William Carey International University Registrar’s Office

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## TUL500: Biblical Theology in an Urban Context

## Course Information

|  |  |  |
| --- | --- | --- |
| Program | Area of Focus | Number of Credits |
| MA in | Transformational Urban Leadership | Three (3) semester hours graduate credit |
| Instructors | Email |  |
| Prof. Viv Grigg, PhD | viv.grigg@wciu.edu | Online, Tuesday 5:30 – 7:30 PST |
| Updated |  |  |
| 6.25.19 |  |  |

*The Kingdom of God is the highest good.*

*The idea of God is the highest and most comprehensive conception in philosophy;*

*the idea of the Kingdom of God is the highest and broadest idea in sociology and ethics.*

(Rauschenbusch, 1916).

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 International Development: Transformational Urban Leadership focus

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

The mission of the MATUL program is to catalyze urban religious and social movements through which citizens mobilize in an attempt to achieve some transformation of their environment. The focus is exclusively on the needs and capacities of working-class urban poor within the structures of the contemporary capitalist mega-city. The Church is seen to play a critical role to the extent that it forms psychologically stable, spiritually integrated, and non-exploiting persons as the human "building blocks" for a saner and more just urban society. The MATUL program aims to train a new generation of leaders capable of forging strategic linkages between Church-related organizations and community-based organizations, public agencies, private enterprises) with a view to the final goal of God’s plan: the redemption of humanity and the restoration of creation, the reconciliation of all things through Jesus Christ.

# Section 1 – Overview

**I. Course Description**

This course builds a Biblical theology overview that connects the motif of the Kingdom of God to issues of poverty, oppression, community development and church growth in urban poor communities.

**II. Relationship to Program Outcomes**

This is the program’s “lead” course, setting the stage for thinking Christianly about interventions within slum communities. It features extensive reading, community involvement, writing, and presentation – all oriented toward the acquisition of a theological “frame” for subsequent study.

**III. Course Rationale**

*Theology*: Foundational to applying the scriptures to the issues of the urban poor is an understanding of the panorama of the scriptures, its main books and themes. However, most Bible Surveys are written from Western perspectives that deal with only the spiritual but ignore the breadth of the relationship of the Kingdom of God to the social, economic and political aspects of life. This course is designed to touch on most of the books of the Bible, their themes and from them relate to themes the urban poor deal with.

*Development Theories and Issues:* Parallel to this panorama are theological themes (readings of the scriptures from the perspective of the poor, urbanization, migration, oppression, community development, land etc.) are applied to current community development philosophies.

*Praxis:* This whole degree is built around a concept of *Transformational Conversations* – conversations that link the “God conversation” and the “city conversation”. This course could anchor these at upper level urban and development theories and city leadership conversations, but instead seeks to engage the students mostly with common people in the neighborhood. Each week students will engage the local community seeking an understanding from their stories, of their cultural perspective on the week’s theme. They will seek to communicate the stories of the scripture around that theme as part of a process of dialogical communication into a pre- or post-Christian context.

Why? One of the great difficulties for those raised in the West as they enter Eastern, tribal or peasant cultures among the urban poor is the lack of skills in holistic thinking and communication. Significant in this loss is the loss of capacity to “swap” stories and recite history. Regaining such skills is critical for culture entry and for effective communication of the gospel story.

Secondly the scriptures command us to “gossip” the gospel (I Peter 2:9 to tell a secret). In the extremes of the American marketing culture - seen nowhere else on the globe - this has been degraded to marketing a product concluded with a sinner’s prayer and a cheap conversion. Evangelism, however, begins in relationship around shared stories, the stories of the culture intertwined with the stories of scripture. This is an important part of preparation for those going to join learning networks in nations where evangelism is a normal part of the lifestyle of Christians.

**IV. Course Lesson Titles**

The course is structured for 12 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory.

Dates need to be changed,

| **Module** | **Date** | **Urban Biblical Theology** | **Parallel Models of Urban & National Development (CDS Chaps)** |
| --- | --- | --- | --- |
| 1 | 1 Oct | Introductions  Genesis 1: The City in the Garden | Storytelling  Transformational Conversations Model of Doing Urban Theology |
| 2 | 8 Oct | Exodus: Nation Building  Leviticus: Jubilee | The National Development Model (1.3)  The Urban –Rural Development Conundrum (5.2,5.3)  Development as Freedom (1.7) |
| 3 | 15 Oct | The Wisdom Literature: The Poor | The Pond Model of Community  Development: Lets Go Fishing – Michael Mata |
| 4 | 22 Oct | A Hermeneutic for Understanding the City | Poverty Analysis and paradigms  Gender & Development (Part 7) |
| 5 | 29 Oct | The Prophets: Stratification & Justice | Introduction to Development Theory (2.1)  Advocacy Model in Urban Oppression (5.5) |
| 6 | 5 Nov | The Exile and Restoration: Community Organizing | Macro-Economic Models: The Phases of Capitalism, Dualism and Dependency (2.4, 2.6) |
| 7 | 12 Nov | Gospels Teaching: The Kingdom of God | Kingdom of God Models  Social Capital Model (2.14) |
| 8 | 19 Nov | Gospel Living: Incarnation Models | Church Movements Model |
| 9 | 26 Nov | Acts: Economic Community  Acts: Movement Models | Revival Movement Models |
| 10 | 3 Dec | Colossians & Ephesians: Engaging the Powers | New Institutional Economics Model (1.11)  World Systems Theory (2.8) |
| 11 | 10 Dec | The Pastoral Epistles: Diaconal Model | ~~Neoliberalism (2.5)~~ |
| 12 | 17 Dec | Revelations: The Garden in the City | Presentations  Integration |

Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.

**V. Student Learning Outcomes**

Outcomes of graduate courses are a complex interplay of the candidate’s ability, motivation and calling, with the configuration of the information and cultural experiences of the material. At an MA level these outcomes cease to be largely determined by the instructor and move more significantly to the candidate’s independent study of the resources supplied. The critical paradigm shifts to “master” the field of the degree are likely to be serendipitous, times of “revelation” that catch us by surprise. But a professor does set some directions along which such experiences are likely to occur, some of which need measurement in order both to keep the student motivated and satisfy structural educational objectives. While there are likely many outcomes, it is helpful to narrow down those that are utilized for measurement to a few. Thus, by the end of this course candidates for this degree will be expected to be able to:

|  |  |  |
| --- | --- | --- |
| Student Learning Objective: | Program Learning Objective | Measured by Assign’t |
| Cognitive (Head) |  |  |
| * 1. Present an integrated but panoramic view of the Scriptures, relating significant passages to themes among the urban poor that may include: poverty, oppression, social organization, urbanization, modernization, ethnicity, justice, development, transformation, worldview, globalization, debt, etc. | 3. Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. | 3 |
| * 1. Identify some major themes in the field of international development and be able to relate them to Biblical models, and particularly to the theme of the Kingdom of God. | 3. Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry | 1,2,6 |
| Affective (“Heart”): |  |  |
| * 1. Explain deep level paradigm shifts about God-related engagement with these moral and ethical issues such that students may, if they choose, invoke a lifetime of being God’s agents of change in a fallen world. | 7. Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor. | 5,7 |
| Skills (“Hands”) |  |  |
| 3.1 Demonstrates skill in analyzing a community’s culture through a storytelling process. | 7. Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor. | 5 |
| 3.2 Have demonstrated skills of engaging people in the pre- or post- Christian urban community in storytelling processes with a variety of themes from the Scriptures. | 4. Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership. | 5,7 |

# Section 2 - Course Requirements

**V. Course Materials**

Course Required and Recommended Readings are listed in each of the lessons in **SECTION 3 – SCHEDULE AND EVALUATION**. Students are responsible for acquiring the required books and materials for the course by the time the course begins.

Many of the course readings are accessible free of charge electronically in the lessons, but some of the following must be acquired separately.

* **Required**
* Bellingham, G. R. (2012). *A Biblical Approach to Social Transformation.* Revised manuscript. Philadelphia, Eastern Baptist Seminary (available in the course site in Populi).
* Grigg, Viv. (2010). *Companion to the Poor*. Auckland, New Zealand: Urban Leadership Foundation. ISBN: 978-0958201971. [Amazon $19.80, kindle $9.98]
* Steffan, T. (2005). *Reconnecting God's Story to Ministry.* Waynesborough, GA, Authentic Media. ISBN: 978-1-932805-06-2.
* Glasser, Arthur F. (2003) *Announcing the Kingdom*. Grand Rapids, MI. Baker Academic. ISBN: 978-0801026263. Book also used in a previous course.

[Purchase paperback copy](http://www.amazon.com/Announcing-Kingdom-Story-Mission-Bible/dp/0801026261/ref=sr_1_1?ie=UTF8&qid=1336155452&sr=8-1) [Purchase Kindle e-book version](http://www.amazon.com/Announcing-Kingdom-Story-Mission-ebook/dp/B0038636G8/ref=tmm_kin_title_0?ie=UTF8&m=AG56TWVU5XWC2&qid=1336155452&sr=8-1)

A picture containing text, book

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* Access to 25 articles on the online website for the course.

**Recommended**

* United Nations. (2003). *Challenge of the Slums. Global Report on Human Settlements.* ISBN:978-1-844070-37-4.

**V. General Course Requirements**

Learning Activities: detailed in this syllabus (Readings, Reflection Questions, Bible Studies, Personal/Intellectual/Spiritual Journal).

### a. Attendance and Participation:

ZOOM Sessions

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates with discussion of their community engagement experiences and weekly videos, someone presents one of the assigned readings, the professor will integrate ideas into wider theories through reflection questions.

1. 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.
2. Criteria for grading student participation in ZOOM sessions.
3. Participation: Students must actively engage with material through group discussion during the ZOOM session (see rubric).
4. 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.

# SECTION 3 – SCHEDULE of EVALUATION

**VI. Course Layout**

The course is structured for 12 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory.

| **Module** | **Date** | **Urban Biblical Theology** | **Parallel Models of Urban & National Development (CDS Chaps)** | **Assignments & Evaluation (Complete Assignments before Online Class)** | **Grading** |
| --- | --- | --- | --- | --- | --- |
| 1 | 1 Oct | Introductions  Genesis 1: The City in the Garden | Storytelling  Transformational Conversations Model of Doing Urban Theology | Pre-Course Quiz  Weekly Readings  Weekly Zoom | 0 (Voluntary) |
| 2 | 8 Oct | Exodus: Nation Building  Leviticus: Jubilee | The National Development Model (1.3)  The Urban –Rural Development Conundrum (5.2,5.3)  Development as Freedom (1.7) | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom | 2 (submit week 4)  1+1  1 |
| 3 | 15 Oct | The Wisdom Literature: The Poor | The Pond Model of Community  Development: Lets Go Fishing – Michael Mata | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom | 2 (submit week 4)  1+1  1 |
| 4 | 22 Oct | A Hermeneutic for Understanding the City | Poverty Analysis and paradigms  Gender & Development (Part 7) | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom  Bible Reading Weeks 1-3 | 2 (submit all week 4)  1+1  1  1 |
| 5 | 29 Oct | The Prophets: Stratification & Justice | Introduction to Development Theory (2.1)  Advocacy Model in Urban Oppression (5.5) | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom  Integrative Theology: template and structure of ideas | 2 (submit week 10)  1+1  1  1 |
| 6 | 5 Nov | The Exile and Restoration: Community Organizing | Macro-Economic Models: The Phases of Capitalism, Dualism and Dependency (2.4, 2.6) | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom | 2 (submit week 10)  1+1  1 |
| 7 | 12 Nov | Gospels Teaching: The Kingdom of God | Kingdom of God Models  Social Capital Model (2.14) | Weekly Readings  Weekly Community Engagement (Add to Forum)  Zoom | 2 (submit week 10)  1+1  1 |
| 8 | 19 Nov | Gospel Living: Incarnation Models | Church Movements Model | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom  Integrative Theology Paper (2nd Draft) | 2 (submit week 10)  1+1  4  0 |
| 9 | 26 Nov | Acts: Economic Community  Acts: Movement Models | Revival Movement Models | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom | 2 (submit week 10)  1+1  1 |
| 10 | 3 Dec | Colossians & Ephesians: Engaging the Powers | New Institutional Economics Model (1.11) | Weekly Readings  Weekly Community Engagement (Add to Forum)  Weekly Zoom  Bible Reading Final  Integrative Theology Paper final draft | 2 (submit all week 10)  1+1  1  2  10 |
| 11 | 10 Dec | The Pastoral Epistles: Diaconal Model |  | Weekly Zoom  Theology Presentation  Community Cultural Analysis Paper | 1  20  10 |
| 12 | 17 Dec | Revelations: The Garden in the City | Presentations  Integration | Weekly Zoom (Teaching, Integration)  Theology Presentation (2nd group)  Final Exam  Post-Course Evaluation | 1  15  10  2 |

**VII. Course Time Estimate**

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| --- | --- | --- |
| **Activity** | **Assignments** | **Estimated hours for the average student** |
| Academic Engagement (Synchronous and asynchronous interactions) | Viewing Videos and preparing readings for class, presentation preparation: 2 hour per week | 21 |
|  |  |
| ZOOM meeting: 2 hours per week | 24 |
| TOTAL: should be at least 45 hours per semester | **45** |
| Preparation (outside of class) | Required textbooks reading: 800 pages @ 25 pages per hour | 31 |
| Community engagement @ 2hrs per week for 10 weeks | 20 |
| Research papers: 3 hours per page | 39 |
| TOTAL: should be at least 90 hours per semester | **90** |
|  |  |  |
| Overall Total | Should be at least 90 hours for a 2-credit course per semester | **135** |

### Grading Guidelines

**VIII. Evaluation and Assessment Activities**

You will find expanded versions of these assignments in Populi. The most updated version will be in Populi. All assignments are to be submitted in Populi by the due date.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due** | **Percentage** |
| 1. **Readings:** 2-3 book chapters per module. Summarize or outline them (not more than 6 lines) ready to present to the class, identifying a key question and contributing to discussions. Reading and summary of each chapter should take no more than 20 minutes and demonstrate an understanding of the issues raised by the author. (relates to Learning Objective 1). | Weekly  Final integration module 11 | 22 |
| 1. **Bible Readings**: Read 2 assigned Bible chapters per day and check off on a Bible Reading chart (Relates to Learning Objective 1). | Read Weekly  Pass in on 4th module  Pass in on 10th | 2  2 |
| 1. **Integrative Theology Paper:** Integrate from your reading summaries, an analysis of how the unfolding Biblical story impinges on one of the following: urban, poverty, oppression, justice, societal structures, development and other cultural issues. 7 page single spaced paper. (Learning Objective 1). | Outline Module 5  First Draft  Due module 10 | 1  4  20 |
| 1. **Course Evaluation:** Do a one-page analysis of which paradigms in this course have most impacted you and how this may affect your future directions (Learning Objective 2). | Module 12 | 2 |
| 1. **Community Cultural Analysis:** Engage in weekly conversations with people in your community seeking to learn from them about the topic of the week and to communicate to them the stories of the scripture with which you have been engaging. Write up weekly and integrate these into a final analysis of the values, aspirations, goals of your community, with a parallel pathway as to which Biblical stories would best interface with these (Learning Objective 3:1; 3:2) | Weekly report in forum  Final write up in 11th module | 10  10 |
| 1. **Presentation of Theology Conversation:** Present your Theological paper to the class using a 5-7 minute presentation delivered online using power point, video, featuring artifacts of drama or artwork for critique. (Learning Objective 3:1; 3:2). | Outline  First Daft Module 10,  Final Mod 111 or 12 | 1  4  10 |
| 1. **Online Zoom Discussion** | Weekly | 12 |
| **TOTALS** |  | 100 |

### Perfecting Your Style

**Writing Assignments:** papers are due on assigned dates in Populi (Populi is the final arbiter if there is a conflict of descriptions in the course somewhere). All assignments should be:

* Times New Roman, **single-spaced** (as these are graded in Word, with the reviewer tool, double spaced is not useful), 12 point.
* Unlike historical patterns of submitting assignments for hand grading, don’t submit as pdf’s they are hard to edit online – we are now a primarily web-based universe.
* **Title your assignments with InitialsCourseNumberAssignmentName.docx**  (e.g. VGTUL500CultAnal.docx). Abbreviate these when you can.
* 1 inch margins
* Titled, name and date in upper right corner, (Do not use the APA Running Head – it is annoying. Set Page numbers in right lower corner (whenever you start a word doc).
* Use APA 6 and Zotero for formatting citations and Works Cited.
* You are preparing for a life of web-based documents along with classical book publication. **Thus each major assignment should be graphically formatted using a Word Stylesheet that includes graphics**. It has to look pleasing. In postmodern style, assignments may be better with disjoint boxes per topic rather than as a flowing essay. The development of your own website and submission on that is also acceptable (discuss with professor first).
* For major assignments use a Stylesheet. **Columns, text boxes and graphics assist in creating a readable document.** Prepare for a graphically oriented web-based society.

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.

### Faculty Grading Turnaround

Typically, faculty will grade assignments and post grades within one week of submission.

### IX. Grading Scale Chart with GPA

*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**

|  |
| --- |
| 1. *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. |
| 1. *Above average* student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *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. |

# SECTION 4 – CLASS POLICIES

### Academic Integrity

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

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

### Extensions and Incompletes Policies

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

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

### Reasonable Accommodation for Academic Disabilities

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

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.+WCIU+ADA+Resonable+Accomodation+Request+Form.pdf) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by 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.

### Video Conference Call Instructions

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).

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. Install the file you just downloaded

Please check the LMS to get the Meeting ID – each conference call will have its own ID

**Course Evaluation**

You are very much part of designing this degree. Please complete the course evaluation when it is made available to you in the LMS. This is to help the professor in course design, but it will also show how you have progressed compared with your original knowledge entering the course. It is not graded except you get two free pints just for taking a few minutes to give your ideas.

**SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES**

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

1. ***Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.***

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others***.***They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

1. ***Research Skills: Conduct competent organization-based action-reflection urban research.***

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

1. ***Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.***

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

1. ***Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply multicultural ministries and leadership.***

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor. They can multiply concepts, values and skills from within courses into oral cultures.

1. ***Transformative Urban Movements: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.***

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

1. ***Social Entrepreneurship: Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.***

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

1. ***Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership competency in religious or social movements among the poor.***

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural leadership skills required to work in cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

**Course Bibliography**

Bakke, Ray. (1997). *A Theology As Big As the City*. Downers Grove, IL: IVP Press.

Bellingham, G. R. (1987). *A Biblical Approach to Social Transformation.* DMiss thesis. Philadelphia, Eastern Baptist Seminary.

Brueggeman, W. (1997). *Theology of the Old Testament: Testimony, Dispute, Advocacy*. Minneapolis, Fortress Press.

Dyrness, William. (1991). *Let the Earth Rejoice! A Biblical Theology of Holistic Mission*. Pasadena: Fuller Seminary Press.

Ellul, Jacques. (1997). *The Meaning of the City*. Greenwood, SC: Attic Press.

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