William Carey International University Registrar’s Office

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

 registrar@wciu.edu

# TUL620: Leadership of Urban Movements



Ghandi-ji

#### Mission and Purpose Statement of WCIU

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

 Master of Arts in Transformational Urban Leadership

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

|  |  |  |
| --- | --- | --- |
| Program | 1605 E Elizabeth Street, Pasadena, CA 91104 | Registrar’s Officeregistrar@wciu.edu Phone: 626-398-2273 |
| MA in Transformational Urban Leadership |  | Three (3) semester hours graduate credit |
| Instructors | Email |  |
| Prof., PhD | ----@wciu.edu | Online, Tuesday 5:30 – 7:30 PST |
| Updated |  |  |
| 4.10.20 |  |  |

##### Course Description

**Section 1 - Course Overview**

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

*Definition of Movement Leadership*

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

*Theological Assumptions*

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

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

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

*Uniqueness of the Course*

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

*Theory of Movement Leadership*

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

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

*Theory of Citywide Networking*

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

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

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

*Relationship to Other Courses*

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

*Praxis*

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

Students will engage in serving a city process of research, training or consultation. Each class of students will bring together a two- or three-day consultation or forum of leaders from a sector of the city to examine an issue critical to the poor and publish theology and strategy as a result, or work with a movement leader in building a team. Students are expected to work with a team of 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 synchronous face to face Zoom Call) 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.

## Course Schedule & Assignments

The course is structured for 15 modules, total of 135 hours of work.

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

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

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

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

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

Guest speaker on Muslim Insider Movements |  |  |
| 5 | Church Planting Movements (CPM) Present on one of the readings1. Evaluate whether a churchplant can succeed
2. Design a process to obtain the blessing and support of the mother church
3. Develop a plan to identify and recruit potential worker
 |  | Continue development of consultation, cell groups and written assignments |
| 6 | Qualities of Movement Leaders (Leadership Capital)* 4 types of capital
* 4 Breakdowns of Leadership Traits
* Development of apostolic, prophetic, evangelistic gifts in emerging slum churches (if not done in 520)
* Identification and development of personal spiritual leadership gifts (if not done in TUL 520)
* Character traits (From TUL520) based on Gal 5:22,23
* Authentic Leadership: Servant Leadership Thesis
 | Proj3: 1st submission, analyzing Personal Leadership capital Proj 4: Building Prayer Outreach |  |
| 7 | Principles of Movement Leadership* Nine Principles From Churches to Movements
* Critical Steps
* Gerlach and Hine’s Principles
* Coleman: Jesus’ Principles in the Training of the Twelve.
* Tsu: the Art of War

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

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

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

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

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

Alinsky et al on leadership in community organization among the disempowered* Psychological implications of hierarchies of needs on urban poor leadership emergence etc.
* Guest speaker on Political Movements
 |  | Proj 1C Evaluation of Storytelling Consultation/Training/Team Building |
| 14a | City Networks, Presentations |  | Proj 2b Plan for Multiplying a Movement |
| 15b | Presentations & Final Integration* Presentations about Consultation
* Course Evaluation
* Self-Evaluation
* Prayer and Praise
 |  | Course Development EvaluationGrade for forums. Grade for Zoom participation |

## Student Learning Outcomes

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

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

**Course Materials**

# Section 2 - Course Requirements

##### Required Materials

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

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

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

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

Carey, 31.99)

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

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

##### Local Texts

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

A Biography of a Local Leader of a Social Movement

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

## Copyright Responsibilities

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

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

## Conflict with Other Commitments

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

## Course Calendar

Readings are to be completed before that week’s Synchronous face to face Zoom call. You will responsible for completing and documenting (in an Annotated Bibliography for Proj 2A) 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.

**Course Time Estimates**

# Section 3 – Evaluation

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

|  |  |  |
| --- | --- | --- |
| **Credit-hour Distribution** | **Hours per week** | **Hours over the course** |
| **Direct instruction by discussion Discussion Forums****Zoom Synchronous Discussion Local Expert Content** | 11 | 5245 |
| **Faculty-directed instruction****Pre-Class Readings & Videos Research** | 2-5 | 31 |
| **Praxis: Team involvement in Consultation or Training** | 2-7 | 40 |
| **Assessment (writing)** | 1-3 | 30 |
| Total Hours | **9** | **135** |

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

## Assignment Grading Weights

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

|  |  |
| --- | --- |
| **Overview Movement Leadership (100 points)** |  |
|  |  |
| **Project 1: Story-Telling Training / Consultation (30 points)** |  |
| Proj1A: Planning for Consultation/Training/ Podcasts | 12 |
| Proj1B: Consultation/Training | 10 |
| Proj 1C: Evaluation of Storytelling Consultation / Training / Team Building | 5 |
| Forum: Consultation Forum Discussion | 3 |
|  |  |
| **Project 2: Movement Theory (30 points)** |  |
| Proj2A: Movement Theory Integration | 15 |
| Proj2B: Plan for Multiplying a Movement | 15 |
|  |  |
| **Project 3: Local Knowledge (22 points)** |  |
| Proj 3A: Local Book Review | 4 |
| Proj 3B: Local Knowledge: Articles | 18 |
| Or Proj 3C: Interactions with Local Leaders or | 18 |
|  |  |
| **Project 4: Small Group Multiplication (10 points)** |  |
| Proj 4A: Small Group Development Plan | 3 |
| Proj 4B: Mid-Sem Report on Small Group Leadership | 3 |
| Proj 4C: Final Report on Small Group Development | 4 |
|  |  |
| **Admin (8 points)** |  |
| Course Development Survey Extra Credit | +2 |
| Synchronous Face-to-Face Zoom Discussions (Weekly) | 4 |
| Online written Discussions (Weekly) | 4 |
| **Total** | **100 (+2)** |

## Assignment Details

*Project 1: Storytelling Training/Consultation (30 points)*

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

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

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 Development of a Grassroots Storytelling Church-planters Training:** Identification of potential trainees, revision of structure of training on the CD/Web. Advertising, Recruitment, Facilitating the Storytelling Process, Integrating the results, effective engagement with the local issues, significance of outcomes of discussion.

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

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

*Proj1A: Planning for Consultation/Training/ Team Building (12 points)*

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

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

*Project 1B: Delivery of Training: Report (10 points)*

*Project 1C: Evaluation of Storytelling Consultation/Training (5 points)*

For this assignment**,** students working together on the same project may turn in, as a team, a single evaluation. *(As in, each student is responsible for uploading their copy of the team’s cooperatively produced document 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 publication, financial management, database management, brochure design, recruiting skill, execution, outcomes, team contributions.

*Project 1: Forum 1-5 (3 points)*

Use the forum to develop the processes of design, and delivery

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

The book information for Project 2A is to be included with articles read in a final Endnote submission (as part of Project 2A), with numbers of pages and a total of numbers of pages read. Usually at grad level you aim at 1200 pages. As this course involves more practical work, 1,000 is sufficient.

###### Proj2A + 2B: Movement Theory Integration (15 points)

Submit both project 2A and 2B as one document to this assignment.

*Key Texts:*

* Northouse, P., G (2012). Leadership: Theory and Practice.
* Grigg, V. (2009). The Spirit of Christ and the Postmodern City.

###### Project 2A: Book Review & Bibliography on Social Movements (15 points)

**An analytical book review** centered around two books that interface 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.

Do not overdo this, not more than 1-2 pages per book.

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

##### Style

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

##### Content

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

**A Bibliography**, representing 1,000 pages of readings across the TUL 620 course. Your 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 Zotero (or similar free software, like Mendeley), to keep track of these readings, citations, and annotations as you go.*

*Project 2B: Plan for Multiplying a Movement (15 points)*

**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 2B:

Knowledge conveyed:

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

##### Project 3: Local Knowledge (22 points)

This project will bring together:

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

*Project 3A: Local Book Review (4 points)*

Read and summarize one local/national book (substantive biography) on CPM (Church Planting Movement), revival or social movement leaders.

*Either Project 3B: Articles and Themes in Local Movement Leadership (18 points)*

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

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

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

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

1. **Analyze** each local movement articles according to its:
	1. Critical steps
	2. Turning points
	3. Time frames
	4. Principles
	5. Coalescing of leaders
2. **Add in a summary** of the same analysis submitted previously for the 3A local **biography** book review paper.
3. **Evaluate** key principles **used** local movements
4. If you have not yet taken Movement Leadership locally, **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.

1. Following the 3-5 pages and the reflective summary, a**dd a bibliography** of the 4 articles, plus the Proj 3A biography

*Or Project 3C in place of 3B: Interaction with Local Experts (18 points)*

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

If you are currently or have been in an equivalent Movement Leadership local course,

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.\*\*

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

##### Project 4: Bible Study Leadership (10 points)

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

##### Admin (8 points)

*Forum (4 points)*

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

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

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

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

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

*Zoom Discussions – (graded at end-of-term (4 points))*

We will be using a service called Zoom for all of our conference calls.

* You have the option to connect via your computer and video in (this is preferable, as it can helped everyone connect).
* You can also download the app and join in via video through your smartphone.
* However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

These count towards attendance and participation as in the Forum Discussions.

##### Attendance and Participation in Zoom Sessions

For an online course at WCIU your participation in course activities (Zoom sessions, assignment submission, and forum interactions) counts as your “attendance.” Non-participation can lead to withdrawal or failure due to “non-attendance.” So if you must take some time away, make prior arrangements with the professor for alternative assignments.

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

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

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

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

##### Criteria for Grading

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

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

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

##### Zoom Calendar/Schedule

To be confirmed on first day of class (hence yellowed). Initial discussion on Zoom, Tues 8:00 pm January 9th, 2018 PST. Professor will send link during that day. The Populi course will be open January 8th or prior. Additional student locations may mean this needs rethinking.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Preferred time for Conversations** | [**Los Angeles**](https://www.timeanddate.com/worldclock/usa/los-angeles) | [**Johannesburg**](https://www.timeanddate.com/worldclock/south-africa/johannesburg) | [**Beijing**](https://www.timeanddate.com/worldclock/china/beijing) | [**Pune**](https://www.timeanddate.com/worldclock/india/pune) |
| 2 | Tue 7:00 pm |  | Wed 5:00 am |  | Wed 11:00 am |  | Wed 8:30 am |  |
| 1 | \*\*Tue 8:00 pm |  | Wed 6:00 am |  | Wed 12:00 noon |  | Wed 9:30 am |  |
| 3 | Tue 9:00 pm |  | Wed 7:00 am |  | Wed 1:00 pm |  | Wed 10:30 am |  |
|  |  | Wed 3:00 pm |  | Wed 9:00 pm |  | Wed 6:30 pm |  |
| 4 | \*\*Wed 6:00 am |  | Wed 4:00 pm |  | Wed 10:00 pm |  | Wed 7:30 pm |  |
|  | Wed 7:00 am |  | Wed 5:00 pm |  |  | Wed 8:30 pm |  |

##### Video Conference Call Instructions (Zoom)

We will be using a service called Zoom for all of our weekly live conference calls.

* + You have the option to connect via your computer and video in (this is preferable, as it can helped everyone connect).
	+ You can also download the app and join in via video through your smartphone.
	+ However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Run the Zoominstaller file you just downloaded to install the Zoom client

If you have already installed Zoom:

1. Open the Zoom app
2. Click the "Join Meeting" button
3. Enter the Meeting ID number that is found in the Meeting Invite Email you received
4. Enter your name
5. Click "Join"

Please check Populi for the meeting link to get the Meeting ID – each conference call will have its own ID

\*\*\*If you are unable to make a particular conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are REQUIRED to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent\*\*\*

##### Independent Research and Writing

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

##### Late Assignments

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

##### Assignment Options

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

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

###### Grades

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

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

**The Meaning of the Grading System**

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

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

##### Style Standards

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

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

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

**Academic Integrity**

# Section 4 – Class Policies

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

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

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

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

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

## Extensions and Incompletes Policies

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

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

## Reasonable Accommodation for Academic Disabilities

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

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

The request should include the following:

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

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

## Online equipment

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

## Netiquette Policy:

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

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

# Section 5 – MATUL Program Learning Outcomes

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

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

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

### Conduct Action-Reflection Research:

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

### Integrate Biblical Metanarratives:

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

### Build Holistic Faith Communities:

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

### Exercise Movement Leadership:

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

### Exercise Entrepreneurial Leadership:

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

### Exercise Cross-cultural Spiritual Leadership:

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

* 1. Character:

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

* 1. Movement Leadership:

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

* 1. Cross-cultural Flourishing:

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

**Bibliography**

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

##### Resource Readings in Populi

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

Grigg, Viv. (2004). From Churches to Movements. *Companion to the Poor.* Authentic Press.

---- (2005). Leadership for Multiplying Movements. *Cry of the Urban Poor*. GA, USA: Authentic Media.

---- (2009) *The Spirit and Postmodern City Transformative Revival Among Auckland’s Evangelicals and*

*Pentecostals*. Auckland: Emeth Press and Urban Leadership Foundation.

Greenleaf, R. K. (1977). *Servant Leadership : a Journey into the Nature of Legitimate Power and Greatness*.

Mahwah, NJ, Paulist Press.

Hall, Doug. (2007). *New England's Book of Acts. 2007 Intercultural Leadership Consultation*, Lexington, Massachusetts, Emmanuel Gospel Center.

Heschel, A. J. (1962). *The Prophets*. New York, Harper & Row.

Hirsch, A. (2006). *The Forgotten Ways : Reactivating the Missional Church*. Grand Rapids, Mich., Brazos Press. Lim, David, (c2007) *A Vision of an Evangelized World*. unpublished paper

---. (c2007) *Advancing the Servant Church*. unpublished paper

---. (c2004). *Church Planting Movements: The Only Way to Disciple All Nations*. Manila, Unpublished paper.

---- Catalyzing “Insider Movements” Among the Unreached.” *Journal of Asian Mission* 10.1-2 (March- September 2008): 125-145.

Linthicum, R. C. (1991). *Empowering the Poor*. Monrovia, Calif., Marc.

Mandela, N. (1994). *Long Walk to Freedom : the Autobiography of Nelson Mandela.* London, Little, Brown. Mandela, Nelson, 1918-

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.

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

Nepstad, S. E. and C. Bob (c2007). "When Do Leaders Matter? Hypotheses on Leadership Dynamics in Social Movements." *Mobilization: An International Journal* 11(1): 1-22 11(1): 1-22.

Piven, F. F. and R. A. Cloward (1979). *Poor People's Movements : Why They Succeed, How they Fail*. New York, Vintage Books.

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

Rogers, E. M. (2003). *Diffusion of Innovations.* 5th Edn. New York and London, Free Press Collier Macmillan. ISBN-13: 978-0743222099 (Kindle $24.99)

Sanders, J. O. (1967). *Spiritual Leadership*. Chicago, Moody Press.

Schwarz, C. A. (1998). *Natural Church Development : a Guide to Eight Essential Qualities of Healthy Churches*.

Carol Stream, IL, ChurchSmart Resources.

Scott, Sue M. (2003) The Social Construction of Transformation. *Journal of Transformative Education* 2003; 1; 269, Downloaded from [http://jtd.sagepub.com](http://jtd.sagepub.com/) on April 6, 2009

Smith, John. *Perils, Paradoxes and Principles of Revitalization*. Paper presented to Revitalization Conference, Asbury Seminary, October 2009.

Stoll, D. (1990). *Is Latin America Turning Protestant? : the Politics of Evangelical Growth*. Berkeley, University of California Press

Sunzi and T. F. Cleary (1988). *The Art of War.* Boston and New York, Shambhala ;Distributed in the United States by Random House.

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.

Wagner, C. P. (1998). *The New Apostolic Churches*. Ventura, Calif., Regal.

Wallace, A. F. C. (2003). *Revitalizations & Mazeways: Essays on Culture Change*, University of Nebraska Press. Winter, R. (1974, January). The two structures of God's redemptive mission. *Missiology*, II, No. 1

##### Personal Leadership/Leadership Theories

Breen, M. (2002). Fivefold Ministries. In *The Apostle's Notebook*. Eastbourne, England, pp. 161-171, 220. Covey, S. (2004). *The 8th Habit.* NY, Free Press.

Greenleaf, R. K. (1977). *Servant Leadership : a Journey into the Nature of Legitimate Power and Greatness*.

Mahwah, NJ, Paulist Press.

Daft, R. L. (2008). *The Leadership Experience*. Mason, Ohio, Thomson. (Amazon $67) De Pree, Max. (1989). *Leadership is an Art*: Doubleday.

##### Citywide Leadership

Aldrich, Joe. (1992). *Prayer Summits*. Portland, OR: Multnomah Press.

Bakke, Ray. (1997). *A Theology As Big As the City*. Downers Grove, IL: IVP Press. Dawson, John. (1989). *Taking Our Cities for God*. Lake Mary, FL: Creation House.

---. (1996). *Healing America's Wounds*. Ventura: Regal Books.

Dennison, Jack. (1999). *City Reaching: On the Road to Community Transformation*. Pasadena: William Carey Library.

Grigg, Viv. (1997). *Transforming Cities: An Urban Leadership Guide*. Auckland: Urban Leadership Foundation,

P.O. Box 20-524, Glen Eden, Auckland.

Garvin, Mal. (1998). *The Divine Art of Networking*. Gordon St, Poatina, Tasmania: Whitestone, Fusion Australia.

Haggard, Ted & Hayford, Jack. (1996). *Loving Your City into the Kingdom*. Ventura: Regal Books. Silvoso, Ed. (1994). *That None Should Perish*. Ventura: Regal Books.

##### Church-planting Movements

Grigg, Viv. (1992/2004). *Cry of the Urban Poor*. London: Authentic Press.

Hesselgrave, David J. (1987). *Planting Churches Cross-culturally – a Guide for Home and Foreign Missions*, Baker, Grand Rapids.

Hiebert, Paul & Meneses, Eloise Hiebert. (1995). *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant and Urban Societies*. Grand Rapids, MI: Baker.

Massey, James. (1998). Christianity Among the Dalits in North India with Special Reference to the Punjab. In F. Hrangkhuma (Ed.), *Christianity in India: Search for Liberation and Identity*. Delhi: ISPCK CMS.

McGavran, Donald. (1970). *Understanding Church Growth*. Grand Rapids: Eerdmans.

Tippett, Alan. (1971). *People Movements in Southern Polynesia*. Chicago: Moody Bible Institute.

##### Revival Movements

Allen, Roland. (1927/1956). *The Spontaneous Expansion of the Church*. London: World Dominion Press. Berg, Mike & Pretiz, Paul. (1996). *Spontaneous Combustion: Grass Roots Christianity, Latin American Style*.

Pasadena: William Carey Library.

Berger, Peter. (1954). The Sociological Study of Sectarianism. *Social Research,, 21* (4, Winter 1954), 467-485.

\*Gerlach, Luther P. & Hein, V.H. (1970). *People, Power, Change: Movements of Social Transformation*. NY: Bobbs-Merrill Co.

Grigg. (2000c). *Transformational Conversation: Hermeneutics for the Post-Modern City*. Auckland: Urban Leadership Foundation.

---. (2005). *The Holy Spirit and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals.* Emeth Press.

Martin, David. (1990). *Tongues of Fire: The Explosion of Protestantism in Latin America*. Cambridge, MA: Basil Blackwell.

Petersen, Douglas. (1996). *Not by Might nor by Power: A Pentecostal Theology of Social Concern in Latin America*. Oxford: Regnum Books.

Robeck, Jr., C. M. (1988). Gift of Prophecy. In Stanley M. Burgess & Gary B McGee (Eds.), *Dictionary of Pentecostal and Charismatic Movements* (pp. 728-740). Grand Rapids, MI: Zondervan.

---. (2002). *Pentecostalism: The World Their Parish*. Oxford: Blackwell.

Sheppard, J.W. (1988). Sociology of Pentecostalism. In Stanley M. Burgess & Gary B McGee (Eds.), *Dictionary of Pentecostal and Charismatic Movements* (pp. 794-799). Grand Rapids, MI: Zondervan.

\*Snyder, Howard. (1989/1997). *Signs of the Spirit*. Eugene, OR: Wipf and Stock Publishers.

Synon, Vinson. (1987). *The Twentieth Century Pentecostal Explosion: The Exciting Growth of the Pentecostal Churches and the Charismatic Renewal Movement*. Altamonte Springs, FL: Creation House.

Villafañe, Eldin. (1993). *The Liberating Spirit: Toward an Hispanic American Pentecostal Social Ethic*. Grand Rapids: Eerdmans.

Wallace, A.F.C. (1956). Revitalization Movements: Some Theoretical Considerations for Their Comparative Study. *American Anthropologist* (58), 264-281.

\*Wallace, Anthony F.C. (2003). Revitalization Movements. In Robert S Grumet (Ed.). *Revitalizations and Mazeways.* (pp. 9-29). Lincoln and London: University of Nebraska Press.

Wallis, Arthur. (2005). *In the Day of They Power*. Retrieved May 23, 2005, from http://www.revival- library.org/index.html[?http:](http://www.revival-library.org/catalogues/cat_home.htm)/[/www.revival-library.org/catalogues/cat\_home.htm.](http://www.revival-library.org/catalogues/cat_home.htm)

White, John. (1988). *When the Spirit Comes with Power: Signs and Wonders Among God's People*. Downers Grove, IL: InterVarsity Press.

##### Social Science Insights

Berger, Peter. (1954). The Sociological Study of Sectarianism. *Social Research. 21* (4, Winter 1954), 467-485. Gerlach, Luther P. & Hein, V.H. (1970). *People, Power, Change: Movements of Social Transformation*. NY: Bobbs-

Merrill Co.

Hoffer, Eric. (1951). *The True Believer*. New York and London: Harper & Row.

Martin, David. (1990). *Tongues of Fire: The Explosion of Protestantism in Latin America*. Cambridge, MA: Basil Blackwell.

Rogers, Everett M. (2003). *Diffusion of Innovations* (5th ed.): Free Press.

##### Leadership Against Oppression

Alinsky, Saul. (1969). *Reveille for Radicals*. New York: Vintage Books.

Cook, Guillermo. (1985). *The Expectation of the Poor: Latin American Basic Ecclesial Communities*. Maryknoll: Orbis.

Berkhof, Hendrik. (1962/1977). *Christ and the Powers* (John H. Yoder, Trans.). Scottsdale, PA: Herald Press. Freire, Paulo. (1995). *Pedagogy of Hope* (Robert R. Barr, Trans.). New York: Continuum Publishing Group. McAlpine, T. H. (1991). *Facing the Powers: What are the Options?* Monrovia: MARC.

Davey, Cyril, *Saint in the Slums: Kagawa of Japan*, Jersey City: Parkwest Publications, 2000 or Axling, William,

*Kagawa*, SCM, 1932.

Jocano, F. L. (1975). *Slum as a Way of Life*. Manila: New Day Publishers, Box 167, Quezon City 3008.

##### Apostolic Orders

Bessenecker, Scott. (2006). *The New Friars: The Emerging Movement Serving the World's Poor*. Downers Grove, IL: IVP.

Davey, Cyril. (2000). *Saint in the Slums: Kagawa of Japan*. Jersey City: Parkwest Publications. Booth, W. (1890). *In Darkest England and the Way Out*. London: Salvation Army.

Craig, J. (c1996). *Servants Among the Poor*. Manila: OMF Publishers. Goudge, E. (1959). *Saint Francis of Assisi*: Hodder and Stoughton.

Grigg, Viv. (1986a). *SERVANTS: A Protestant Missionary Order With Vows of Simplicity and Non-Destitute Poverty*. Auckland: Urban Leadership Foundation.

---- (1985). *The Lifestyle and Values of Servants*. Auckland: Urban Leadership Foundation.

---- . (1986). *SERVANTS: A Protestant Missionary Order With Vows of Simplicity and Non-Destitute Poverty*.

Auckland: Urban Leadership Foundation.

---. (1992/2004). *Cry of the Urban Poor*. London: Authentic Press.

Mellis, Charles. (1976). *Committed Communities*. Pasadena: William Carey Library Publishers.

Winters, Ralph. (1974). The Two Structures of God's Redemptive Mission. *Missiology, II*, No. 1, Jan. 1974.

##### Indian Readings

(to be added by class)

##### Filipino Readings

Forman, Rowland, et al. (2005) *The Leadership Baton: An Intentional Strategy for Developing Leaders in Your Church*. Mandaluyong City: OMF Lit.

Agoncilio, Teodoro A. (1956). *The Revolt of the Masses: The Story of Bonifacio and the Katipunan.* Quezon City. Fabros, Aya et.al (eds). (2006). *Social Movements: Experiences from the Philippines*. Dilliman, Quezon City:

Institute for Popular Democracy.

Lim, David, (c2007) *A Vision of an Evangelized World.* unpublished paper

---. (c2007) *Advancing the Servant Church*. unpublished paper

---. (c2004). *Church Planting Movements: The Only Way to Disciple All Nations.* Manila, Unpublished paper.

---- Catalyzing “Insider Movements” Among the Unreached”. *Journal of Asian Mission* 10.1-2 (March- September 2008): 125-145.

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

##### Brazilian Readings

(to be added by class)

##### African Readings

(to be added by class)

##### Insider Movements

(to be added by guest speake).