical elements in a movement, significance of conclusions for training processes, expansion of theories. *Quality of Communication*: organization, formatting, content, clarity, conciseness, spelling, grammar, persuasiveness. | 32% |
| **Project 3. Local Knowledge Summaries**  Summarize:   * 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.   *Evaluative criteria:* Evidence of understanding of theories, creative use of theories, significance of conclusions for training processes, expansion of theories. writing quality (organization, formatting, content, clarity, conciseness, spelling, grammar, and persuasiveness).  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.   Report briefly in your forum each week on progress and in the 5th week submit a summary and then resubmit in the 9th adn 15th weeks.  **Evaluative criteria:** demonstration of skills to form, lead and multiply (or begin to multiply small group or group of trainers. Understanding of a pattern of doing this. | 30% |
| **Project 4. Public Presentation of Publication from Project 1**  As a team within a city write up the materials from the training or 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 labour. Make sure participants end up with the results. (While working with teams, each participant to submit in their course work, with a note as to % of work each did).  Present this to the class, with a 3 minute summary. Also present it to the participants.  *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 (organization, formatting, content, clarity, conciseness, spelling, grammar, and persuasiveness); initiative and self-reliance; integration and editing, artistic style.  *Evaluative criteria of presentation:*  quality ofpresence in presentation; creativity in presentational techniques; clarity of oral presentation; persuasiveness.  **Admin:** Course Evaluation, Class introduction | 10%  3% |
| **Remember: 10 points should be about 16 hours work. Do not significantly go Beyond this.**  **Total:** | **100%** |

**VII. Grading**

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.

It is necessary that each student be committed to the “4 Ps” of student involvement:

* Preparation (by reading and analyzing course materials)
* Presence (class attendance online and attentiveness)
* Promptness (on-time submission of assignments)
* Participation (passionate involvement and interaction during learning sessions)

**Expected Hours of Course**

|  |  |
| --- | --- |
| **Delivery Mechanism** | **Approximate Hours** |
| Content Delivery | 10-30 Local class hours  15-22 mediated by SKYPE  10-20 on forum |
| Consultation Practicum | 20-40 |
| Research/Reading | 30-50 |
| Writing | 25-30 |
| **Total hours** | **120-160** |

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 following levels of proficiency:

|  |  |  |
| --- | --- | --- |
|  | 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. |  |  |

**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: 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.

**VIII. Course Policies**

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.

# 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.

**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 |

**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

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 a 15 week course, students earn one unit of credit for an average of three and a half hours of work per week, including online class time, over the length of a regular 15 week semester. The expected total course time for one class is between 120-160 hours. The general rule of thumb is that a Module requires at least three hours of work off line for each hour the student spends online in class each week. In an online course there is less face to face time (Usually 1 ½ hours per week), but the total of 8-10 hours per week remains.

The aim of a course is not to kill you with stress but create a positive learning environment. Your workload should not be excessively more or excessively less, despite the drivenness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard, play hard!

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.

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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 wehich 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)