Dr. Lee Wanak

Asian Theological Seminary

MATUL

1st sem. 2009-10

Version 1.0

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

If you have vision without structure change dies with the visionary. If you have structure without vision you have passionless bureaucracy.

**TUL620 Leadership in Urban Movements (3 credits)**

The intention of this course is to enable students to develop the ideas, attitudes and skills associated with holistic movements among the urban poor. Attention will be given to biblical principles of leadership, the nature of social movements including Philippine movements, organization and movement development, leadership in urban movements, theories of urban movements, storytelling in urban movements, the church and movements and movement leadership development. Students may enrol in an optional extra one-unit course practicum involving experiential learning in movements and accompanying movement leaders.

Course Goals

Students will be able to:

1. Articulate the relationship between biblical values, morals and ethics, the Kingdom of God and the church’s role in social movements.
2. Demonstrate a working knowledge of movement dynamics
3. Utilize theories of urban movements in examining movements
4. Value networking and synergy within and between organizations/movements
5. Refine their understanding of leadership patterns and of themselves as leaders in the Philippine context
6. Utilize storytelling as a means of movement propagation
7. Understand their role in developing movement leaders
8. Make wise choices in movement strategies

**Course Conceptual Framework**

**The goal of this course is to develop ministers as movement leaders among the urban poor. This involves an understanding of the church seeking holistic transformation in society rather than just individuals. Jesus is viewed as the movement leader of the largest movement in history. Other biblical characters are also examined to identify leadership principles. Local movement leaders will share their experiences. Developing the story of a movement is an important skill in expanding movements that will be examined and practiced. Successful movements require strategy. Movement leaders need to know strategy options in order to make wise choices. Appropriate movement organization is another parameter essential to success. Movements are complex and there is no perfect mix of movement and leadership elements. Participants will ultimately find their own patterns and this course is to be formative in that process.**

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**Course Schedule**

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| **Unit 1: Introduction to Movement Leadership** |
| Week 1June 12 | Independence Day—no class |  |
| Week 2June 19 | Course OrientationLP1 Syl Movement Leadership Conceptual Framework.pptDiscussion of student’s connection with movements  |  |
| Week 3June 26 | Movie Day-Gandhi film, worksheet and discussion (extended class, 2PM-6PM) | Bring friends and spouses |
| Week 4July 3 | Leadership Devotional #1LP2a Movement Leadership-An Overview.pptLP2b Inventory of Movement Leadership Qualities.pptx | Due: Short paper on Gandhi |
| **Unit 2: Social Movements** |
| Week 5July 10 | LP3 Theories of Social Movements.pptx |  |
| Week 6July 17 | Model Movement #1: Slum Preschools |  |
| **Unit 3: Movement Leadership** |
| Week 7July 24 | Leadership Devotional #2LP4a Leadership Capital in Social Movements.pptx LP4b Learning Leadership in Social Movements | Due: Short paper on Slum Preschool Mvt |
| Week 8July31 | LP5a Synergy and Leadership.ppt LP5b Organization to Movement.pptLP5c Movement Strategies.pptx |  |
| Week 9Aug 7 | Model Movement #2: Center for Community Transformation | Due: Short paper on CCT &CDOs |
| Week 10Aug 14 | Leadership Devotional #3LP6a Leadership for Transformation.pptxLP6b Leadership Capital in Social Movements.pptx |  |
| Week 11Aug 21 | The Church and MovementsLP7 Church and Movement Leadership.pptx |  |
| Week 12Aug 28 | An International Movement Leader: Jotik Lamigo  |  |
| Week 13Sept 4 | Leadership Devotional #4LP8 Story and Movement Leadership.pptx | Due: Short paper on J. Lamigo  |
| Week 14Sept 11 | LP9 Philippine Movements and Movement LeadersModel Movement #3: Vilma Ovalles and ACDA |  |
| **Unit 4: Student Presentations** |
| Week 15Sept 18 | Leadership Devotional #5Project Presentations | Due: Short paper on ACDA |
| Week 16Sept 25 | Reading WeekProject Presentations | Due: Major project paper and Reading Log |

**Assignments**

1. Consistent on-time attendance and participation
2. Reading Log-Complete readings and turn in log.
3. Devotional (20Min.)
4. Short Papers-Complete the Visiting Movement Leader Question Sheet and/or the Gandhi Film Worksheet. Then write a 2-3 page summary for each presentation**.** Write summaries on 3 of the 5 presentations.
5. Major paper on a Mini-Movement Initiation Project **or** a Movement Participation Project (10-15 pages). This may be connected with the one-unit practicum.

**Mini-Movement Initiation Project.** In small groups:

* + Identify a local urban poor group where at least one student is known, respected as a leader, and aware of local issues/problems.
	+ Form a small team of fellow students. One student needs to serve as team leader.
	+ Interview some local residents regarding their perspectives on local issues/problems.
	+ Together determine an issue/problem to address. It may be land rights, environment, church planting, preschools, drugs, lack of representation and services, or like issue/problem. The team leader needs “champion” the issue/problem.
	+ Discuss with both local people and experts how a movement might be formed (i.e. people mobilized) to address the issue/problem.
	+ Develop a mobilization plan to address the issue/problem.
	+ Theorize what next steps should be taken, what networks may be developed, and how the movement may be expanded to other communities having the same issue/problem.
	+ Write a group paper describing each step above, identifying the process followed, difficulties encountered, and initial successes.
	+ Develop a 10-minute Powerpoint presentation with pictures and text summarizing your paper.
	+ It is doubtful that you will have time within the limitations of the semester to complete your plan. However, it is inappropriate to build the hopes of people without follow through. Choose a project in which at least one person in the group can have ongoing partnership in the church/community regarding the issue/project.

**Movement Participation Project**

* Identify a local urban poor movement addressing local issues/problems.
* Interview some leaders and local residents regarding their perspectives on the movement and local issues/problems.
* Discuss with movement leaders how you might be of help to the movement.
* Develop an agreement regarding your role.
* Serve within the movement.
* Write a 10-15 page paper describing your role, identifying the processes followed, difficulties encountered, and initial successes.
* Develop a 10 minute Powerpoint presentation with pictures and text summarizing your paper.

**Grading**

1. Attendance and Participation 10%
2. Devotional 5%
3. Reading Log 10%
4. Short Papers (3 @ 10%) 30%
5. Major Project Paper 25%
6. Project Powerpoint Presentation 20%

**Bibliography**

Adams, John D. (ed.) (1986). Transforming Leadership: From Vision to Results. Miles River Press: Alexandria, VA.

Agoncilio, Teodoro A. (1956).The Revolt of the Masses: : The Story of Bonifacio and the Katipunan. Quezon City.

Chetkovich, Carol and Frances Kunreuther. (2006). From the Ground Up. Ithaca, NY: Cornell University Press.

Davey, Cyril. (2000). Saint in the Slums: Kagawa of Japan, Jersey City: Parkwest Publications.

Della Portia, Donatella and Mario Diani. (2006). Social Movements: An introduction, 2nd edition. Blackwell Publishing: Malden, MA.

Elliston, Edgar J. and J. Timothy Kauffman. Developing Leaders for Urban Ministries. Peter Lang: New York.

Fabros, Aya et.al (eds). (2006). Social Movements: Experiences from the Philippines. Dilliman Quezon City: Institute for Popular Democaracy.

Ganz, Marshall. (2001). The Power of Story in Social Movements. Paper Prepared for the Annual Meeting of the American Sociological Association, Anaheim, California. (pdf)

Garrison, David. (1999). Church Planting Movements. Richmond, VA: Office of Overseas Operations, International Mission Board of the Southern Baptist Convention. (pdf)

Linthicum, Robert, Organizing for Community Action. In Bessenecker, Scott. (2005). Quest for Hope in the Slum Community, pp. 269-281. Federal Way, WA: World Vision/Authentic.

Lofland, John. (2008). Social Movement Organizations: Guide to Research on Insurgent Realities. New Brunswick, NJ: Transaction Publishers.

Lussier, Robert N. and Christopher F. Achua. (2007). Effective leadership 3rd edition. Thompson South-western: Mason OH.

Miranda-Feliciano, Evelyn. (2007). Leadership. Quezon City: Institute for Studies in Asian Church and Culture.

Morris, Aldon and Suzanne Staggenborg. (2002). Leadership in Social Movements (pdf)

Myers, Bryant. (2000). The Church and Transformational Development. Transformation 17:2, pp. 64-67

Morgan, Sandra and Robert F. Dennehy. (2004). Using Stories to Reframe the Social Construction of Reality: A Trio of Activities. Journal of Management Education, 28; 372. (pdf)

Nepstad , Sharon Erickson and Clifford, Bob. (2006). When do Leaders Matter? Hypotheses on Leadership Dynamics in Social Movements. Mobilization: An International Journal, 11(1): 1-22. (pdf)

Rodriguez, Dalia. (2006). Un/masking Identity: Healing Our Wounded Souls. Qualitative Inquiry; 12:6, 1067-1090 (pdf)

Scott, Sue M. (2003). The Social Construction of Transformation. Journal of Transformative Education; 1; 264. (pdf)

Tear Fund. (2007). Partnering With the Local Church (pdf)

Tempesta, Martha Strittmatter. (2002). Learning Leadership in Social Movements. Paper Presented at the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education, Northern Illinois University, DeKalb, IL. (pdf)

Throgmorton, James A. (2003). Planning Persuasive Storytelling in a Global-Scale Web of Relationships. Planning Theory 2(2): 125–151. (pdf)

World Vision. (2007). Church Mobilization Towards Societal Engagement (pdf).

**Reading Log**

Course Requirement 750 Pages. Pdf files are in the Electronic Reader)

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| **Selected Readings (Choose 500 pages)** | **Pages** | **Initial** |
| Davey, Cyril. (2000). Saint in the Slums: Kagawa of Japan. (On reserve) 96 pgs. |  |  |
| Fabros, Aya et.al. (2006). Social Movements: Experiences from the Philippines (Ch1-3). (On Reserve) 162 pgs. |  |  |
| Ganz, Marshall. (2001). The Power of Story in Social Movements. (pdf) 16 pgs. |  |  |
| Garrison. (1999). ChurchPlantMovements.doc 49 pgs. |  |  |
| Linthicum, Robert, Organizing for Community Action. In Bessenecker, Scott. (2005). Quest for Hope in the Slum Community, pp. 269-281. (On Reserve) 12 pgs. |  |  |
| Lofland, John. (2008). Social Movement Organizations: Guide to Research on Insurgent Realities. 421 pgs. |  |  |
| Miranda-Feliciano, Evelyn. (2007). Leadership. (On Reserve). 102 pgs. |  |  |
| Morris, Aldon and Suzanne Staggenborg. (2002). Leadership in Social Movements (pdf) 16 pgs. |  |  |
| Myers, Bryant. (2000). The Church and Transformational Development. Transformation 17:2, pp. 64-67. On Reserve) 4 pgs. |  |  |
| Nepstad , Sharon Erickson and Clifford, Bob. When do Leaders Matter? Hypotheses on Leadership Dynamics in Social Movements. 1-22. (pdf) 22 pgs. |  |  |
| Rodriguez, Dalia. (2006). Un/masking Identity Healing Our Wounded Souls (pdf) 25 pgs. |  |  |
| Scott, Sue M. (2003). The Social Construction of Transformation (pdf) 22 pgs. |  |  |
| Tear Fund. (2007). Partnering With the Local Church (pdf) 92 pgs |  |  |
| Tempesta, Martha Strittmatter. (n.d.) Learning leadership in Social Movements (doc) 6 pgs. |  |  |
| Throgmorton, James. (2003) Planning as Persuasive Storytelling (pdf) 28 pgs. |  |  |
| World Vision. (2007). Church Mobilization Towards Societal Engagement (pdf) 125 pgs. |  |  |
| **Related Readings of Your Choice (250 Pages)** |  |  |
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| **Total Pages Read** |  |  |

**MATUL One-Unit Course Practica**

**Course Practicum**-The optional 4th unit in this course is designed to give transformational urban leadership students hands on experience in a specific area addressed by the course. It requires a minimum of 40 hours of on-the-job learning with the professor or with other senior staff in an organization or church. This may also involve a student shadowing a leader or an expert shadowing a student in his/her ministry in order to critique their work. Grading for the practicum is separate from the course. Students may negotiate with the professor regarding the bases for grading. Bases may include such activities as: evaluation by the supervisor, oral debriefings, visual presentations, and/or a 5-6 page written report addressing the following questions:

1. What did you do in your practicum?
2. What knowledge, attitudes and skills did you strengthen?
3. What knowledge, attitudes and skills continue to need improvement?
4. What did you learn about yourself from this practicum?
5. How did this practicum affect you spiritually?
6. How did this practicum shape your views regarding future ministry?

Course practica may be taken concurrently with a course or directly following the course. Three 1-unit course practica fulfills requirements for one Field Supervision course. The following MATUL courses have optional 1-unit practica

* TUL530 Urban Poor Church Planting
* TUL540 Urban Reality and Theology
* TUL550 Service to the Marginalized
* TUL555 Educational Center Development
* TUL560 Theology and the Practice Community Economics
* TUL620 Leadership in Urban Movements
* TUL630 Theology and Practice of Community Transformation
* TUL650 Primary Health Care
* TUL655 Advocacy and Urban Environment

Students desiring a course practicum should first confer with the professor and then fill out the Course Practicum Agreement.

**One-Unit Course Practicum Agreement**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information of Church/Organization where Course practicum will take place :

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Description of what the student will be doing (minimum 40 hours contact time):

Dates and times of practicum experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check the bases for evaluation:

1) Site evaluation by the professor/supervisor

2) Oral debriefing

3) Visual presentation

4) A 5-6 page written report answering the following questions:

* What did you do in your practicum?
* What knowledge, attitudes and skills did you strengthen?
* What knowledge, attitudes and skills continue to need improvement?
* What did you learn about yourself from this practicum?
* How did this practicum affect you spiritually?
* How did this practicum shape your views regarding future ministry?

5) Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Professor Supervisor (if different) Student

Final Grade: