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University Mission Statement

Master of Arts in Transformational Urban Leadership

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



Klong Toey, Bangkok, wher Ash & ANji Barker live.

**TUL630: *Theology & Practice of* *Community Transformation* (3 units)**

Course writers: Development of these courses is a collective process over several continents. The following have contributed to this design:

Dr. Rich Slimbach, Dr. Viv Grigg

Professor:

### I. Course Description

This course explores the challenges, models, and analytic tools for transformational change within slum communities. Students develop a Christian framework for holistic development, community organizing, liberation, and social change among the urban poor while gaining facility in community asset-mapping and initiating a seed project.

### II Expanded Course Description

***Relationship to other course:*** This course is the more theoretical of the six courses related to Community Development, though it involves practical projects. The other five are internships.

***Style of learning:*** *Community Transformation* is focused on helping students understand why and how community change and transformation is pursued. The “community” is presented as the basic unit of development and examined for its unique culture, process, and narrative through the use of community research methods. Various strategies towards community development are introduced and analyzed alongside practical research (which is one more style of research that feeds into your final project), and the initiation of a seed project within one community***.***

The course will involve a mixture of class discussion and mini-lectures via SKYPE or Elluminate, documentary videos, projects, and guest speakers.

### III. Course Rationale

This course moves progressively through phases of working with local churches to enable them to develop a theology of community engagement, to processes of community development through seed projects, peoples participation and community organization then advocacy among the upper classes. These latter processes lead to the development of NGO’s independent of the local churches.

Slums are seen both as positive resting places in the positively perceived progression from rural peasant or tribal poverty to urban integration; as centers of broken social structure resulting in smuggling, gambling, illegal liquor-drug trade, prostitution, pollution sickness and crime; and marginalization politically, educationally and in terms of the urban systems.

Entering into our true identity as human beings created in the image of God, restores the image of the dispossessed as children of God who were denied their rights and privileges in society; enables the formation of a new social community in the church; enables the development of a new economic community; creates the character for new prophetic and then political engagement; and eventually moves through movements and NGO’s beyond engagement at the community level to city/national upper level justice movements and involvement in the structures of power.

In the Indian context, there are established structures such as caste, patriarchy and class which are supported by religious ideologies and belief practices. Victims are mostly the Dalits, women and the poor. The victims are trying to liberate themselves.

1/3 of this course is theological. The task of theology is to hear the cries of the victims and reflect on them to alleviate their problems. The task of developing a theology of Community Development is to structure the values and processes of deliverance based on Biblical motifs of Shalom, people’s equality and the dignity of each person, Bible principles of self-governance, liberation, freedom etc.

The task of the practitioner is to wisely gauge appropriate strategies with the people within each community, based on the issues and resources available.

### IV. Student Learning Outcomes

*By the end of this course students will be expected to*

**Cognitive (“Head”)**

1. **Theological Framework:** Articulate a distinctively Christian approach to community development and social transformation, incorporating biblical concepts (including but not limited to: reign of God, incarnation, servant hood, liberation/freedom, transformation, discipleship, and ecclesia).
	* 1. **Theoretical Themes:** Critically evaluate through a Biblical lens, the concepts of “poverty” and “development” in the development literature (including but not limited to: Dualism, underdevelopment, dependency, capital formation, social entrepreneurship, capacity building, up-scaling, participatory development, peoples movements, liberation, asset-based development).
		2. **Local knowledge:** From a local course or local mentor relate contemporary development-oriented efforts by Christian agencies to various forms of “mission” through history in one’s host country.
	1. **Local Case Studies:** Critically analyze case studies to determine the strengths and limitations of different models of community intervention (including but not limited to: aid/service (various forms), community development, community organizing, advocacy).
	2. **Academic Research Skills:** Students will develop basic skill in progressing from bibliography to developing a literature review.

**2. Affective (“Heart”):**

1. **Inquisitive Problem Solving:** Demonstrate a curiosity that leads to carefully examining the root causes of specific community problems and to investigate community-based strategies for addressing those problems.
2. **Character of the Development Worker:** Express passionately an understanding of the impact of Biblical values, character qualities, and principles on a lifetime of Kingdom development-oriented advocacy.

**3. Practice (“Hands”)**

1. **Mapping:** Demonstrate the ability to complete a step-by-step “mapping” of the various “assets” of a slum community through systematic consultation with residents.
	* 1. Compile a project portfolio of community research that integrates narrative description and tabular-formatted data with an analysis of the potential for community collaboration and transformation.
		2. Adherence to ethical standards in community research and development work.
	1. **Establishing a Seed Project:** Building from the “asset” base. Demonstrate understanding and skill in working with a local church or church plant or highly-valued community organization to step-by-step initiate a small seed project.
	2. **Resourcing:** Articulate rationale and processes of fund-raising and management of funds for small projects

### V. Required Course Materials

* Myers, B. (2011). *Walking with the Poor*. Maryknoll: Orbis. (Amazon $19.40, Kindle $14.70).
* McKnight, J. P. K. J. L. (1993). *Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago, ACTA Publications. ($18.66/$9.00 used on Amazon)
* Jacobsen, D. A. (2001). *Doing Justice: Congregations and Community Organization*. Minneapolis, Fortress Press. (Amazon $9.36/$5.96 used, $9.99 on kindle)
* Moffitt, B., & Tesch, K. (2004). *If Jesus were Mayor*. Grand Rapids, Ml: Zondervan. ($5.72/5.49 on Amazon)

### V. Course Content

**Module 1: Introduction**

* Introductions of professor, of students
* Description, Outcomes, Limits, relationship to other courses
* Expectations: Review Assignments and Dates, Process and Style
* **Framework**: Progressively outworking socio-economic-political discipleship from individual, to family, to neighbors, to community aid, projects organization and advocacy, then to larger structures.
* **Theological Assumptions:** Centrality of the power of Word, Spirit, Community of faith. Religious movements for change. Necessity of holistic theology. Implications of theology are of structural development beyond local church. Spirit of Christ hovers over all human structures in the city - need to work with him.
* **Project 3:**  Mapping Community Assets Step 1:
* **Readings:**
	+ Slimbach, R. (2007). “Mapping Community Assets.” Unpublished manuscript.
	+ Mathie, A., & Cunningham, G. (2002). From Clients to citizens: Asset-based community development as a strategy for community-driven development. Occasional Paper Series, no. 4. Antigonish, Nova Scotia: St Francis Xavier University. <http://www.stfx.ca/institutes/coady/text/about_publications_occasional_citizens.html>.
* **Literature Review:** Discuss how to do bibliography then integrate into a literature review.

Module 2: 14-May **Theology of Community Transformation**

(This is an introduction - theology is scattered in each session)

* The Expansion of the Kingdom and Kingdom Principles as goal and process of Development
	+ **Reading:** Myers, B. (2003). Walking with the Poor. Monrovia, MARC. Chap 2
* Dimensions of sustainable Devt: Spiritual capital, human capital, social capital, economic capital formation,
* Theology of Social Change
	+ **Reading:** Sider, Ron (1982). Toward a Theology of Social Change. *Evangelicals and Development: Towards a Theology of Social Change*. Pp 45-67.
* Shalom and Rev 21,22 as basis for envisioning developmental goals
* Necessity of theologically defined outcomes in definition of development vs. UN defining of agendas.
	+ **Review** thesis of Beyerhaus. *Mission; Redemption or Humanization?*
* **Community Mapping Project:** Discuss step 2 of Project 3.
* **Project 4:** Seed Project Discuss how to initiate the idea of a seed project in Module 5 after the asset mapping.
	+ **Reading:**  Moffitt, B., & Tesch, K. (2004). *If Jesus were mayor*. Grand Rapids, Ml: Zondervan. ($5.72/5.49 on Amazon).

Module 3: 21 May **Urban Poor Realities: Context of socio-economic-political discipleship**

* Forces that make up Urban Communities
	+ **Reading:** UN Habitat (2009) State of the World's Cities
* Inequality and Under Development
* Geographical, Spiritual, Political Community
* The Global Economy and 3rd World Industrialization
* The Roles of NGO's, Gov. Agencies, For Profit Agencies: Limits to those roles
* **Community Mapping Project:**  Discuss ongoing mapping, setting up leaders meeting to report findings
* **Project 2:** Discuss Research Project Interview Process

Module 4: 28-May **Direct Aid Well Done**

* Forming Partnership
* Emergency Response Protocols
* Empowerment of Local Communities
* Direct Aid vs. Dependency
* From Aid to Development
* Aid that Empowers
	+ **Reading:** Danbesa Moyles. Aid is Not Working. *Dead Aid.* pp 29-4
* **Community Mapping Project:**  Submit Project 3; Set up leaders meeting to report findings

Module 5 & 6: 4,11 Jun **Community Organizing Theory and Practice**

* **Theology:** Shalom, and Rev 21-22 as the basis for envisioning the city
* Organizing for Empowerment
* **Theology:** Nehemiah as model
* Foundations of Community Organizing
* Steps in the Organizing Process
	+ **Reading:** Jacobsen, D. A. (2001). *Doing Justice: Congregations and Community Organization*. Minneapolis, Fortress Press. (Amazon $9.36/$5.96 used, $9.99 on kindle) Ch. 5,6
* History of Community Organizing from Alinsky to Linthicum
* Underlying Theory: Poverty as Being Oppressed: The exercise of people power against oppression
* **Project 4:** Starting Seed Project Step 1: Presenting Mapping to Community Leaders
	+ **Reading:**  Moffitt, B., & Tesch, K. (2004). *If Jesus were mayor*. Grand Rapids, Ml: Zondervan. ($5.72/5.49 on Amazon)

Module 7: 18 Jun **Community Development Practice**

* Asset-Based Development
* Peoples Participation
* Sustainable Development & Environmental Justice
* Forging partnerships between community “allies” and “co-belligerent” organizations (government, industry, non-profits, and people’s organizations)
* Leveraging and raising funds for seed projects/grant writing
* Solidarity/Incarnation
* Gaining Access/Building Trust
* **Project 2:** Discuss Interviews
* **Project 4**: Seed Project Module 2. One on ones with people.
	+ **Reading:**  Moffitt, B., & Tesch, K. (2004). *If Jesus were mayor*. Grand Rapids, Ml: Zondervan. ($5.72/5.49 on Amazon)
	+ **Reading** Doing Justice. ch. 11,12.

Module 8 Jun 25 **Church-Based Development**

* Deacons as Development Trainers
* Using Luke 2:52 to move from spiritual to engaged discipleship
* Up scaling through forming Community orgs beyond church
* Appropriate resourcing
* Character as Core to Development
* **Project 4:** Harvest Seed Project Process Module 3.
* **Forum:** Discuss Project management planning process
	+ **Reading:** Moffitt, B., & Tesch, K. (2004). *If Jesus were mayor*. Grand Rapids, Ml: Zondervan. Ch

Module 9 Jul 2 **Capacity Building**

* Resourcing People: Team building, board building
Resourcing finances: Basic fundraising plan
* Class Presentations
* **Project 4:** Harvest Seed Project Process Module 4.
* **Forum:** Discuss resourcing of project.

Module 10 9 Jul **Advocacy Theory & Practice** (to be covered in more depth in the Advocacy course)

* **Theology:** Christ as the Integrator of Systems, Ephesians
* Advocacy for Children, women, child soldiers
* Conflict Resolution
* Security and identity Linkages
* Class presentations
* Advocacy practice case studies
* **Project 4:** Discuss conclusion of Seed Projects
* **Readings:**
* Maggay, Melba (1994). *Transforming Society* (Lynx/Regnum Studies in Evangelism, Mission & Development). London: SPCK.
* Linthicum, Community Organizing ch
* Grigg, Viv. (2004).With Justice for All, *Companion to the Poor*, ch 11.

Module 11 16-Jul **Public Policy**

* **Theology:** Speaking Truth to Power
* Mobilizing Corporate Responsibility
* Dealing with Corruption
* Class Presentations
* **Readings:**
* **Project 4:** Conclusion of Seed Projects. Submit final Project analysis.

Module 12 23 Jul **Finale**

* Putting it all together: Reviewing the four approaches
* How did we do together figuring this out?

### VII. Learning & Assessment Activities

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|  | **Assessment Task** | **Maximum Mark** |
| Project 1. |  **1. *Poverty and development***Students write a 7-10 page assessment of the concepts of “poverty” and “development” in two parts: *Part 1* should answer two questions: What realities render a person or community “poor” within this culture? What is indicated by “development” or “the good life” for a poor person? Utilize your local knowledge (class or local expert. Use either *Voices of the Poor* or *Development as Freedom* to answer those questions. *Part 2* critically assesses those responses in terms of the biblical motif of the kingdom of God (shalom, new creation). What images and principles ground a theological/biblical understanding of “poverty” and “development,” and how do they square (compare/contrast) with the presentations in *Walking With the Poor* to support the assessment and then integrate ideas from three local readings*.* Demonstrate 200 pages of reading related to these principles.*Supports outcomes 1.1, 1.2* | 20 |

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| Project 2. | **2. *Research and Presentation*** In teams of 2 to 4 per city, students research the development philosophy of two respected NGO leaders operating in the slums of their host city. Collate the information and relate it to the written assessment of “poverty” and “development” (Project 1) as an addenda or in the content. 2.1 Student teams give a 3-minute presentation on an aspect of their paper or these interviews and lead discussion * Complete reading of 3 articles related to this issue.

*Supports Outcome 2.1* | 5 |

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| Project 3. | ***Community assets mapping*** A group of 3 or 4 students complete a community-mapping project in an informal settlement within their host city. This fieldwork is guided by the “Mapping Community Assets” guide (attached), culminating in a Community Assets Report. Each research team is expected to demonstrate intercultural sensitivity while collecting community information from local residents, business owners, and civic leaders. 3.1.2 That information is then compiled, edited, cross-checked with community informants, and compiled into a final “Community Assets Report.” Project resources include:* Mathie, A., & Cunningham, G. (2002). From Clients to citizens: Asset-based community development as a strategy for community-driven development. Occasional Paper Series, no. 4. Antigonish, Nova Scotia: St Francis Xavier University. (Available on-line at: <http://www.stfx.ca/institutes/coady/text/about_publications_occasional_citizens.html>).
* Slimbach, R. (2007). “Mapping Community Assets.” Unpublished manuscript. [Attached]

This contributes to your knowledge of research for your final research course and to Outcome 3.1 ORComplete a similar practical exercise(s) assigned by your local class professor. The decision to do this would be by the APU Program director based on the course comparison done by your student representative of the APU vs local course and discussions with program directors prior to the course beginning. *Supports Outcome 3.1* | 20+5 for Forum engagement |

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| Project 4. | **Seed Project**Parallel to the mapping process, work with a local church/church plant as an individual or with the NGO you are relating to, to follow Moffit’s principles for encouraging a church to start a small seed project. Document the steps taken, reactions and processes of ownership of the process.* Moffitt, Bob & Tesch, Karla. (2006). *If Jesus Were Mayor: How Your Local Church Can Transform Your Community*. Oxford, UK: Monarch Books.

Complete 200 pages of readings related to these issues. Present to class 2 significant aspects of the above in a graphical web-based format could be drama, ideally video, could be PowerPoint, could be narrated sideshow. This can be developed by the community people and can be prepared to use in the community to mobilize towards the project or for a funder. *This contributes to Outcome 3.2* | 20 + 10 for forum engagement |
| Readings | *Annotated Bibliography and Literature Review.*  Integrate and submit your list of books/articles read in APA format, with 3-7 lines of annotations for each book, some reaction or quote, and an analysis of total pages read for each development level and total course. Put a ranking beside each on from 1 to 5 as to usefulness. Readings should total at least 800-1200 pages. As you do this, section by section develop a literature review of the books and articles in the course and others. This review would identify in a narrative, the core themes/paradigms/ of these books (with 1-5 lines about each) and how each of them contributes to the overall field of knowledge called Community Transformation. This might include occasional quotes that illustrate the key paradigm in a work. Use the APA Author-dates system and Endnote to do this. *This supports outcome 1.3* | 15(includes 2 point for a submission in third week to make sure it is moving |
|  | Engagement in SKYPE discussions and Forum | 20 |
|  | *Total* | 100 |

### VI. Expectations

The course will involve a mixture of class discussion, lecture, field trips, small group discussions, handouts, documentary videos, projects, and guest speakers. Not all reading material assigned will be discussed in class; it is the responsibility of the students to follow up with the instructor on materials on which they need further clarification. Students will be divided into teams of 2- 4 members each to work on discussion questions and other class activities for the semester.

It is necessary that each student be committed to the “4 Ps” of student involvement:

* Preparation (by reading and analyzing course materials)
* Presence (class attendance online and attentiveness)
* Promptness (on-time submission of assignments)
* Participation (passionate involvement and interaction during learning sessions)

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| **Delivery Mechanism** | **Hours** |
| Content Delivery | 40-60 Local class hours plus forum plus SKYPE class (22 mediated by SKYPE) |
| Site visits and practicum | 10-30 |
| Reading | 40-55 |
| Writing | 30-40 |
| **Total hours** | **120-160** |

The correlation of class hours and assignments with local delivery is to be evaluated in the first Module of whichever starts first – local or online (See document *Planning Work Load with Partnering Schools Courses*).

**Grades** are assigned according to the following levels of proficiency:

{ Insert your schools Grading Chart}

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

# Class attendance: Students are required to join in the class SKYPE discussions each Module, with an opening statement in response to one of the questions and 2 responses to others comments later in the Module in the online forums. This gives the core coherence to the online learning process. .

# Make up and extra credit: If a student has an “excused” absence from a Module’s work that delays an assignment, they may make that up within the next Module. If they have no excuse from the Modules work, they will receive a 10% drop in grade if submitted the next Module, and 20% if submitted two Modules later. Assignment will not be accepted three Modules late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

# Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

# Returns: I attempt to grade work the Module submitted though this is not always feasible. The course work and grades will be open to view two Modules after the end of the course.

**Extra Credit for involvement in course development**

The development of this program and course is a collective venture that has included well over two thousand people so far in the design process.  This particular APU design online will have many details that need refinement. The following are worth up to one extra credit point each (max of 3 extra credits).

* Find ten changes in the formatting of references. Submit these as an Endnote file.
* Identify five better readings with their online links than those assigned for each class (Have to be *bona fide* links, can't be links to articles that have not followed copyright processes).
* Identify three video links that would be ideal for units in the course (Has to pass professors judgment as a significant addition).
* Develop a new rubric for one of the assignments (has to be mostly acceptable to lecturer and at least two Modules before an assignment is due) or 5 improvements on a scoring rubric.

**VII. Course Policies**

**Attendance** in the online SKYPE 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.

**Writing Assignments:** papers are due on assigned dates. All assignments should be:

* Times New Roman or Cambria, double spaced, 12 point
* 1 inch margins
* Titled, Name and date in right upper corner,
* Page numbers in right lower corner

Late assignments will be deducted 5% for each Module late (1 Module late = 5% deduction, 2 Modules = 10% deduction). After 2 Modules they receive a zero. If late please note at the top left “1 Module” or “2 Modules”.

**Study time:** In a 12 Module course, students earn one unit of credit for an average of four-five hours of work per Module (ie, 12-15 hours per Module total), including online class time, over the length of a regular 15 Module semester. The expected total course time for one class is between 120-160 hours. The general rule of thumb is that a Module requires at least two and a half hours of work off line for each hour the student spends online in class each Module. In an online course there is less face-to-face time (Usually 1 ½ hours per Module), but the total of 12-15 hours per Module remains.

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!

In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per Module. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

# Academic Integrity: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

# 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.

# Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Legal Disclaimer:** This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized.

### VIII. Course Bibliography

***Theology***

Bellingham, G.R. (1990). *A Biblical approach to social transformation training manual*. Auckland: Self-Publication.

Christian,J. (1999). *God of the empty-handed: Poverty, power and the kingdom of God*. MARC (Monrovia).

Gornik, M. R. (2002). *To live in peace : biblical faith and the changing inner city*. Grand Rapids, Mich.: W.B. Eerdmans Pub.

Guttierez, G. (2004). *The power of the poor in history*. Wipf & Stock Publishers.

Linthicum R. (1991) *City of God, City of Satan*, Zondervan. Grand Rapids. Ml 330 pp.

Pope John Paul II. (1990). *Redemptoris Mission: On the permanent validity of the Church’s missionary mandate*. (Available on-line at: <http://www.vatican.va/edocs/ENG0219/_INDEX.HTM>).

Wink, W. (1999). *The powers that be.* Galilee Trade. (Kindle $13.99)

Sider, Ron (1982). *Evangelicals and Development: Towards a Theology of Social Change*.

***Community Development Theory***

Corbett, S., & Fikkert, B. (2009). *When helping hurts: How to alleviate poverty without hurting the poor-- and yourself*. Chicago, Ill: Moody Publishers.

DeFilippis, J., & Saegert, S. (2008). *The community development reader*. New York: Routledge.

Edelin, R. H., Kretzmann, J. P., McKnight, J., Crane, S., Schnare, R., International Information Resources, I., et al. (1996). *Mobilizing community assets*. Chicago, Ill.: Distributed by ACTA Publications.

Escobar, A. (1995). *Encountering development: The making and unmaking of the third world*. Princeton: Princeton University Press.

Kaufman, M., & Alfonso, H. D. (1997). *Community power and grassroots democracy: The transformation of social life*. Zed Books.

Moser, C., & Norton, A. (2001). *To claim our rights: Livelihood security, food security and sustainable development.* Overseas Development Institute. (Available through ODI website [www.odi.org.uk](http://www.odi.org.uk/) )

Nyden, P., Figert, A., Shibley, M., & Burrows, D. (Eds.). (1997). *Building community: Social science in action*. Thousand Oaks, CA: Pine Forge Press.

Thorns, D. C. (2002). *The transformation of cities: Urban theory and urban cities*. Palgrave Macmillan.

United Nations.(n.d.) *Approaches to community development in urban areas*. New York: United Nations.

Wheeler, S. M., & Beatley, T. (Eds.). (2003). *The sustainable urban development reader.* Routledge.

***Community Development Practice***

Father Joe Maier. (2005). *Welcome to the Bangkok slaughterhouse: The battle for human dignity in Bangkok's bleakest slums*. Periplus Editions.

Ferguson, R. F., & Dickens, W. T, (Eds.). (1999). *Urban problems and community development*. Brookings Institution Press.

Goel, S.L. & Dhaliwal, S. S. (2004). *Slum improvement through participatory urban-based community structures*. New Delhi: Deep & Deep Publications.

Green, G. P., & Haines, A. (2008). *Asset building & community development*. Los Angeles: Sage publications.

Green, M., H. Moore, et al. (2009). *Asset Based Community Development: When People Care Enough to Act*. Toronto, Inclusion Press.

Hope, A., & Timmel, S. (2000). *Training for transformation: A handbook for community workers, Vol. 4*. Practical Action.

Kingsley, G. T., McNeely, J. B., & Gibson, J. O. (1997). *Community Building: Coming of Age*: The Development Training Institute.

Kretzmann, J. P. (1997). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets*. ACTA Publications.

Mattessich, P., & Monsey, B. (1997). *Community building: What makes it work.* Amherst H. Wilder Foundation.

Moffitt, B., & Tesch, K. (2004). *If Jesus were mayor*. Grand Rapids, Ml: Zondervan.

Phillips, R., & Pittman, R. H. (2009). *An introduction to community development*. London: Routledge

***Appreciative Enquiry/ Action Research***

Elliott, C. (1999). *Locating the energy for change: An introduction to appreciative inquiry*. Winnipeg: International Institute for Sustainable Development.

Scrimshaw, S., & Hurtado, E. (1992). *Rapid assessment procedures for nutrition and primary health care.* International Nutrition Foundation for Developing Countries. (Available on-line at: <http://www.unu.edu/unupress/food2/UIN08E/uin08e00.htm>).

Turner, N., McKnight, J. L., & Kretzmann, J. P. (1999). *A guide to mapping and mobilizing the associations in local neighborhoods.* ACTA Publications.

Whyte, W. F. (1991). *Participatory action research*. Thousand Oaks, CA: Sage Publications.

***Community Organizing***

Alinsky, S. (1991). *Reveille for radicals*. New York: Vintage Books.

Block, P. (2008). *Community: The structure of belonging*. San Francisco: Berrett-Koehler Publishers.

Bobo, K. A., Kendall, J., Max, S., & Midwest Academy. (2001). *Organizing for social change: Midwest Academy manual for activists*. Santa Ana, Calif: Seven Locks Press

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Carson, C. (Ed.). (1998). *The Autobiography of Martin Luther King, Jr.* New York: Warner Books.

Pyles, L. (2009). *Progressive community organizing : a critical approach for a globalizing world*. New York: Routledge.

Rubin, H. J., & Rubin, I. (1986). *Community organizing and development*. Columbus [Ohio]: C.E. Merrill.

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Szakos, K. L., & Szakos, J. (2007). *We make change: Community organizers talk about what they do-- and why*. Nashville: Vanderbilt University Press.

***Slum Realities***

Development Gateway. (2007). Slum housing. (Available on-line at: <http://topics.developmentgateway.org/special/slumhousing>).

Portney, K. E. (2003). *Taking sustainable cities seriously*. The MIT Press.

**Indian Perspectives**

Gabriela Dietrich & Bastiaan Wielenga, (c1988). *Towards Understanding Indian Society.* CSA Community.

John Desrochers: (2000) *India’s Growing Slums* CSA.

Mangalwadi, Vishal and Ruth. (1997). *The Legacy of William* *Carey A Model for the Transformation of Culture.* Wheaton: Crossway Books. (Kindle Books $9.99)

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