SAINT LOUIS CHRISTIAN COLLEGE
GSO202 – COMMUNITY DEVELOPMENTI
JOE LIEWAY - INSTRUCTOR
Three Semester Hours Credit

Summer 2014

MONDAYS
6:00 – 8:00 P.M.

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COLLEGE CORE VALUES

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

Bible Knowledge— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible's message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry

Christian Character— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves.

Ministry Skills— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life's diverse situations. Students are challenged and helped to identify and develop their spiritual gifts and are placed in settings to practice those gifts skillfully.

Christian Worldview— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge. The curriculum at Saint Louis Christian College integrates thought and life across a broad academic range and fosters in students a lifelong appreciation for the independent value of knowing.

Christian Community— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach.

COURSE DESCRIPTION

Students develop skills in mobilizing spiritual and physical resources for the development of communities through the agency of local congregations and para-church organizations. Principles and case studies of community development are examined and evaluated. 3 Credits.

COURSE RATIONALE

This course contributes to the achievement of the following institutional objectives. Upon completion of a program of study at Saint Louis Christian College the student will:

Practice servant-leadership on the model of Jesus, addressing the practical issues of racism, poverty, political powerlessness, and spiritual need among the world's disenfranchised, both urban and rural.

Therefore SLCC promotes leadership models that focus on physical, emotional, and spiritual human needs in the wider community and around the world, as well as in students' local churches.

COURSE GOAL

As a result of this study, the student will demonstrate knowledge, attitudes, and skills which will enable him or her to minister in a comprehensive manner to poor communities and the individuals in them.

COURSE OBJECTIVES

As a result of this study, the student will:
1. Appreciate the holistic nature of ministry concern in the lives of individuals and communities.
2. Relate biblical and historical precedents to the modern movement in community development.
3. Enunciate the principles of Christian community development.
4. Demonstrate an understanding of the nature of human culture and its impact on individual and community life.
5. Appreciate the diversity of culture in the modern world.
6. Recognize his or her ethnocentrism and cultural insensitivity.
7. Show competence in analysis and assessment of community culture and needs.
8. Demonstrate ability to network communities for the purpose of development.
9. Outline the essentials of a leadership development program for at-risk communities.
10. Identify resources for further study in community development.

COURSE REQUIREMENTS

Attendance and Participation - Attendance in class is required. Attendance will be graded according to the following formula and factored into the student's final average.

Absences Grade

0	One point added to final average
1	No points added or deducted
2	One point deducted from final average
3	Two points deducted from final average

Tardies will be noted. Three tardies will be equivalent to an absence. Students with absences over 3 will be in violation of the College's **"25%** rule" and accordingly will be given a grade of F for the course.

Reading - The textbooks for the course are:

The Bible

Perkins, John M. With Justice For All*: A Strategy for Community Development*. Ventura: Regal Books, 1982.

Lupton, Robert D. *Compassion, Justice and the Christian Life: Rethinking Ministry to the Poor.* Ventura, CA: Regal Books, 2007. ISBN - 978-0830743797

The student will be required to read the texts as set forth in the attached course schedule. To give evidence that this has been completed the student will be required to submit the course reading report forms on the assigned date. The student should also be prepared to answer questions from the assigned reading on the major course examination. The reading assignment will factor in as **10%** of course total grade.

Current Community Challenges Report - Students will be divided into ministry teams to work together on a "Current Community Challenges Report." Teams will select one of the below current challenges facing at-risk communities and will research that issue in light of the commitments of Christian community development. The team will then **write a five-page essay** on the issue which the team identifies. This essay should summarize the current state of the challenge in at-risk communities. The essay should give evidence of significant research in at least five resources. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers. Team members will develop a group report which will be presented in **class on July 21**. Reports will be graded according to the scoring guide contained in this syllabus. This assignment will factor in as **25%** of course total grade.

Issues which are appropriate subjects for study are issues such as:

Access to health insurance and adequate health care	The affordability of housing in poor communities
Why do kids join gangs?	Recreational programs and youth in poor communities
Elder care in poor communities	Public education: bright flight and high dropout rates
Homelessness	Unemployment and underemployment
White-flight	Illegal drugs
Violent crime	Welfare: Its Positives and Negatives
Family dysfunction	Cultural diversity and distress

Christian Community Development Ministry Synopsis – Each student will identify a community development ministry, gather information about that work, and **write a five-page essay** on the ministry which he/she studies. The student will then develop a creative summary of the work which will be presented in class on **August 18**. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers, which will factor in as **20%** of course total grade.

Potential areas for discussion include:

- Reason ministry started
- History of development of ministry
- Information regarding ministry staff
- Background information of the community served
- Types of ministries offered Mission/vision of the ministry
- Testimony of a "success story"
- Anything else that might come to mind or present itself during research

Community Needs Study - Student teams will work together to conduct a "Community Needs Survey" that will further the ministry of a St. Louis church (current or future). The process will involve:

- Gathering of demographic information for a particular neighborhood;
- Conducting survey to assess felt needs in community;
- Networking with the larger community to determine current resources;
- Putting together a plan for meeting such "Community Needs."

Student will be expected to spend at least ten hours in their community while developing their study. The team will then **write a five-page essay** on the felt needs of the community which the team studies. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers. Team members will also develop a group report which will be presented in **class on Sept. 15.** This assignment will also factor in as **25%** of course total grade.

Examination - Students will be required to take major examination over course materials on **Sept. 22,** which will factor in as **20%** of course total grade.

CLASS SCHEDULE

July 7 – Course Introduction

July 14 – Biblical Perspectives
Read: Perkins-Introduction - Chapter 2
Lupton Introduction – Chapter3

July 21 – Understanding the Needs and the Call
Read: Perkins - Chapters 3
Lupton – Chapters 4-10
Current Community Changes Reports Due

July 28 – Understanding the Call
Lupton – Chapters 11-13

August 4 – Understanding the **Three RS – Part I – Relocation, Reconciliation and Redistribution**

August 11 – *Read: Perkins - Chapters 10-18*
Lupton **Appendix***- pp124-136*

August 18 - Case Study in Community Development Part 1
Guest Speaker
Christian Community Development Ministry Synopsis

August 25 - Understanding the Task
*Read: Perkins - **Chapter 19 - Interaction Section***
Lupton – Chapter 14-15

Sept. 1 - Labor Day (no DAY or AIM classes)

Sept. 8 – Indigenous Leadership Development
Read: Lupton – Chapter 16-19

Sept. 15 – Case Study in Community Development Part 2
Community Needs Study

Sept. 22 – **Final Exam**

COURSE ASSESSMENT

The student's final grade will be determined according to the following formula.

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Current Community Challenges Report 25%
Christian Community Development Ministry Synopsis -------------------------- - 20%
Community Needs Study 25%
Examination 20%
Reading 10%
                                                                                                                        100

COURSE INFORMATION

Late Policy - Papers are due during the class period on the day the paper is due. Reading assignments will have ten points deducted from the total score for each class day they are late.

Missed Examinations – Students may make up examinations for which they were absent from class for a **legitimate reason**. Make-up tests will be administered in the Library during the hours that full-time Library staff are on duty. Make-up exams must be taken within one week of the test date. Exams which are missed for reasons other than sickness or unavoidable circumstances **will not be allowed a make-up**. The final examination must be completed before the conclusion of the final exam week.

Legibility - All homework assignments must be legible **(typed, neatly written, or printed)**. Your grade will be dropped if your paper is sloppy and not readable.

Academic Honesty - Any cheating or plagiarism will result in a grade of "F" or ZERO being given for the assignment on which it is found.

Special Academic Circumstances - Students with a diagnosed learning disability, please see the instructor privately to discuss assessment measures that would enhance your ability to learn.

Adjustment of Syllabus - The above schedule, procedures, and assignments are subject to change in the event of extenuating circumstances.

Instructor Availability – The instructor may be contacted at the telephone numbers or e-mail addresses listed below.

Joe Lieway:

Campus Contacts: 1-314-837-6777 (x1518)
Home Contacts: 1-314-546-2851 or jlieway@slcconline.edu

COURSE STUDENT LEARNING RESOURCES (SELECT BIBLIOGRAPHY)

Print Resources

Bakke, Ray with Jim Hunt. *The Urban Christian*. Downers Grove, IL: InterVarsity Press, 1987

Berk, Stephen E. *A Time to Heal: John Perkins, Community Development and Racial Reconciliation*. Grand Rapids: Baker Book House, 1997.

Birchett, Colleen. *Biblical Strategies for a Community in Crisis: What African Americans Can Do*. Chicago: Urban Ministries Inc., 1992.

Bradshaw, Bruce. *Bridging the Gap: Evangelism, Development and Shalom*. Monrovia, CA: MARC, 1993.

Claerbaut, David. *Urban Ministry*. With a Foreword by Raymond J. Bakke, Grand Rapids: Zondervan, 1983.

Conn, Harvie M. *The American City and the Evangelical Church*. Grand Rapids: Baker, 1994.

_____. *A Clarified Vision for Urban Mission: Dispelling the Urban Stereotypes*. Grand Rapids: Zondervan, 1987.

_____. *Evangelism: Doing Justice and Preaching Grace*. Grand Rapids: Academie Books, 1982.

Costas, Orlando. *The Church and Its Mission: A Shattering Critique from the Third World*. Wheaton, IL: Tyndale House, 1974.

_____. *Liberating News: A Theology of Contextual Evangelization*. Grand Rapids: Eerdmans, 1989.

Ellis, Carl F. Jr. *Beyond Liberation: The Gospel in the Black American Experience*. Downers Grove: InterVarsity Press, 1983.

Elliston, Edgar J. ed. *Christian Relief and Development*. Dallas: Word Publishing, 1989.

Linthicum, Robert C. *City of God -- City of Satan: A Biblical Theology of the Urban Church*. Grand Rapids: Zondervan, 1991.

Moberg, David O. *The Great Reversal: Evangelism Versus Social Concern*. Philadelphia: Lippincott, 1972.

Niebuhr, H. Richard. *Christ and Culture*. New York: Harper Torchbooks, 1951.

Palen, J. John. *The Urban World*. New York: McGraw-Hill, 1987.

Pannell, William. *Evangelism From The Bottom Up*. Grand Rapids: Zondervan Publishing House, 1992.

_____. *My Friend, The Enemy*. Waco: Word Books, 1968.

Perkins, John M. *Beyond Charity: The Call to Christian Community Development*. Grand Rapids: Baker Books, 1994.

_____. *Let Justice Roll Down*. Ventura, CA: Regal Books, 1976.

_____. *With Justice for All*. Ventura, CA: Regal Books, 1982.

Scott, Waldron. *Bring Forth Justice*. Grand Rapids: Eerdmans, 1980.

Sherman, Amy L. *Restorers of Hope*. Wheaton: Crossway Books, 1997.

Spates, James L. and John J. Macionis. *The Sociology of Cities*. Belmont CA: Wadsworth, 1987.

Wallis, Jim. *Agenda for Biblical People*. New York: Harper and Row, 1978.

Warren, Rachelle B. and Donald I. Warren. *The Neighborhood Organizer's Handbook*. Notre Dame: The University of Notre Dame Press, 1977.

Washington, Raleigh and Glen Kehrein. *Breaking Down Walls*. Chicago: Moody Press, 1993.

Internet Resources

Christian Community Development Association- http://www.ccda.org/

City of St. Louis Community Information Network- http://stlouis.missouri.org/

Lawndale Community Church- http://www.lawndalechurch.org/

Links Community Development Organization Internet Sites- http://www.goshen.edu/soan/soan96cd.htm

Promise Keepers- http://www.promisekeepers.org/
St. Louis County Demographic and Economic Data- http://www.co.st-louis.mo.us/plan/demo/
The Urban Mission- http://www.urbanmission.us
World Impact- http://www.worldimpact.org/
World Vision- http://www.worldvision.org/worldvision/master.nsf/

Current Community Challenges Report Scoring Guide

	F – 60%	D – 74%	C – 82%	B – 90%	A - 97%
Adequacy of Essay (30%)	The paper provides a reflection on the materials relating to the issue chosen which contains significant errors.	The paper provides a superficial or somewhat erroneous reflection on the materials relating to the issue chosen.	The paper provides an accurate but somewhat superficial reflection on the materials relating to the issue chosen.	The paper provides an accurate reflection on the materials relating to the issue chosen.	The paper provides an insightful and profound reflection on the materials relating to the issue chosen.
Adequacy of Classroom Presentation (30%)	The presentation provides a reflection on the materials relating to the issue chosen which contains significant errors.	The presentation provides a superficial or somewhat erroneous reflection on the materials relating to the issue chosen.	The presentation provides an accurate but somewhat superficial reflection on the materials relating to the issue chosen.	The presentation provides an accurate reflection on the materials relating to the issue chosen.	The presentation provides an insightful and profound reflection on the materials relating to the issue chosen.
Depth of Research (10%)	The paper makes use of three or fewer resources.	The paper makes use of three to five resources.	The paper makes adequate use of three to five resources.	The paper makes adequate use of five or more resources.	The paper makes studied and critical use of five or more resources.
Structure (15%)	The paper does not follow a logical sequence with smooth transitions.	The paper barely follows a logical sequence with smooth transitions.	The paper partly follows a logical sequence with smooth transitions.	The paper mostly follows a logical sequence with smooth transitions.	The paper clearly follows a logical sequence with smooth transitions.
Style (5%)	The paper does not contain complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper barely contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper partly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper mostly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper clearly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.
Grammar and Spelling (5%)	The paper does not demonstrate proper usage of grammar, punctuation, mechanics, and spelling.	The paper barely demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper partly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper mostly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper clearly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.
Format (5%)	The paper does not demonstrate proper usage of MLA format, and documentation.	The paper barely demonstrates proper usage of MLA format, and documentation.	The paper partly demonstrates proper usage of MLA format, and documentation.	The paper mostly demonstrates proper usage of MLA format, and documentation.	The paper clearly demonstrates proper usage of MLA format, and documentation.

Christian Community Development Book Report Scoring Guide

	F – 60%	D – 74%	C – 82%	B – 90%	A - 97%
Adequacy of Individual Essay (35%)	The paper provides a reflection on the materials relating to the book chosen which contains significant errors.	The paper provides a superficial or somewhat erroneous reflection on the materials relating to the book chosen.	The paper provides an accurate but somewhat superficial reflection on the materials relating to the book chosen.	The paper provides an accurate reflection on the materials relating to the book chosen.	The paper provides an insightful and profound reflection on the materials relating to the book chosen.
Adequacy of Classroom Presentation (35%)	The presentation provides a reflection on the materials relating to the book chosen which contains significant errors.	The presentation provides a superficial or somewhat erroneous reflection on the materials relating to the book chosen.	The presentation provides an accurate but somewhat superficial reflection on the materials relating to the book chosen.	The presentation provides an accurate reflection on the materials relating to the book chosen.	The presentation provides an insightful and profound reflection on the materials relating to the book e chosen.
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