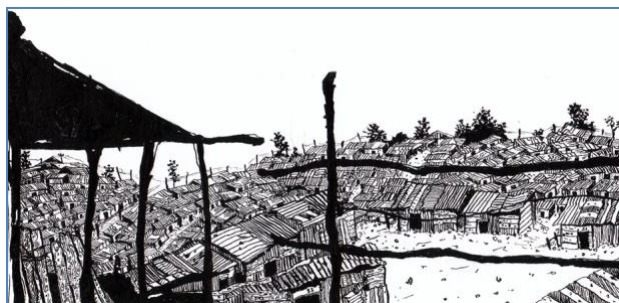




## TUL675 Integrative Final Project



*Fig 1: Home, sweet home!*

### 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 of 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.

### Course Information

Program	Semester & Date	Number of Credits
MA in Transformational Urban Leadership	[Semester] [Date]	Three (3) semester hours graduate credit
Instructor	Zoom Schedule	Updated
[Instructor Name] [Email]	Online, Tuesday 6:30 – 8:30 PST, Fall 2020	[Sept 7, 2019]

## SECTION 1: COURSE OVERVIEW

### Course Description

In this course students conduct the qualitative/participatory research projects they designed in TUL671. This culminates in the writing and oral presentation of a report that involves local residents in transformation.

### Course Pedagogy

**New Knowledge:** One of the major tasks of a graduate program is to train students to *produce* new knowledge, and then to *communicate* that new knowledge to relevant audiences. For advanced MATUL students, this entails the design of a research project, the organization of tasks and activities, the use of a variety of research methods to collect information, and the presentation of findings to a public audience. In social sciences tradition, this involves “field research”: Students leave the campus compound, library or laboratory in order to obtain first-hand information within community contexts. This is not a PhD, where the aim is to develop a new theory, but a Masters generally takes extant theory and evaluates or extends an aspect of it.

**Theological Action-Reflection:** This degree began with reflection on the process of Transformational Conversations, a development of the Hermeneutic Cycle in urban ministry. This begins in action that defines a question, iterates through theological conversation, social analysis and returns to a new point of action. This theological paradigm parallels action-research theory in the social sciences.

**Community Organization Focus:** The Thesis or Project is designed to structure a process by which student-investigators conduct field research oriented towards the needs of a specific community organization. This organization can be public, private, or non-profit. In some cases it will be an urban poor church; in other cases an issue-oriented community organization with a large professional staff. Although the range of possible partner organizations is broad, it is imperative that it be “high quality.” The capacity, reputation, and level of public involvement of the organization will all directly affect whether project planning will be ‘participatory,’ as well as how well research results will be applied within specific populations or communities. Students should thus exercise great care in selecting partner organizations that can support their research effort. Students will eventually negotiate with the organization a particular issue and research question that supports its mission and agenda. Then they will select appropriate approaches and methods for investigating it.

**Program Integration and Preparation for Your Future:** In architecture, the “capstone” is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. The research and writing involved in the Thesis or Project plays a similar role, challenging students to tie together, extend, and deepen the work they’ve already undertaken during their core courses and practical training (service learning), and based on this integration to then potentially project forwards to the future ministry or career of the student.. As action research it should result in a specific extension of a church or community context. The parallel course in Entrepreneurial Leadership can well be utilized to broaden this thesis into a fundable proposal, including a workable business plan and funding proposal.

As this degree is a missions theology degree, a degree in social entrepreneurship, and in movement leadership and the multiplication of churches, this research could move in each one of these directions. It would be wise to choose your focus in the direction of your gifts and call. It could also ideally integrate the spiritual, theological, and socio-economic aspects of the degree, but research, to be successful, tends to be focused on a narrow topic, rather than broad ideas.

**Research Skills:** This final project report, as the culminating course product, is intended to profoundly shape student learning. It asks students to define a research agenda, familiarize themselves with similar studies, collect and analyze fresh data, develop conclusions and recommendations, and represent findings to a public audience it all in a clear and operational format. The report not only contributes to the students’ education, but also becomes a significant resource for the public good.

The actual seminar walks students through a research and writing process that extends over a two-courses (27 week) period. Successful completion of the course earns 5 units of graduate credit and represents approximately 360 hours of “invested learning.” Learning activities include: completing assigned reading and video viewing, consulting

with organization staff, participating in on-line forums, conducting fieldwork, producing project reports, and disseminating results. It is expected that the student will spend, *on average*, ten hours per week on course-related activities.

The course aims to structure a research process by which students can apply disciplinary knowledge and discover their potential as problem solvers. They experience the gratification, frustration, uncertainty, and enlightenment that accompany field research, and to prepare themselves for assuming new levels of community leadership and service. While the quality of the research and writing must be high to be of use to the host organization, the specific findings and recommendations are secondary to *mastering the research process*. What students and organizational staff learn together from a collaborative process of inquiry is at least as important as the results they obtain. That is why it is critical that students enrolled in the course be sincerely motivated and committed to **participatory research** that **empowers** community organizations, as opposed to students seeking to merely fulfill a program requirement.



## Course Schedule & Assignments

To avoid confusion by having dates in multiple places, all dates will be those in Populi (PST)

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
1	Introduction	<p>Join us for an introduction and discussion of the second half of the course.</p> <p>Review of the syllabus and of the above methods backgrounds.</p> <p>Review tasks in updating your introductory materials, index, definitions, abstract, chaps 1.</p> <p>Review your past project proposal designs and discuss any things you need to update, chap 4.</p> <p>Sample Project Reports can be found at <a href="http://matul.org/HTML/finalprojects.html">http://matul.org/HTML/finalprojects.html</a></p>	<p>Raineer Chu. <a href="#">Practice of Advocacy</a></p> <p>Review the <a href="#">TEAR Fund Advocacy Tool Kit</a> and come to class ready to assess how you would use this in trainig people in the field.</p>	#1 Abstract	<p>Expanded Term 1 Local Knowledge Assignment</p> <p>Initial Abstract &amp; Artistry</p> <p>Update Google Doc 1</p> <p>IRB Sign Off</p>
2	Theological & Sociological Method: Case Studies, Stories, Business Plans	<p>We will review the steps for this semester, any problems being faced, and discuss the theological and sociological methodology of the process in more depth.</p> <ul style="list-style-type: none"> <li>○ Syllabus</li> <li>○ Timelines</li> <li>○ Assignments</li> </ul> <p>Action-Based Theological Research Paradigms</p>	<p>Action-Based Theological Research Paradigms</p> <p>For this week, review the following on theological method from previous classes:</p> <ol style="list-style-type: none"> <li>1. Herriot on <a href="#">The Pastoral Cycle</a></li> <li>2. Grigg on <a href="#">Transformational Conversations</a></li> <li>3. Van Engen on <a href="#">Urban Theological Process</a></li> <li>4. Consider how these have been applied across the degree</li> </ol> <p>Qualitative Sociological Research Methods</p> <ol style="list-style-type: none"> <li>1. Qualitative Research Design, Ch 5 ("Methods...")</li> </ol>	Week 2 Forum: Interviewing	<p>Revised 1-4 chapters</p> <p>Chap 1: Updated Project Proposal</p>

		<p>Discuss the following on theological method from previous classes:</p> <ol style="list-style-type: none"> <li>1. Herriot on <a href="#">The Pastoral Cycle</a></li> <li>2. Grigg on <a href="#">Transformational Conversations</a></li> <li>3. Van Engen on <a href="#">Urban Theological Process</a></li> <li>4. Consider how these have been applied across the degree</li> </ol> <p>Qualitative Sociological Research Methods</p>	<ol style="list-style-type: none"> <li>2. Video: "Getting People to Talk" [33 min.]</li> <li>3. Paying informants? <a href="http://sru.soc.surrey.ac.uk/SRU14.html">http://sru.soc.surrey.ac.uk/SRU14.html</a></li> <li>4. Joint interviewing? <a href="http://sru.soc.surrey.ac.uk/SRU15.html">http://sru.soc.surrey.ac.uk/SRU15.html</a></li> </ol>		
3	Qualitative Data Gathering: Case Studies, Stories, Evaluation of Training, Action Research	<p>Discuss your partnership with the Community Organization and the expectations they have versus your expectations</p> <p>Discuss the readings and how they affirm or change the direction of your methodology</p>	<p>Read the following and come prepared with themes from them to confound the rest of the class:</p> <p>Read or review one of the following:</p> <p>Qualitative Research Design, Ch 5 ("Methods...")</p> <p>For those using case studies or stories, Gray, chapter 10(2009 version) or 11 (2013), Designing Case Studies.</p> <p>For those doing evaluations of training, Gray, chapter 11 (2009) or 12 (2013), Designing Evaluations.</p> <p>and one of:</p> <p><a href="#">'Grounded Theory: An Exploration of Process and Procedure', Diane Walker and Florence Myrick, Qualitative Health Research, Apr 2006; vol. 16(4): 547-59.</a></p> <p><a href="#">'Qualitative Research - State of the Art', Uwe Flick, Social Science Information, Mar 2002; vol. 41(1): 5-24.</a></p> <p><a href="#">'Talking and Thinking About Qualitative Research', Carolyn Ellis, Arthur Bochner, Norman Denzin, Yvonna Lincoln, Janice Morse,</a></p>	Week 3 Forum: Theological Framework	Chap 2: Expanded Literature Review & Resubmission of last sem Local Knowledge if need be.

			<p><a href="#">Ronald Pelias and Laurel Richardson, Qualitative Inquiry, Mar 2008; vol. 14(2): 254-84.</a></p> <p>And one of:</p> <p><a href="#">'Integrating Quantitative and Qualitative Research: How is it Done?', Alan Bryman, Qualitative Research, Feb 2006; vol. 6(1): 97-113.</a></p> <p><a href="#">'Integrating Qualitative and Quantitative Research Methods', Sue Kinn and Joan Curzio, Journal of Research in Nursing, May 2005; vol. 10(3): 317-36.</a></p> <p><a href="#">'Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods', David L. Morgan, Journal of Mixed Methods Research, Jan 2007; vol. 1(1): 48-76.</a></p> <p>and</p> <p>Field Notes</p> <p>Robert M. Emerson Rachel I. Fretz , Linda L. Shaw. (2011). Writing Ethnographic Fieldnotes, Second Edition (Chicago Guides to Writing, Editing, and Publishing) (Kindle 10.99). (Worth Buying)</p>		
4	Qualitative Data Gathering: Interviewing, Focus Groups, Evaluations, Action Research	Report back Discussion on Interviewing	<p>Choose two of the following articles that will most help you with your research, and come prepared to explain how key ideas are modifying what you are doing.</p> <p>Designing Case Studies</p> <p><a href="#">'A Case in Case Study Methodology', Christine Benedichthe Meyer, Field Methods, Nov 2001; vol. 13(4): 329-52.</a></p>		MATUL as a Research Degree evaluation

			<p><a href="#">'Five Misunderstandings about Case-study Research', Bent Flyvbjerg, Qualitative Inquiry, Apr 2006; vol. 12(2): 219-45.</a></p> <p><a href="#">'Prospective Case Study Design: Qualitative Method for Deductive Theory Testing', Alex Bitektine, Organizational Research Methods, Jan 2008; vol. 11(1): 160-80.</a></p> <p>Designing Evaluations</p> <p><a href="#">'The Emerging Gap between Evaluation Research and Practice', Abdul Khakee, Evaluation, Jul 2003; vol. 9(3): 340-52.</a></p> <p><a href="#">'Methodological Quality Standards for Evaluation Research', David P. Farrington, The ANNALS of the American Academy of Political and Social Science, May 2003; vol. 587(1): 49-68.</a></p> <p><a href="#">'Organizational Use of Evaluations: Governance and Control in Research Evaluation', Finn Hansson, Evaluation, Apr 2006; vol. 12(2): 159-78.</a></p> <p>Action Research and Change</p> <p><a href="#">'Researching Organizational Practice through Action Research: Case Studies and Design Choices', Chris Huxham and Siv Vangen, Organizational Research Methods, Jul 2003; vol. 6(3): 383-403.</a></p> <p><a href="#">'Participatory Action Research and Action Science Compared: A Commentary', Chris Argyris and Donald A. Schön, American Behavioral Scientist, May 1989; vol. 32(5): 612-23.</a></p> <p><a href="#">'Action Research Literature: Themes and Trends', Bob Dick, Action Research, Dec 2004; vol. 2(4): 425-44.</a></p>		
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5	Writing a Data Description	<p>Presentation: <a href="#">MATUL Thesis Structure</a></p> <p>Discovering Themes</p> <p><a href="#">Research Quality in Transformational Conversations</a></p> <ul style="list-style-type: none"> <li>○ <a href="#">TUL 670-1, Designing Graphical Masters Papers from Urban Leadership Foundation</a></li> </ul>	<p>Read one of the following and come ready to discuss it:</p> <p>On Analysis</p> <ul style="list-style-type: none"> <li>○ View: "I Have Some Interview Data. What Next?" [ 9 min.]</li> <li>○ Read: Ryan, Gery &amp; Bernard, H. (2003) "<a href="#">Techniques to Identify Themes</a>" Field Methods</li> <li>○ Qualitative Research Design, Ch 6 ("Validity...")</li> </ul> <p>Analyzing and Presenting Qualitative Data</p> <p>Read one of the following. Be ready to present on one.</p> <ul style="list-style-type: none"> <li>○ '<a href="#">Generalization in Qualitative Research</a>', <a href="#">Geoff Payne and Malcolm Williams</a>, <a href="#">Sociology</a>, Apr 2005; vol. 39(2): 295-314.</li> <li>○ '<a href="#">Validity in Qualitative Research</a>', <a href="#">Robin Whitemore, Susan K. Chase and Carol Lynn Mandle</a>, <a href="#">Qualitative Health Research</a>, Jul 2001; vol. 11(4): 522-37.</li> </ul> <p>On Writing up Your Thesis</p> <ul style="list-style-type: none"> <li>○ <a href="#">compiled by Kim Kastens, Stephanie Pfirman, Martin Stute, Bill Hahn, Dallas Abbott, and Chris Scholz</a> How to Write Your Thesis</li> </ul>	Week 5 Forum: Analyzing Data	
6	Writing data analysis / Validity	<p>Feedback on progress in the community.</p> <p>Discuss: <a href="#">Quality of Research</a></p> <p>Relaxation techniques to calm anxiety stricken students.</p>	<p>Read two of the following. Be ready to present on one.</p> <p>Validity</p> <ol style="list-style-type: none"> <li>1. Qualitative Research Design, Ch 6 ("Validity...")</li> <li>2. View <a href="#">Reliability, Validity, Generalizability, and Credibility</a> Graham Gibbs</li> </ol>		Chapter 5: Gathering & Describing Information



			<p>Apply the ideas viewed in Sam Fiala, <a href="#">9 threats to internal validity</a> to your thesis and come ready to discuss the weaknesses of your approach with the class.</p> <p>Writing up the Research</p> <p>Read one of the following and identify new ideas:</p> <ul style="list-style-type: none"> <li>○ <a href="#">'Writing Up Qualitative Research ... Better', Harry F. Wolcott, Qualitative Health Research, Jan 2002; vol. 12(1): 91-103.</a></li> <li>○ <a href="#">'The Textual Disembodiment of Knowledge in Research Account Writing', Judith Aldridge, Sociology, Feb 1993; vol. 27(1): 53-66.</a></li> <li>○ <a href="#">'"Grab" and Good Science: Writing Up the Results of Qualitative Research', Jane F. Gilgun, Qualitative Health Research, Feb 2005; vol. 15(2): 256-62.</a></li> </ul>		
7	Telling the story	<p>Writing up Your Data Analysis</p> <p>Presentation: <a href="#">Analysis of Urban Conversations</a></p>	<p>View <a href="#">Limits to Grounded Theory</a></p> <p>Read any of the following:</p> <ol style="list-style-type: none"> <li>1. 'Doing Development Research, Ch. 30</li> <li>2. <a href="#">Using quotations video</a> David Gray [2:23]</li> <li>3. View: "I Have Some Interview Data. What Next?"</li> </ol>	Week 7 Forum: Analyzing Data (2)	
8	Setting up the Public Presentations	Report Writing towards those within the Organization.	Work on second draft of your report	Week 8 Forum: Telling the Story	Project 7.1: 1 <sup>st</sup> draft
9	Returning Results; Writing up	<p>Join the Online Face to Face Discussion</p> <ul style="list-style-type: none"> <li>○ Review advances</li> <li>○ Review the <a href="#">chart of past student presentations</a> and fill in the chart [to be added when</li> </ul>	<p>Doing Development Research, Ch.28,29 [Check chapter number]</p> <p>Some background on the role of the church and development may assist in some theological integration Myers, Bryant L. (2015). <a href="#">"Progressive Pentecostalism, Development, and Christian Development NGOs: A Challenge and an</a></p>	Week 9 Forum: Report Writing (2)	Project 7.2: 2 <sup>nd</sup> draft

		<p>course is live] for WCIU, so we can plan ahead.</p> <ul style="list-style-type: none"> <li>○ Look through the other theses at <a href="http://matul.org/HTML/finalprojects.html">http://matul.org/HTML/finalprojects.html</a></li> </ul> <p>Join the Online Face to Face Discussion</p> <ul style="list-style-type: none"> <li>○ Review advances</li> <li>○ Review the <a href="#">chart of past student presentations</a> and fill in the chart [to be added when course is live] for WCIU, so we can plan ahead.</li> <li>○ Look through the other theses at <a href="http://matul.org/HTML/finalprojects.html">http://matul.org/HTML/finalprojects.html</a></li> </ul> <p>Writing the qualitative report</p> <p>Using verbatim quotes in the report: <a href="http://www.york.ac.uk/inst/spru/pubs/pdf/verbquotresearch.pdf">http://www.york.ac.uk/inst/spru/pubs/pdf/verbquotresearch.pdf</a> (p. 8-17)</p> <p>Balancing description and interpretation (often called "discussion"): <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.101.5679&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.101.5679&amp;rep=rep1&amp;type=pdf</a></p> <p>Write-up example #1: Quality of water in Kenyan slum</p> <p><a href="http://link.springer.com/article/10.1007%2Fs11524-007-9199-x?LI=true#page-1">http://link.springer.com/article/10.1007%2Fs11524-007-9199-x?LI=true#page-1</a></p>	<p><a href="#">Opportunity.</a> International Bulletin of Missionary Research 39, no. 3 (2015): 115–20 <a href="http://www.internationalbulletin.org/issues/2015-03/2015-03-115-myers.html">http://www.internationalbulletin.org/issues/2015-03/2015-03-115-myers.html</a>. This is one journal where an A grade paper could be submitted and potentially published. Browse back issues to see the style, parameters and issues.</p> <p>Elizabeth A. St Pierre and Alecia Y. Jackson. (2014). <a href="#">Qualitative Data Analysis After Coding.</a> <a href="http://qix.sagepub.com/content/20/6/715.full.pdf">http://qix.sagepub.com/content/20/6/715.full.pdf</a></p>		
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		<p>Write up example #2: Health inequality in a South African slum</p> <p><a href="http://ccs.ukzn.ac.za/files/RREPORT_VOL106_HUNTER.pdf">http://ccs.ukzn.ac.za/files/RREPORT_VOL106_HUNTER.pdf</a></p> <p>Write up example #3: Health seeking behavior among women in a Pakistani slum</p> <p><a href="http://www.ghdonline.org/uploads/261.pdf">http://www.ghdonline.org/uploads/261.pdf</a></p> <p>Discussion on the Annotated Bibliography</p>			
10	Thesis writing: Returning results, Analysis, Conclusion, Exec Summary	<ul style="list-style-type: none"> <li>○ Discuss Progress</li> <li>○ Review each others work</li> <li>○ <a href="#">Writing Your Conclusion</a></li> <li>○ What did you come up with from the web on writing an abstract</li> <li>○ Review each others existing abstracts</li> <li>○ <a href="#">Final Write up and Writing your Abstract</a></li> <li>○ Using the Word Indexing Tool (Practice before class and discuss)</li> </ul>	<ul style="list-style-type: none"> <li>○ Read: Doing Development Research, Ch. 30</li> <li>○ Using the Word Indexing Tool (Practice before class and discuss)</li> <li>○ Search the web for the best slideshow on writing an abstract</li> </ul>	Week 10 Forum: Report Writing (3)	Project 7.3: Report 2nd draft
11	Public Community Presentation preparation	<p>Preparation for Community Presentation</p> <p>Design of materials to present to them.</p> <p>How to get decisions on your proposals</p>	<p>Read two of the following. Be prepared to present one to the face to face class.</p> <ol style="list-style-type: none"> <li>1. Doing Development Research, Ch. 31</li> <li>2. Tognazini, Bruce. <a href="#">How to Deliver a Report without Getting Lynched</a></li> <li>3. View: "Making Presentations Unforgettable" [10:27]</li> </ol>	Week 11 Forum: Presenting Results to Community	Project 8.1: Written Report

12	Post- Public Community Presentation sharing; integrate evaluation of sharing/decisions; course evaluation; Final submission	<ul style="list-style-type: none"> <li>○ Report back on your public presentations. Prior to class add the recording and printed outline to the assignment submissions. This will be the basis of your grading.</li> <li>○ Discuss issues in putting together your final paper.</li> <li>○ Discuss <a href="#">Surviving the Post-dissertation Slump</a></li> </ul>		Week 12 Forum: Post-Presentation Reflections	Proj 7.4: Final Draft  Proj 8.2 Presentation to Community and/or Community Organization
13, 14 Leave, Travel	Final Revisions, Submissions.  Revise project after grading, publish, submit to Program Director, develop five minute presentation and PowerPoint	No zoom  Travel home for US Students  Finalize Printing and Binding  Prepare final Academic Presentation		US Students exit site, travel home, arrive	Proj 7.5: Final of Final Draft  Submit Course Evaluation  Submit IRB Sign off Form
14	Final Academic Presentation Preparation	Travel  Completion of all assignments  Finalized write up			Proj 7.6 Permission to submit final draft needed to pass course and degree.
15 Reentry	Public Presentation. Printed Version Review presentation with class and Public Academic	Academic Presentation  Report back  Final Celebration		US Students Reentry	Project 8.3 : Power

	Presentation to 50 faculty, family and dignitaries	Korokoroake			Point for Faculty  Proj 8.4 Academic Public Presentati on
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#### Student Learning Outcomes

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



<b><i>Student Learning Outcomes</i></b>	<b><i>Program Learning Objectives</i></b>	<b><i>Assignment Used to Assess</i></b>
1. Demonstrate an understanding for and utilization of philosophical, theological, and practical distinctives for various participatory research methodologies and in-field research skills: ability to gain rapport and access to community organization or church; utilizing methodologies selected for the research project; theological reflection; data analysis; participatory involvement in dissemination of conclusions and decision-making.	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.	Online discussions and forum  Research Final Project
2. Write and present a viable research proposal and research project thesis that: <ul style="list-style-type: none"> <li>• Articulates the philosophical, theological, and practical distinctives of missional participatory-action research;</li> <li>• Describes ministry problem as well as context of community organization or church;</li> <li>• Critically discusses literature related to the research topic and question;</li> <li>• Develops a theological framework for the research resulting in a framework for missional action;</li> <li>• Critically evaluates the strengths and weaknesses of research approaches;</li> <li>• Completes analysis and description of research findings;</li> <li>• Critically reflects on conclusions and seeks active decision-making involvement by the community organization or church and/or community leadership in both the process and implementation of recommendations.</li> </ul>	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.	Online discussions and forum  Oral Presentation       Research Final Project
3. Demonstrate project management skills and the ability to: assess the capacity of community organization or church; frame and refine the research problem; implement and complete a project plan with timelines and deliverables; and monitor progress against the project plan.	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.	Online discussions & forum  Research Final Project
4. Character Formation: Demonstrate personal warmth, humility, power sharing, and empathy with community organization staff, organization's beneficiaries and/or members manifest in "buy-in" to the proposed transformative action.	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.	Online discussions  Final Report form supervisor in Community Organization

## SECTION 2 – COURSE REQUIREMENTS

### Course Materials

Students are responsible to obtain the “required” materials below in either hard copy or electronic version. The “recommended” materials, though optional, offer valuable information for the various phases of the project. Students are also required to identify 5 local materials that feature case studies of research among urban poor populations from their particular region.

### Required Materials

- Desai, V. and Potter, R. (Eds.) (2006). *Doing development research*. Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1412902854 (Kindle: New \$52.89 (\$60 with interactive media) Used: \$7.77 Kindle: \$43.96).
- Scheyvens, Regina ed. (2014). *Development fieldwork*. Sage. ISBN: 978-1446254776. (\$40 Kindle. \$46 new. \$34 second-hand Amazon).
- Gray, D. E. (2017). *Doing research in the real world*. (4th ed.). Thousand Oaks, CA: Sage. (\$37 Kindle. \$29 new. \$51 secondhand Amazon). ISBN-13: 978-1473947269 (822 pages with access to videos - a great source).

### URBAN MISSIOLOGICAL ACTION-RESEARCH

- Grigg, V. (2009). Transformational Conversations: Hermeneutic for a Postmodern City. *The Spirit of Christ and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals*. Lexington, KY, Asbury: Emeth Press and Auckland: Urban Leadership Foundation. [Accessible in the Populi course files]
- Elliston, Edgar. (2011). *Introduction to Missiological Research Design*. William Carey Library. ISBN: 978-0-87808-475-3. [\$10.99, Kindle \$0].

### Optional Resources

#### FOR THOSE FOCUSED ON CHURCH GROWTH

- Schwartz, C. A. (2003). *Natural Church Development: A Guide to Eight Essential Qualities of a Healthy Church*. D-25924 Emmesbull, Germany, C & P Publishing. (\$5.90 Amazon). ISBN: 978-1889638003
- Waymire, B. and C. Townsend (2000). *Discovering Your City: Bringing Light to the Task of Community Transformation*, Light International. ISBN: 978-0967534206. [\$5 Used]

#### FOR THOSE FOCUSED ON US CRITICAL RACE STUDIES

Chapman, Thandeka (Author), Paul A. Schutz (Author), Jessica T. DeCuir-Gunby (Editor). (2018). *Understanding Critical Race Research Methods and Methodologies*. 1st Edition. Routledge. [ Kindle \$12.47]. ISBN-13: 978-1138294707

### 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](#)



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

## 1. 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.

Online Delivery: For those overseas, the teaching component of the course will utilize an asynchronous 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 up to 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 (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 include student presentations. 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.

## 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	Los Angeles	Johannesburg	Beijing	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

## 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. VGTUL500ResProj.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.

### **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 Time Estimates**

Students should expect to average about this much time on course activities during the term.

Activity	Assignments	Estimated hours for average student
Academic Engagement with Professor (Synchronous and Asynchronous)	Viewing Videos and preparing readings for Zoom class, presentation – 1 hours per week	15
	Weekly zoom student community learning process – 2 hours per 15 weeks	30
<b>TOTAL Facilitator engagement</b>		<b>45</b>
Preparation (outside of class)	Research readings; 600 pages 300 @20 pg/hr; 300 browsing @ 50 pg/hr (Grad level)	21
	Community Research (3 hrs per week)	27
	Writing	35
	Final Presentations	7
<b>TOTAL Self-directed Study</b>		<b>90</b>
<b>Overall Total</b>	135 hrs. for a 3 credit course per semester (Usually research projects are significantly more than a standard course , the most critical factor is early decision on the topic, the partner organization, and the approach – start discussions with organizations six weeks before the course begins).	<b>135</b>

## SECTION 3 – SCHEDULE AND EVALUATION

### Assignments, Grading Percentages

Final versions of assignment requirements will be found in the assignments in Populi. If any adjustments are made to these, they will be done for the advantage of students, after discussion and not after an assignment is opened. The versions in Populi will be the most recent. Due dates are to be found in Populi assignments (not included here as if in two places, confusion can develop).

Students will be awarded 3 credits for TUL671 and 3 credits for TUL675. The real work of writing a Masters' research paper, as is common, is likely to be much more than the value of these credits.

ASSIGNMENTS	
<p><i>Chapters 0- 4. Rewrite Stylesheet, Table of Contents, Introduction (Chap 1), Literature Review (Chap 2) Theological Analysis (Chap 3), Project Plan and Methodology (Chap 4). Start Abstract.</i> These are an extensive rewrite and development of TUL670</p> <p>Evaluative criteria: evidence of collaboration with organizational or community leadership; evidence of expanded concept integration; clear development of the theological process and content; writing quality (use of headings, clarity, conciseness, spelling, grammar, persuasiveness, graphical layout, pizzazz!)</p>	13
<p><i>Chapter 5- Methodology Chapter &amp; Information Description (Chap 5)</i></p> <p>Evaluative criteria: selection of appropriate research methods; blend of observational and interview data; # of informants; quality of interview guide; quality of data collected; clear organization of data by labeled themes; writing quality (clear, succinct, spelling, persuasiveness, graphical layout).</p>	5
<p><i>Chapter 6 - Information analysis: Coding and Analysis (Chap 6)</i></p> <p>Evaluative criteria: evidence of collaboration with national guide; evidence of concept integration from prior studies; clear identification of relationships between variables; succinct but insightful conclusions; writing quality (use of headings, clarity, conciseness, spelling, grammar, and persuasiveness)</p>	10
<p><i>Project 7 - Chapter 7 and Finalize Full Report - Written Thesis or Professional report (Chap 7, Conclusion, Abstract, Bibliography and complete Report)</i></p> <p><i>Evaluative criteria:</i> Timeliness (submission of product on time); incorporation of "description" and "analysis" sections, as well as the other structural elements outlined in Addendum D of the "Real World Research" doc; mastery of the research issue/problem, including knowledge of the larger context of the study and background knowledge from prior studies; writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness).</p>	35
<p><i>Project 8. Public presentations: to organizational leadership or community, and academic</i></p> <p>Evaluative criteria: organization of event; creativity in presentational techniques; clarity of presentation; persuasiveness; response by decision-makers.</p>	15
<p><i>Online Zoom Discussions:</i></p> <p>Evaluative Criteria: Attendance; Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others' Views; Contribution to Discussion; Comprehensible</p>	10

<i>Discussion Forum Submissions:</i> Evaluative Criteria: Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible Writing Mechanics; Timely	10
<i>Community Engagement</i> <i>Organizational Engagement: Contract, Final Evaluation by Organizational Leader</i>	2
<i>Evaluation of Course</i>	2 (extra credit)
<b>Totals:</b>	100%

### Video Conference Calls

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 help 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 unable to make any 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 as in the Forum Discussions.

### Written Discussion Forums

Online Discussion (also called 'threaded discussion' or TD) is an online dialog or conversation that takes the form of a series of linked messages by students and instructor, organized weekly. The TD enables MATUL students to exchange project-related insights from geographically dispersed locations. By structuring discussion of intercultural concepts and experiences with peers in *various* host cultures, as opposed to discussion with peers in the same culture, students are encouraged to focus on the essence of each situation. Pushed to be active participant-observers in their respective cultures, they have the rare opportunity to move from mere description of local realities to cross-cultural comparative analysis.

During threaded discussions, students interact with *content* (e.g. assigned readings, common language and culture learning experiences), their *classmates* (via discussion, debate, peer review), and with the *instructor* (as they seek to teach, guide, correct, 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 TDs; 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), TD affords participants the opportunity to reflect on each other's contributions, as well as their own, prior to posting. As "iron sharpens iron," each student's contribution enhances the learning of all other students, and feeds back into our life within our host communities.

To make this process work for all, "posts" must be made during specified time periods (as specified under each project, there is a little leeway as life happens, but not 3-4 weeks delays). **This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods. Otherwise, your posts will carry a subjective "stream of consciousness" tone that doesn't contribute much.** To write substantive posts, you will need to stay healthy, focused, and organized.

#### Procedure

- Begin a particular project within the specified time period.

- Wait for the instructor to pose a topical question.
- Each student responds with an initial, substantive post.
- Students respond to each other's posts.
- Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

#### *Guidelines for participation*

- Students adhere to specific timeframes for discussion and reflection.
- For each topical thread, each student contributes at least three (3) posts.
- Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

#### **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.

### **Style Requirements**

Style enhances communication. It is not knowledge, cannot replace knowledge, but it makes knowledge easier to consume, to digest. The future of communications is visual, and oral and artistic, even musical. So why are you writing boring word only papers, as they did in the 1950's? Stylize them graphically, so that people enjoy reading them, a page, boxes, lines, white space, quotes...

But that is not saying that the words and the logic need not to be well done. The argument needs to flow and each picture or graph or chart feed into it... Guys, the girls have put you to shame throughout school with their artistry. Now is time to reverse this trend. Make communication of your ideas a quiver of artistry.

*Writing Assignments:* 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. Your Initials Course#, Assignment, Date e.g. VGTUL500BibliogrpahyJan142008
- Page numbers in right lower corner
- Single spaced (in the old days on printed paper, space was needed to make comments. On computer we don't need).
- Word doc not pdf. Pdfs are hard to edit.
- Graphically pleasing
- References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

## **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](#) (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](mailto: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.

### **Class Policies**

**Participation** in class or the online Zoom calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas. Timeliness is as important on Zoom as it is in a physical classroom.

**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 and reduce other commitments. The aim of a course is not to kill you with stress but 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!

**Online equipment:** For online interaction, a headphone with mouthpiece (that excludes external arguments between roommates’ 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.

**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.

**Netiquette Policy:** Online classes provide a valuable opportunity to engage in in dynamic exchanges 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 or slang. • Keep an “open-mind.” • Be willing to express your opinion, even if others don’t share it. • Be aware that the University’s Academic Honesty Policy also applies to forum posts. • Think about your message and proofread before you click “Send”

In this class, **collaboration** is encouraged on assignments. However, each assignment needs to be submitted by each person, and documentation by each party of how many hours they put in, others put in and the % and nature of workload each contributed.

## SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

### **MATUL Program Outcomes**

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

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

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

**2. *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.

**3. *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.

**4. *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.

**5. *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.

**6. *Social Entrepreneurship: Apply Biblical social entrepreneurship and economic principles that 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.

**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.***

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



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