



TUL500: Biblical Theology in an Urban Context

Program		Number of Credits
MA in Transformational Urban Leadership		Three (3) semester hours graduate credit
Instructors	Email	Online, Tues 5:30 – 7:30 PST
Prof. Viv Grigg, PhD	viv.grigg@wciu.edu	Updated Dec 2019 - JPP

*The Kingdom of God is the highest good.
The idea of God is the highest and most comprehensive conception in philosophy;
the idea of the Kingdom of God is the highest and broadest idea in sociology and ethics.
(Rauschenbusch, 1916).*

Mission and Purpose Statement of WCIU

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

Aim of the Master of Arts in International Development: Transformational Urban Leadership

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

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

Section 1 – Course Overview

A. Course Description

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

B. Course Pedagogy

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

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

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

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

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

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

So you will be learning a simple step in the process of developing praxis-based theology

C. Course Lesson Titles

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

Module	Date	Urban Biblical Theology	Parallel Models of Urban & National Development (CDS Chaps)
1	10 Sept	Course Introductions Creation & Storytelling Introductions Genesis 1: The City in the Garden	
2	17 Sept	Story-Telling As Theology Storytelling Transformational Conversations Model of Doing Urban Theology	
3	24 Sept	Nation Building Exodus: Nation Building Model Leviticus: Legislative Model The Covenantal Model	The National Development Model (1.3) Introduction to Development Theory (2.1)
4	1 Oct	Land & Jubilee The Equity Model The Cultural Change Model Redistribution Model	The Urban –Rural Development Conundrum (5.2,5.3) Capabilities Model Development as Freedom (1.7)
5	8 Oct	Poverty in the Wisdom Literature	Poverty Analysis and paradigms
6	15 Oct	Kings, Prophets & Justice: Stratification & Justice	Advocacy Model in Urban Oppression (5.5)

Module	Date	Urban Biblical Theology	Parallel Models of Urban & National Development (CDS Chaps)
7	22 Oct	Exile and Nation Building	Reconstruction Models Macro-Economic Models: The Phases of Capitalism, Dualism and Dependency (2.4, 2.6)
8	29 Oct	Gospels Teaching: The Kingdom of God Model	Kingdom of God Models Millennium Development Model
9	5 Nov	Gospel Living: Incarnation Models	
10	12 Nov	Racial Reconciliation and Justice Activism	
11	26 Nov	Acts: Economic Community Model	Social Capital Model (2.14) Cultural Change Models
12	19 Nov	Acts: Movement Models Revival Movement Models Principles of Urban Mission	
13	3 Dec	Colossians & Ephesians: Engaging the Powers	New Institutional Economics Model (1.11) Gender & Development (Part 7)
14	10 Dec	The Pastoral Epistles: Diaconal Model Revelation: The Garden in the City	World Systems Theory (2.8)
15	17 Dec	Revelation: The Garden in the City Final Papers	Presentations Integration

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

D. Course and Program Level Student Learning Outcomes

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

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

Section 2 - Course Requirements

A. Course Materials

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

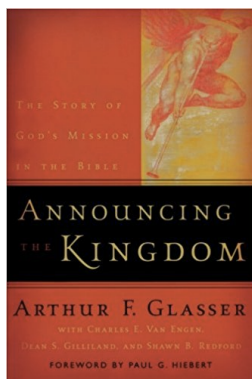
Many of the course readings are accessible free of charge electronically in the lessons, but some of the following must be acquired separately.

1. Required

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

[Purchase paperback copy](#)

[Purchase Kindle e-book version](#)



2. Recommended

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

3. Course Readings Accessible from Populi

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

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. 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](#)
- [American Library Association – Fair Use Evaluator](#)

B. General Course Requirements

1. Attendance and Participation

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.

ZOOM Sessions

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

- Two of the last ZOOM sessions in a term will 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 student participation in ZOOM sessions.
 - Participation: Students must actively engage with material through group discussion during the ZOOM session (see rubric).
 - 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.

2.Zoom Calendar/Schedule

To be confirmed on first day of class. The Populi course will be open _____ or prior. Additional student locations may mean the time of day needs rethinking.

Preferred time for Conversations	<u>Los Angeles</u>	<u>Johannesburg</u>	<u>Beijing</u>	<u>Pune</u>
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

3. 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. VGTUL500CultAnalysis.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).
- For major assignments use a Stylesheet. Columns, text boxes and graphics assist in creating a readable document. Prepare for a graphically oriented web-based society.

4. 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.

5. 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.

6. 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!

Section 3 – Schedule and Evaluation

A. Course Layout

The course is structured for 15 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory.

B. Schedule & Activities

Module	Date	Urban Biblical Theology	Parallel Models of Urban & National Development (CDS Chaps)	Assignments & Evaluation (Complete Assignments after Online Class)
1	10 Sep	Course Introductions Creation & Storytelling Introductions Genesis 1: The City in the Garden		Pre-Course Quiz Weekly Readings Weekly Zoom
2	17 Sep	Story-Telling As Theology Storytelling Transformational Conversations Model of Doing Urban Theology		Weekly Readings Weekly Community Engagement (Add to Forum) Weekly Zoom
3	24 Sep	Nation Building Exodus: Nation Building Model Leviticus: Legislative Model The Covenantal Model	The National Development Model (1.3) Introduction to Development Theory (2.1)	Weekly Readings Weekly Community Engagement (Add to Forum) Weekly Zoom
4	1 Oct	Land & Jubilee The Equity Model The Cultural Change Model Redistribution Model	The Urban –Rural Development Conundrum (5.2,5.3) Capabilities Model Development as Freedom (1.7)	Weekly Readings (submit report for weeks 1-4) Weekly Community Engagement (Add to Forum) Weekly Zoom Bible Reading Weeks 1-4 Anthropological Journal 1
5	8 Oct	Poverty in the Wisdom Literature	Poverty Analysis and paradigms	Weekly Readings Weekly Community Engagement (Add to Forum) Weekly Zoom Integrative Theology: template and structure of ideas
6	15 Oct	Kings, Prophets & Justice: Stratification & Justice	Advocacy Model in Urban Oppression (5.5)	Weekly Readings Weekly Community Engagement (Add to Forum) Weekly Zoom
7	22 Oct	Exile and Nation Building	Reconstruction Models Macro-Economic Models: The Phases of Capitalism, Dualism and Dependency (2.4, 2.6)	Weekly Readings Weekly Community Engagement (Add to Forum)

Module	Date	Urban Biblical Theology	Parallel Models of Urban & National Development (CDS Chaps)	Assignments & Evaluation (Complete Assignments after Online Class)
				Zoom
8	29 Oct	Gospels Teaching: The Kingdom of God Model	Kingdom of God Models Millennium Development Model	Weekly Readings Weekly Community Engagement (Add to Forum) Weekly Zoom Bible Reading Weeks 5-8 Anthropological Journal 2 Integrative Theology Paper (2 nd Draft)
9	5 Nov	Gospel Living: Incarnation Models		Weekly Readings Weekly Community Engagement (Add to Forum) Weekly Zoom
10	12 Nov	Racial Reconciliation and Justice Activism		Weekly Readings Weekly Community Engagement (Add to Forum) Weekly Zoom Integrative Theology Paper final draft
11	19 Nov	Acts: Economic Community Model	Social Capital Model (2.14) Cultural Change Models	Weekly Zoom Theology Presentation Community Cultural Analysis Paper
12	26 Nov	Acts: Movement Models Revival Movement Models Principles of Urban Mission		Weekly Zoom Bible Reading Final Anthropological Journal 3
13	3 Dec	Colossians & Ephesians: Engaging the Powers	New Institutional Economics Model (1.11) Gender & Development (Part 7)	Theology Presentation
14	10 Dec	The Pastoral Epistles: Diaconal Model Revelations: The Garden in the City	World Systems Theory (2.8) Presentations	Weekly Zoom (Teaching, Integration) Theology Presentation (2 nd group) Final Papers
15	17 Dec	Revelation: The Garden in the City	Integration	Post-Course Evaluation

C. Course Time Estimate

Activity	Assignments	Est hours for average student
Academic (Faculty Engagement)	Asynchronous: Viewing professors' videos; class presentation preparation; forum.	17
	Synchronous: Zoom meetings (2 hours per week).	28
	TOTAL:	45
Student-Directed Activities	Required textbook Reading: 400 pages @ > 200 wpm. 400 pages browsing @ 20 pages per hr.	30
	Community Engagement @ 2 hrs per week for 14 weeks.	30
	Papers: 3 hours per page.	30
	TOTAL	90
OVERALL TOTAL		135

D. Assessment Activities and Grading Weights

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

Assignment	Due	Percentage
1. Readings: 2-3 book chapters per module. Summarize or outline them (not more than 6 lines) ready to present to the class, identifying a key question and contributing to discussions. Reading and summary of each chapter should take no more than 20 minutes and demonstrate an understanding of the issues raised by the author. (relates to Learning Objective 1).	Do Weekly Readings 1-4 by Week 4 Readings 5-11 by Week 11 Final Integration by Week 13	4 7 11 (Total Weight 22)
2. Bible Readings: Read 2 assigned Bible chapters per day and check off on a Bible Reading chart (Relates to Learning Objective 1).	Read Weekly Submit in Week 4 Submit in Week 12	2 2 (Total Weight 4)
3. Integrative Theology Paper: Integrate from your reading summaries, an analysis of how the unfolding Biblical story impinges on one of the following: urban, poverty, oppression, justice, societal structures, development and other cultural issues. 7 page single spaced paper. (Learning Objective 1).	Outline - Week 5 First Draft – Week 9 Due - Week 13	1 4 20 (Total Weight 25)
4. Community Cultural Analysis: Engage in weekly conversations with people in your community seeking to learn from them about the topic of the week and to communicate to them the stories of the scripture with which you have been engaging. Write up weekly and integrate these into a final analysis of the values, aspirations, goals of your community, with a parallel pathway as to which Biblical stories would best interface with these (Learning Objective 3:1; 3:2)	Anthropological Journals 1-3 1 – Week 4 2 – Week 5 3 – Week 12 Final write up – Week 12	12 10 (Total Weight 22)

5. Presentation of Theology Conversation: Present your Theological paper to the class using a 5-7 minute presentation delivered online using power point, video, featuring artifacts of drama or artwork for critique. (Learning Objective 3:1; 3:2).	Outline – Week 6 First Draft – Week 10, Final Presentation - Week 14 or 15	1 4 10 (Total Weight 15)
6. Online Zoom and Forum Discussion	Weekly (One Rating at End)	12
7. Course Evaluation: Do a one-page analysis of which paradigms in this course have most impacted you and how this may affect your future directions (Learning Objective 2).	Week 15	(2 extra credit)
TOTALS		100

E. Grading

1. Faculty Grading Turnaround:

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

2. Grading Scale Chart with GPA

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

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

The Meaning of the Grading System

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

Section 4 – Important Class Policies

A. 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.

B. 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.

C. 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](#) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to studentservices@wciu.edu.

The request should include the following:

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

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

D. Course Evaluation

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

Section 5 – MATUL Program Learning Outcomes

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

1. 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.

2. Conduct Action-Reflection Research:

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

3. Integrate Biblical Metanarratives:

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

4. Build Holistic Faith Communities:

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

5. Exercise Movement Leadership:

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

6. Exercise Entrepreneurial Leadership:

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

7. Exercise Cross-cultural Spiritual Leadership:

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

7.1 Character:

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

7.2 Movement Leadership:

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

7.3 Cross-cultural Flourishing:

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

Course Bibliography

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