# TUL620: Leadership of Urban Movements



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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.*

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| Program | 1605 E Elizabeth Street, Pasadena, CA 91104 | Registrar’s Office  registrar@wciu.edu  Phone: 626-398-2273 |
| MA in Transformational Urban Leadership |  | Three (3) semester hours graduate credit |
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| Updated |  |  |
| 4.10.20 |  |  |

# Section 1 - Course Overview

### Course Description

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 within related disciplines

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.

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| **Module** | **Synchronous face to face Zoom Discussion Topics** | **Written Forum Discussion** | **Readings due before next Synchronous face to face Zoom call** | **Assignments Due this Week:** |
| 0 |  |  | Week 1 Readings:  Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 1.  Grigg, Viv. [Ten Paradigms that enable slum church leaders to move into new phases of multiplicative ministry](http://www.urbanleaders.org/530FaithComm/1.0BiblicalFoundation/TenParadigms.html) |  |
| 1 | **Introductions**   * Course Expectations * Syllabus * The MATUL as a Leadership Degree * Approaches to Leadership * Review Literature | Forum 1.1  1. Re-introduce yourself to us. Where are you along this journey of the MATUL? What has changed since you began? How is the Lord developing your leadership skills, attitudes, sense of identity at this stage of your preparation? Maybe do a circle and diagram those sectors of your leadership skill, character, capacity, experience... which have been growing rapidly or any that have been contracting or ...  2. Where are you now in your leadership development? Prepare a Personal Case Study – less than 1-3 pages, analyzing in some way (diagram, charts) your leadership skills, attitudes, styles, roles; leadership style; primary leadership giftings; significant factors in leadership growth. Modify three other people’s studies.  3. What Bible Study/ cell group are you leading or do you plan to lead. How will you get this to multiply?  Forum 1.2  Project 4A Check-In:  1.  Track down a substantive biography of a local/national movement leader you will read for Project 4A.  This may be a leader of a local/national CPM (Church Planting Movement), Revival, or Social Movement.  2.  Provide: Name of Book; Who it’s About; Number of Pages; Justify Why you Chose it. *\*Make a plan for how many pages you’ll have to read every week to finish it in the next 5-6 weeks when Project 4A is due.*  Stay On Track with Proj 1:  3.  Discuss with local leaders what church planting training or citywide or urban poor leaders' consultations are already happening and how you could be involved or whether you need to initiate one yourselves.  *\*These need to be consultations of 20-45 people around issues, (not a conference of people delivering speeches), or trainings of 15-100, where there is significant story-teling from the participants.*  4.  Describe your options here, any further research you need to do.    Identify key leader, date, location, number expected, outcomes expected, style of gathering, what roles you could possibly play in preparation.  5.  In your Comments, give feedback to two others’ plans as to viability.  6.   You will need to be in much prayer, seeking God to lead you in all of this, as such things are likely beyond your experience, skill level and existing capacity and relationships.  So He will have to open doors and show you steps.  There are multiple ways this could develop, so while there is a guide here, be flexible.  Project 3 “Cell Group Multiplication” Check-In:  7.   In one paragraph, Update us on how your Small Group Development or Internship Outreach is going.    *\*You may use the attached form as a guide.* | Week 2 Readings:  Grigg, Viv. (1992/2004). *Cry of the Urban Poor*. London: Authentic Press. Ch 16, 17.  Read a chapter of either:  Sanders, J. O. (1967). *Spiritual Leadership*. Chicago, Moody Press. Ch 3.  Levinson, D. J. (1979). *The Seasons of a Man's Life* New York/ Toronto, Ontario Ballantine Books. Ch 2  Grassroots Training materials may be found at: [www.urbanleaders.org/grassroots](http://www.urbanleaders.org/grassroots) |  |
| 2 | **Review Poor Peoples Movement Leadership**   * Urban Poor Movement Theories * Issues in incarnational leadership (done in TUL 505, 520)   **Time and Context Mould a Leader**   * Leadership in multiple phases of life, four seasons of growth (covered in 520) * Spiritual Formation of the Leader * Diaconal leadership in emerging slum churches (done in TUL630) * Jesus style of training (TUL500)   Introduce **Grassroots Training material** | Stay On Track with Project 1 :    **Consultation/Training Planning**  Part of movement leadership is skill in gathering leaders around topics and issues for reflection.   (Respond freely to the topics that will be most applicable for you to delve into right now.)  2.  Become familiar with [Grassroots Training](http://www.urbanleaders.org/grassroots) material (web or CD) introduced in TUL530.  a.  Suggest modifications to the [topics chart](http://urbanleaders.org/weburbpoor/00Introduction/topics.htm) .  (You can download the Word Doc by clicking “printable version” at the top of that page.)  b.  Discuss whether you would be best to develop or serve a grassroots Story-Telling Training seminar over two days or develop a Story-Telling Consultation of leaders around an issue. Or perhaps your situation calls for Team Building of local leaders in this same style.  3.  Brainstorming your consultation:  a.  Who would you work with to do this Story-Telling gathering you have identified above?         Who would you be serving?         Who is already doing this in your city?  b.  Make contact with these people and explore options.  4.  Designating roles and expectations amongst your teammates:  Who would call the leaders?   Numbers expected?    Outcomes desired?    How will you get them to tell their stories?  Possible dates and location?  If possible decide between a consultation or a training program.  5.  Review and/or rewrite in a better communications format the document on [ten paradigms](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2004%20Grassroots/tenparadigms.htm) as a basis for discussing with your local leaders which can best be accomplished with the time and resources.  a.  If you have come up with something visually appealing that could benefit your classmates, please share it as an attachment.  We can build on each others’ work.  b.   Discuss your results here with others in the class and help each other succeed.  6.  This Consultation/Training/Team-Building planning is a not-so-easy assignment which requires courage, networking, imagination, confidence, a servant heart, and leadership beyond past experiences of leadership.   **This is best done together as one team of MATUL students per city, not individually.**  a.  Write up some of your conclusions/questions here in the forum. | Week 3 Readings:  Complete the following required reading before engaging this week's activities. These ones are really important if you are working to serve a city consultation.  There are links to material that has been uploaded to a resource site at <http://www.urbanleaders.org/620Leadership/08cityleaders/index.html>   Chapters include:   * [Resource Index](http://www.urbanleaders.org/620Leadership/08cityleaders/index.html) * [1](http://www.urbanleaders.org/620Leadership/08cityleaders/Readings/readings.htm) Introduction * [2a](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Purpose/city%20purpose.ppt): For Each City a Purpose  (read) * [2b](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Building%20Blocs/Visitation.htm) The Building Blocs: The Visitation of the Holy Spirit (read) * [2b](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Building%20Blocs/Discerning%20the%20City.htm): The Building Blocs: Discerning the City (read) * [2c](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Catalytic%20Events/Catalytic%20Events.htm): Catalytic Events (read) * [2d](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Fathering/Fathering%20Cities.htm) Fathering Cities: Building City Leadership Teams (read) * [2e](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Networks/Networks.htm): Network (read) * [3](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/City%20Models/Models%20for%20Strategies.htm): Models of Citywide Strategies * [4](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Intercity%20network/Inter-City%20Networks.htm): Intercity Network Processes (read) * [5](http://www.urbanleaders.org/620Leadership/08cityleaders/Readings/readings.htm): Intercity Network Models * [6](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Resource%20Materials/Resource%20Materials.htm): Resources |  |
| 3 | **Leadership and Strategy Processes in Cities**  **Prepare 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 | Stay On Track with Project 1:  1.  Consider again whether you should help a significant leader develop a training consultation for grassroots leaders or a leadership consultation.  a.  To help you think about potential consultation participants:  Fill in and submit here the Worksheet,   [City Leadership Team](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/Worksheet%20-%20City%20Leadership%20team.docx).  (Modify it for a training program if that is more useful).    \*Remember: these need to be consultations of 20-45 people around issues, (not a conference of people delivering speeches), or trainings of 15-100, where there is significant story-teling from the participants.    **\*Your ideal is 25 leaders**meeting together around a common theme, so you need to identify at least double that number.  b.  To keep track of the leaders you do have in mind: Set up your database (such as an excel spreadsheet)and begin to input local leaders’ names, roles in their organizations and contact details. \*If you are working with a network of leaders, often there are existing lists to work with.  Work on Project 1A:  2.  Start in on your Project Plan, to be submitted to the next forum.  FYI: here are assignment descriptions to guide you:  a.  Description for Forum 4: “Revised plan for grassroots training with expected outcomes, partners, leadership team, topic, dates, initial framework for a database and initial few lines of a Project management plan.”  b.  Related description for Proj 1A (due next week):  “For this assignment, submit your: conference schedule, list of invitees, brochure, budget, financial planning papers: (who collects money, how is it listed, who banks it, who pays for expenses, how are these balanced) ...step by step plan in a project manager so you are not overwhelmed at end of conference.  f you improve on these you can  re-submit them later in the course to this assignment.”  Project 3 “Cell Group Multiplication” Check-In :  3.  Respond as is most helpful to you:  a.  In one paragraph, update us on how your Small Group Development or Internship Outreach is going.  b.  Start a weekly report on your small group development on the attached file. Update and attach it to each weekly forum.  (Two versions, same content, are available to you:  ".html" and "word doc.")  **Forum 3.2**  Stay On Track with Project 1:  1.  Work with the partnering organization/churches/community leaders to work out assignments and implementation of roles and processes for developing a training process for pastors or a 2 day training process.  Prepare to Equip your Co-Workers:   * Set a Database software tutorial so whoever is developing the database knows how to do so. Fill in the  [Levels of Cooperation worksheet](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CityLeadersManual/worksheet%20levels%20of%20cooperation.docx) as the basis of setting up the database * Set a Brochure design tutorial so whoever is designing the advertising knows the computer program needed and printing processes * Project Management software and process - get access to a project planning software and together load in the goals and milestones.  (Consider using Gantt charts, free download at <http://www.ganttproject.biz/>). * Financial planning, expense report format, budget, steps from go to Whoa. * Recruitment of resources * Confirm Location, date   If this will take another week or two to all work out, take another week or two.  Don't hurry the relationships. Build consensus.  Meanwhile work on what aspects you can. | Week 4 Readings:   * [Cell Group Manual](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Cell%20Group%20Ministry%20Training-1.pdf) * Don't forget to read your biographies week by week * Look again at the book review process * Books on churchplanting at <http://www.goodreads.com/shelf/show/church-planting> * Review the topics for grassroots church-planting training at: [www.urbanleaders.org/grassroots](http://www.urbanleaders.org/grassroots) |  |
| 4 | **Multiplying Grassroots Training (Deacons and Church-planters)**   * Review Program on CD * Identify trainees * Review Topics at each of Four Seasons * Cell Group Multiplication Processes   Guest speaker on Muslim Insider Movements | Stay On Track with Project 1:  This assignment is closely related to **Project 1A**, so do draw from your work on that assignment here.    1.  Revised plan for grassroots training with expected outcomes, partners, leadership team, topic, dates, initial framework for a database and initial few lines of a Project management plan.    Submit revised [topics](http://www.urbanleaders.org/grassroots) for grassroots training or for a leaders consultation.  Project 3 “Cell Group Multiplication” Check-In:  2.  In one paragraph, update us on how your Small Group Development or Internship Outreach is going. | Week 5 Readings:   * Breen, M. (2002). [Fivefold Ministries](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Breenthe%20apostle-2.pdf). In *The Apostle's Notebook*. Eastbourne, England, pp. 161-171, 220 * Greenleaf, R. K. (1977). [*Servant Leadership*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Greenleaf-Servant%20Leadership.pdf)*: a Journey into the Nature of Legitimate Power and Greatness*. Mahwah, NJ, Paulist Press. pp 21-61. * David Warren Clemente. (1997) [A Father Motif Leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Clemente%20_%20A%20Father%20Motif%20in%20Themes%20for%20the%20Christian%20Life.pdf) : Toward an Understanding of the Role of Sakop in Filipino Evangelical Leadership. Phronesis 4 • (1997)93. * Heschel, A. J. (1962). [The Prophets](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Heschel-Prophets.pdf). New York, Harper & Row. * Hirsch, A. (2006). T[he Forgotten Ways](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Hirsch-Forgotten%20Ways.pdf): Reactivating the Missional Church. Grand Rapids, Mich., Brazos Press. * Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 2,3 | Proj1A |
| 5 | **Church Planting Movements (CPM)**  1. 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 workers | Be ready to discuss your current progress on your projects:  Stay on Track for Proj 2A (and 2A + 2B):  1.  You may choose to let these inform your final piecing together of Project 2A, and your upcoming Project 2A + 2B.  a. Take a look at the class’ collaborative effort last week in Forum 6 of narrowing down a comprehensive list of the10 core principles for success in establishing a movement.  b. Key in to theColeman, R. E. (1993). T[he Master Plan of Evangelism](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Coleman-MasterPlanofEvangelism.pdf) PDF link to chapter 1 (also linked in the Week 7 Readings).  c. Ideally get the Kindle version of T4T and identify practical steps that implement these principles.  Smith, S. and Y. Kai (2011). T4T: A Discipleship ReRevolution. (Kindle $9.99).  (Listed in Week 6 Required Readings.)  Project 3 “Cell Group Multiplication” Check-In: 2.  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. | **Required Reading**   * Smith, S. and Y. Kai (2011).TNT: A Discipleship ReRevolution. P.O. Box 1884, Monument, CO 80132, Wigtake Resources. (Kindle $9.99) ([ppt Review by Forrest](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/T4T%20Presentation.pptx) * Or Addison, S. (2011). Movements that Change the World. Downers Grove, IVP. (Kindle $9.99)   **Review two of the following readings:**   * Garrison, David. (2005) Churchplanting Movements. * Grigg, Viv. (2004). From Churches to Movements. Companion to the Poor. Authentic Press. Ch 17. * ---- (2005). Leadership for Multiplying Movements. Cry of the Urban Poor. GA, USA: Authentic Media. Ch 19. * Martin, David. (1990). Tongues of Fire: The Explosion of Protestantism in Latin America. Cambridge, MA: Basil Blackwell. Chs 9-12. * Bruce ch 13-14 * Berg, M. and P. E. Pretiz (1992). Is Christ the the Answer? The Gospel People of Latin America. Monrovia, Calif. Miami, Fla., MARC World Vision International & Latin America Mission**:**141-148. * Carol Davis (2012) Its Huge: 5 Lessons the American Church is Learning from CPMs. Unpublished paper. * Schwarz, C. A. (1998). Natural Church Development: a Guide to Eight Essential Qualities of Healthy Churches. Carol Stream, IL, ChurchSmart Resources. * Wagner, C. P. (1998). The New Apostolic Churches. Ventura, Calif., Regal. Pp 13-25 * Ralph Winters and Steven Hawthorn, eds, (1999) Perspectives on the World Christian Movement.  William Carey Library. Chaps 39, 103, 104, 106,108, 111, 117, 120, 121 * Lim, David. (c2000) Mobilizing the Local Church in Evangelism and Mission. Unpublished paper. * \_\_\_\_ (2009)Churchplanting Movements: The Only Way to Disciple a Nation. Unpublished paper. * \_\_\_\_  (2009) Catalyzing “Insider Movements” Among the Unreached.  unpublished paper. |  |
| 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 | 1. Northhouse is considered the best integration of current management research on leadership. However it is quite limited, presuming that leadership studies began in the 70's in the US business world. He quite specifically ignores Christian research over the last two millennia, is highly insensitive to cross- cultural dynamics, and the studies are bounded by business management contexts. Nevertheless the thematic approach matches the themes developed in this course so provides a resource for much of it.  Examine Northouse chapter 2.  Fill in the trait questionnaire on p 34 and submit to the forum or do the leadership style matrix at <http://www.nwlink.com/~donclark/leader/matrix.html>.  Attach your traits analysis here. Comment on the forum if you learned something new.   Talk with two to three local people to discuss what traits they consider critical in leadership. compare them with this questionnaire. How does the questionnaire compare with Biblical requirements of leaders.   2. Read Chapter 5 or 6 in Northouse and contrast it with the notes on the page on [style](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2005%20Qualities/style.html) in this unit.  Explore a couple of other readings on leadership gift and style that you have not covered in previous courses   * The prophetic/visionary/man of words: Berger on prophetic charisma, or [Heschel](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Heschel-Prophets.pdf) on the Prophets or Grigg on the [Prophetic](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Prophetic%20from%20thespiritofchrist_final_2_9_09.pdf) in *Spirit of Christ and the Postmodern City* * The apostolic/pioneer/serial entrepreneur: [Wagner](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Wagner-New%20Apostolic%20Churches.pdf) (p20), [Breen](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Breenthe%20apostle-2.pdf), [Hirsch](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Hirsch-Forgotten%20Ways-2.pdf) * The Evangelist/ marketer * The pastor/builder/HR person * The teacher/trainer * The deacon-ess/administrator   Then add ideas from them  to a class chart in the **wiki (**left sidebar), that the class works on.  Comment on how these correlate with some of Northouse's descriptions or come up with a better way of comparing these ideas.  In the book you are reading about a local movement leader or a national social movement leader, can you identify elements of these giftings, and identify them in the wiki table with their primary leadership gifting, identifying traits of their style. | Week 6 Readings:   * Garrison, David. (2005) [*Church Planting Movements.*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Garrison-Church%20Planting%20Movements.doc) * Grigg, Viv. (2004). [From Churches to Movements](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Grigg%20Churches%20to%20Movements.htm). *Companion to the Poor*. Authentic Press. ([Power Point Summary](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/Olson_LeadershipinUrbanMovements.pptx)- Shannon Olsen) * ---- (2005). [Leadership for Multiplying Movements](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Multiplying%20movem.htm).*Cry of the Urban Poor*. GA, USA: Authentic Media. * Martin, David. (1990). *Tongues of Fire: The Explosion of Protestantism in Latin America*. Cambridge, MA: Basil Blackwell. Chs 9-12. ([Power Point Summary](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/Tongues%20of%20Fire%20Presentation%20-%20Kim.pptx) - Kim Farnham) * Berg, M. and P. E. Pretiz (1992). Is Christ the the Answer? *The Gospel People of Latin America*. Monrovia, Calif. Miami, Fla., MARC World Vision International & Latin America Mission**:**141-148. * Carol Davis (2012) [Its Huge: 5 Lessons the American Church is Learning from CPMs](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/CPMCarolDavis.html) * Schwarz, C. A. (1998). [*Natural Church Development : a Guide to Eight Essential Qualities of Healthy Churches*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Schwartz-NaturalChurchDevelopment.pdf). Carol Stream, IL, ChurchSmart Resources.  ([ppt review](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/Adam%20Cramer%20-%20Natural%20Church%20Development.pptx) by Adam) * Wagner, C. P. (1998). [*The New Apostolic Churches*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Wagner-New%20Apostolic%20Churches.pdf). Ventura, Calif., Regal.  ([Review by Sajira](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/WagnerPresentation_Awang.pdf)) * Winters, R. and Hawthorn, S. eds, (1999) *Perspectives on the World Christian Movement.* William Carey Library. Chaps 39, 103, 104, 106,108, 111, 117, 120, 121.     **Required Reading**   * Smith, S. and Y. Kai (2011). *TNT: A Discipleship ReRevolution*. P.O. Box 1884, Monument, CO 80132, Wigtake Resources. (Kindle $9.99) ([ppt Review by Forrest](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Session%2006%20CPM/T4T%20Presentation.pptx)) * Or Addison, S. (2011). *Movements that Change the World*. Downers Grove, IVP. (Kindle $9.99) | Proj3: 1st |
| 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 | Stay on Track for Proj 2A (and 2A + 2B):  1.  You may choose to let these inform your final piecing together of Project 2A, and your upcoming Project 2A + 2B.  a.  Take a look at the class’ collaborative effort last week in Forum 6 of narrowing down a comprehensive list of the 10 core principles for success in establishing a movement.  b.  Key in to the Coleman, R. E. (1993). T[*he Master Plan of Evangelism*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Coleman-MasterPlanofEvangelism.pdf) PDF link to chapter 1 (also linked in the Week 7 Readings).  c.  Ideally get the Kindle version of T4T and identify practical steps that implement these principles.   Smith, S. and Y. Kai (2011). T4T: A Discipleship ReRevolution. (Kindle $9.99).  (Listed in Week 6 Required Readings.)   Project 3 “Cell Group Multiplication” Check-In: 2.  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. | Week 7 Readings:  Required:   * Grigg, Viv. (2005). The Nature of Revival, Revival and Enraged Engagement, Citywide Transforming Revival.  *The Holy Spirit and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals.*Emeth Press. Ch 6-10 (US version) or 10-12 (NZ version).  Earlier versions can be found at [www.urbanleaders.org/transrevival](http://www.urbanleaders.org/transrevival) * Wallace, A. F. C. (2003). [*Revitalizations and Mazeways: Essays on Culture Change*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Wallace-Revitalizations.pdf), University of Nebraska Press.   Choose from among the following:   * Hall, Doug. (2007). [*New England's Book of Acts*.](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/New%20England%27s%20Book%20of%20Acts.pdf) 2007 Intercultural Leadership Consultation, Lexington, Massachusetts, Emmanuel Gospel Center. * McLoughlin, W. G. (1978).[*Revivals, Awakenings, and Reform*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/McLoughlin-Revivals.pdf)*: an Essay on Religion and Social Change in America, 1607-1977*. Chicago, University of Chicago Press. * Smith, John. [*Perils, Paradoxes and Principles of Revitalization*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Smith%20Perils%20Paradoxes%20and%20Principles%20of%20Revitalization.doc). Paper presented to Revitalization Conference, Asbury Seminary, October 2009. | Proj 2A  Proj 3A |
| 8 | **The Nature of Revival Movements**   * The Nature of Revival * The Nature of Revival Movements * Wallace’s Revitalization Theories | Stay on Track for Proj 2A + 2B:  1.  Reflect on Week 8 Readings:   * McLoughlin, W. G. (1978). [Revivals, Awakenings, and Reform](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/McLoughlin-Revivals.pdf) : an Essay on Religion and Social Change in America, 1607-1977. Chicago, University of Chicago Press. * Grigg, Viv. (2005). The Nature of Revival, Revival and Enraged Engagement, Citywide Transforming Revival.  The Holy Spirit and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals. Emeth Press. Ch 6-10 (US version) or 10-12 (NZ version).  Earlier versions can be found at [www.urbanleaders.org/transrevival](http://www.urbanleaders.org/transrevival)   a.  According to McLoughlin, what are the characteristics of revitalization movements?  b.  Based on Grigg, how do revivals spawn social movements?  c.  Are they a necessary prerequisite to positive social movements?  d.  What is the role of the Holy Spirit in human transformation movements outside of the local church? (Give a Biblical basis for your answer.)  e.  Is your answer idealistic?  Why?.  What opposition are you likely to find from within urban poor churches and how will you gently deal with this?    If your Proj 2A + 2B is to have a Revival/Revitalization Movement focus (more than a Church Planting Movement focus) :  2.  Draw upon readings from Week 8 that you may want to add to your evolving work on Proj 2A + 2B.  Post any Week-8-related progress here.  \*As always, answer and then respond to two others. | Week 8 Readings:   * Clemente, D. W. (1997). "[A Father Motif Leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Clemente%20_%20A%20Father%20Motif%20in%20Themes%20for%20the%20Christian%20Life.pdf): Towards an Understanding of the Role of *Sakop* in Filipino Evangelical Leadership." *Phronesis*  Manila: Asian Theological Seminary. 4(2): 3-31. * Grigg, *Cry of the Urban Poor*, chap on Leadership for Multiplying Movements * Browse Alinsky, Saul. (1969). *Reveille for Radicals*. New York: Vintage Book<<to be added>>> * Evangelical Leadership." *Phronesis*  Manila: Asian Theological Seminary. 4(2): 3-31. * Northouse, P. G. (2010). *Leadership: Theory and Practice*. Los Angeles, Sage. ch 12 |  |
| 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 | Stay on Track for Proj 2A + 2B:  **1.**  Reflect on three of the four Week 9 Readings:   * Clemente, D. W. (1997). " [A Father Motif Leadership](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Clemente%20_%20A%20Father%20Motif%20in%20Themes%20for%20the%20Christian%20Life.pdf): Towards an Understanding of the Role of Sakop in Filipino Evangelical Leadership." Phronesis  Manila: Asian Theological Seminary. 4(2): 3-31. * Grigg, Cry of the Urban Poor, chapter on Leadership for Multiplying Movements Evangelical Leadership." Phronesis  Manila: Asian Theological Seminary. 4(2): 3-31. * Northouse, P. G. (2010). Leadership: Theory and Practice. Los Angeles, Sage. ch 12   **a.**  Identify key elements in the theory and practice of US/Global Social Movements and evaluate against Biblical norms.  **b.**  Contrast Social Movement dynamics vs Revival Movements    Building off each other for Project 2A + 2B:  **2.**  Work together to draft a collective summary:  Identify 10 core principles for success in establishing a social movement around Land rights, or wages or sex trafficking.....  Is there a minimum number of principles?  Are some sub-principles of others? How does one keep this simple?  If your life is going to bear much fruit, how many people will it influence, change?  How many will you disciple in social justice?  Do your math considering the next twenty years and decide what you will ask God for.  Pray for each others’ goals.    If your Proj 2A + 2B is to have a Social  Movement focus (more than a Church Planting or Revival/Revitalization focus):  **3.**  Draw upon readings from Week 9 that you may want to add to your evolving work on Proj 2A + 2B.  Post any Week-9-related progress here.    Project 3 “Cell Group Multiplication” Check-In:  **4.**  In one paragraph, Update us on how your Small Group Development or Internship Outreach is going. |  | Proj2A + 2B  Proj3: 2nd |
| 10 | **Transformational and**  **Transactional Leadership Theories:**   * Differentiation of orders and NGO’s; Contrast of missions and employer-based aid * Discuss the difference between Management of an organization and Leadership of a movement | This forum is not required, as you are likely at the height of your Consultation/Training during these weeks. | Week 10 Readings:   * Grigg, Viv. (1997). *Transforming Cities: An Urban Leadership Guide*.4-23 * *Transforming Cities,* Pp 57-68. * Winters, Ralph. (1974). The Two Structures of God's Redemptive Mission. *Perspectives.* ch 36. * Grigg, Viv. (1986).  *SERVANTS: A Protestant Missionary Order with Vows of Simplicity and Non-Destitute Poverty*. * ---.  (1985). *The Lifestyle and Values of Servants*. * Bessenecker, Scott. (2006). *The New Friars: The Emerging Movement Serving the World's Poor* | Proj 4B |
| 11 | **Story-telling Consultation of city leaders or training consultation of slum leaders** | This forum is not required, as you are likely at the height of your Consultation/Training during these weeks. |  |  |
| 12 | **Movement Leadership Structures**  **a.**  Apostolic Orders   * Mission team building * Developing apostolic orders among the poor   **b.** Diaconal Orders = Cooperative NGO’s  **c.** Western NGO's using Capitalist models  **d.** Pastoral Structures = Denominations | This forum is not required, as you are likely at the height of your Consultation/Training during these weeks. | Week 12 Readings:   * Continue finishing your biographies   Complete three of the following readings and identify principles of social movements. Integrate these into your reading review to be uploaded in the forum.   * Davey, C. (2000). [Across the Death-Line.](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/Davey-Kagawa%20of%20Japan.pdf) *Saint in the Slums: Kagawa of Japan*. Jersey City, Parkwest Publications. * Dobson. (201) [*What Works in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/dobsonwhat%20works%20insocialmovements.pdf). The Citizen's Handbook: A Guide to Building Community in Vancouver * http://www.vcn.bc.ca/citizens-handbook August 2001 * Mandela, N. (1994). [*aaaa*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/Mandela-Long%20Walk%20to%20Freedom.pdf) *Long Walk to Freedom : the Autobiography of Nelson Mandela*. London, Little, Brown.  Mandela, Nelson, 1918- * Morris, Aldon and Suzanne Staggenborg. (2002) [*Leadership in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Morris-Leadership%20in%20Social%20Movements.pdf). * Sharon Erickson Nepstad and Clifford Bob.  [*When Do Leaders Matter\_ Hypotheses on Leadership Dynamics in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/09Social%20Movements/Nepstad-When%20Do%20Leaders%20Matter_%20Hypotheses%20on%20Leadership%20Dynamics%20in%20Social%20Movements.pdf) * Piven, F. F. and R. A. Cloward (1979). [*Poor People's Movements : Why They Succeed, How they Fail*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Piven_Cloward-PoorPeoplesMovements.pdf)[.](http://www.urbanleaders.org/620Leadership/92Readings/*All/Piven&Cloward-PoorPeoplesMovements.pdf) New York, Vintage books. * Scott, Sue M. (2003) The Social Construction of Transformation.*Journal of Transformative Education*2003; 1; 269, Downloaded from http://jtd.sagepub.com on April 6, 2009 * Tempesta, Martha Strittmatter . (2002). *Learning Leadership in Social Movements* PhD Abstract, Presented at the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education, Northern Illinois University, DeKalb, IL, October 9-11, 2002. * [http://www.change.org](http://www.change.org/) is a site where you can generate petitions |  |
| 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** | Attach your presentation here for the class and to *Project1C: (Public Presentation)* for grading.  *(See assignment description for Project 1B + 1C in the Populi Assignment for details & evaluative criteria for grading.)* | Week 13 Readings:  Complete two of the following  readings before engaging this week's activities.   * Freston, P. and NetLibrary Inc. (2008).[*Evangelical Christianity and Democracy in Latin America*.](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Freston-Evang%20Christ%20and%20Democ%20in%20LA.pdf) Oxford ; New York, Oxford University Press. * Stoll, D. (1990). [*Is Latin America turning Protestant? the Politics of Evangelical growth*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Stoll-Is%20Latin%20America%20Turning%20Protestanty.pdf). Berkeley, University of California Press. * Marshall Gantz (2001) [*The Power of Story in Social Movements*](https://sakai.apu.edu/access/content/group/38bea070-d33b-46ed-92e4-5dd8d5490c2f/Reading%20Resources/articles/Ganz-Movements%20and%20the%20Power%20of%20Story.doc)*.* | Proj 1B+1C  Proj 1D  Proj4B + 4C |
| 14 | **City Networks, Presentations** |  |  | Proj3: 3rd |
| 15 | **Presentations & Final Integration**   * Presentations about Consultation * Course Evaluation * Prayer and Praise | Submit your *Course Development Survey* word doc to the Assignments in Populi.    That’s all!  Thanks for journeying with us this semester. |  | Course Development Survey |

**Student Learning Outcomes**

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| --- | --- | --- |
| **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 2  Project 3: Local Knowledge |
| 1. Movement Theories: Evaluate redemptive and revival movements as vehicles of social transformation |  |
| 1. 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 |
| 1. 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 |
| 1. Small Groups: Participate in the process of multiplying small groups within a church or other redemptive movement | Project 1 |
| 1. 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 |
| 1. 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 |
| 1. 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 |

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.

# Section 2 - Course Requirements

### Course Materials

**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)

### 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.

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| **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 5:00 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 11:00 pm~~ | Wed 8:30 pm |

### 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.

### 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. VGTUL620SocialAnalysis.docx). Abbreviate these when you can, but consider the result of the abbreviation.
* 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). Columns, text boxes and graphics assist in creating a readable document. Prepare for a graphically oriented web-based society.

### 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.

### 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.

# Section 3 – Schedule and Evaluation

Dates will be defined in Populi, so as to have one clear set of dates

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Synchronous face to face Zoom Discussion Topics | Asynchronous Forum Discussions | Assignments Due this Week |
| 1 | Introductions |  |  |
| 2 | Review Poor Peoples Movement Leadership   * Urban Poor Movement Theories   Time and Context Mould a Leader  Introduce Grassroots Training material |  | * Preparing for Project 2 Movement Theory * Project 1 Consultation Planning on Track * Project 3: Meet potential team, get contract with church |
| 3 | Leadership and Strategy Processes in Cities   * Visionary Leadership: For Each City - A Purpose * 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 * Review Topics at each of Four Seasons * Cell Group Multiplication Processes   Guest speaker on Muslim Insider Movements | Proj 4:Dream Team Plan | Proj1A: Planning for Consultation/training |
| 5 | Church Planting Movements (CPM)   * Design a process to obtain the blessing and support of the mother church * 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) | Proj3: 1st submission, analyzing Personal Leadership capital  Proj 4: Building Prayer Outreach |  |
| 7 | Principles of Movement Leadership   * Nine Principles From Churches to Movements * Gerlach and Hine’s Principles * Coleman: Jesus’ Principles in the Training of the Twelve.   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.   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:   * 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 |  | Proj 4: Mid- Sem report on Bible Study |
| 11 | Story-Telling Consultation of City Leaders or Training Consultation of Slum Leaders |  | Proj 1B Story-telling Consultation |
| 12 | Movement Leadership Structures  a. Apostolic Orders   * Mission team building * Developing apostolic orders among the poor   b. Diaconal Orders = Cooperative NGO’s  c. Western NGO's using Capitalist models  d. Pastoral Structures = Denominations |  | Proj 4: Final Report on Bible Study Group |
| 13 | Social Theories about Slum Leadership   * Location of Leader: Economic class and slum leadership emergence   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 |  | Proj 1C Evaluation of Storytelling Consultation/Training/Team Building |
| 14 | City Networks, Presentations |  | Proj 2b Plan for Multiplying a Movement |
| 15 | Presentations & Final Integration |  | Course Development Evaluation  Grade for forums.  Grade for Zoom participation |

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

## Course Time Estimates

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 | 1  1 | 5  24  5 |
| 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:

a.  Critical steps   
b.  Turning points  
c.  Time frames  
d.  Principles  
e.  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.

**5.**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)

#### 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.

#### 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.

## 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**

|  |
| --- |
| 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. |

**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 dates

# 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: 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 (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\*\*\*

These count towards attendance and participation.

### 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.

### Class attendance:

Students are required to join in the online class discussions (video conferences) each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process.

# SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

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

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

**X. Course Bibliography**

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

**Resource Readings in Populi**

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---- (2009) *The Spirit and Postmodern City Transformative Revival Among Auckland’s Evangelicals and Pentecostals*. Auckland: Emeth Press and Urban Leadership Foundation.

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

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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.

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

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.

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**Personal Leadership/Leadership Theories**

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Covey, S. (2004). *The 8th Habit.* NY, Free Press.

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De Pree, Max. (1989). *Leadership is an Art*: Doubleday.

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Grigg, Viv. (1997). *Transforming Cities: An Urban Leadership Guide*. Auckland: Urban Leadership Foundation, P.O. Box 20-524, Glen Eden, Auckland.

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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.

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**Revival Movements**

Allen, Roland. (1927/1956). *The Spontaneous Expansion of the Church*. London: World Dominion Press.

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

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

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**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.

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**Apostolic Orders**

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

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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.

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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 speakers)