

SAINT LOUIS CHRISTIAN COLLEGE  
GSO205N — COMMUNITY DEVELOPMENT  
MIKE PABARCUS - INSTRUCTOR  
Three Semester Hours Credit

Spring 2012

Mondays  
6:00 - 7:50 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. In accordance with institutional policy, a student will be given an extra assignment should that student's absences in this module total four hours. To remediate these absences, the student will be required to read an additional Christian community development book assigned by the instructor and write a two-page summary of that book.

**Reading** - The textbook for the course is:

*The Bible*

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

Perkins, John M. *With Justice For All: A Strategy for Community Development*. Ventura, CA: Regal Books, 1982. ISBN - 978-0830759545

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. (*These report forms will be provided on the first night of class.*) The student should also be prepared to answer questions from the assigned reading on the major course examinations.

**Examinations** – The student will be expected to complete take-home exams over the course lectures and reading. These examinations will be due Week Eight and Week Eleven.

**Current Community Challenges Report** – The student will be expected to research and present “Current Community Challenges Report” to the class. The student will identify a current challenge facing at-risk communities and will research that issue as it impacts the ministry of Christian community development. Research will be summarized in a four-page essay on the issue. 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. Reports will be presented in class on Week Three. Reports will be graded according to the scoring guide contained in this syllabus.

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 Book Report** – The student will identify a book relating to community development ministry, read that book, and will present a creative summary of the book to the class. Each member of the team will write a four-page essay on the book. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers. Reports will be presented in class on Week Ten.

**CLASS SCHEDULE**

<b>Monday- AIM</b>
Week One Course Introduction Community Development and the Experience of John Perkins
Week Two <b>Connection</b> <i>Life is a seamless garment!</i> Biblical Perspectives on the Unity of Life Psychological Perspectives on the Unity of Life

<p>Reading Assignments  Genesis 1-3  <i>Compassion</i> – As Assigned  <i>Justice</i> – Introduction, c1-5</p>
<p>Week Three  <b>Connection</b>  <i>Life is a seamless garment!</i>  Current Community Challenges Reports and the Unity of Life  Biblical Examples of the Unity of Life and Ministry</p> <p>Reading Assignments  Isaiah 61, Luke 4 (Extra Credit – The Book of Nehemiah)  <i>Compassion</i> – As Assigned</p>
<p>Week Four  <b>Incarnation</b>  <i>Every community has the resources to address the challenges facing it, if it is properly motivated.</i>  Biblical Perspectives on Incarnational Ministry  Contemporary Church Life and Incarnational Ministry  Incarnational Ministry in the Experience of John Perkins</p> <p>Reading Assignments  <i>Compassion</i> – As Assigned  <i>Justice</i> – c6-9</p>
<p>Week Five  <b>Incarnation</b>  <i>Every community has the resources to address the challenges facing it, if it is properly motivated.</i>  Case Study in Incarnational Ministry – Robert Lawrence  Incarnational Ministry and Networking  Incarnational Ministry and Leadership Development</p> <p>Reading Assignments  <i>Compassion</i> – As Assigned</p>
<p>Week Six  <b>Redemption</b>  <i>The church should be a primary change agent in the community.</i>  Biblical Perspectives on Redemptive Ministry  Redemptive Ministry in the Experience of John Perkins  Case Studies in Redemptive Ministry</p> <p>Reading Assignments  The Book of Ruth  <i>Compassion</i> – As Assigned  <i>Justice</i> – c15-18</p>
<p>Week Seven  <b>Redemption</b>  <i>The church should be a primary change agent in the community.</i>  Case Studies in Redemptive Ministry  Mid-Term Take Home Exam Distributed</p>

<p style="text-align: center;">Week Eight  <b>Redemption</b>  <i>The church should be a primary change agent in the community.</i>  Case Studies in Redemptive Ministry  Mid-Term Take Home Exam Due</p>
<p style="text-align: center;">Week Nine  <b>Reconciliation</b>  <i>The church should be a primary change agent in the community.</i>  <i>The church should be a primary change agent in the community.</i>  America's Original Sin: Prejudice With Power Behind It.  Biblical Perspectives on Reconciliation  Reconciliation in the Life of John Perkins</p> <p style="text-align: center;">Reading Assignments  Ephesians 2-3  <i>Compassion</i> – As Assigned  <i>Justice</i> – c10-14</p>
<p style="text-align: center;">Week Ten  <b>Salvation</b>  <i>Community development efforts can have an eternal impact.</i>  Community Development Book Reports  Final Take Home Exam Distributed</p>
<p style="text-align: center;">Week Eleven  <b>Salvation</b>  <i>Community development efforts can have an eternal impact.</i>  Course Conclusion  Final Take Home Exam Due</p>

## COURSE ASSESSMENT

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

Current Community Challenges Report .....	20%
Christian Community Development Book Report .....	20%
Examinations .....	40%
Reading .....	20%

## 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. 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 may be assessed a six point penalty. 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.

Michael Pabarcus

Campus Contacts: 1-314-837-6777 (x1506) or mpabarcus@slcconline.edu

Home Contacts: 1-314-541-9343 or mikeslcc@hotmail.com

## **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.cdda.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

	<b>F – 60%</b>	<b>D – 74%</b>	<b>C – 82%</b>	<b>B – 90%</b>	<b>A - 97%</b>
<b>Adequacy of Essay (30%)</b>	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.
<b>Adequacy of Classroom Presentation (30%)</b>	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.
<b>Depth of Research (10%)</b>	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.
<b>Structure (15%)</b>	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.
<b>Style (5%)</b>	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.
<b>Grammar and Spelling (5%)</b>	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.
<b>Format (5%)</b>	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

	<b>F – 60%</b>	<b>D – 74%</b>	<b>C – 82%</b>	<b>B – 90%</b>	<b>A - 97%</b>
<b>Adequacy of Individual Essay (35%)</b>	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.
<b>Adequacy of Classroom Presentation (35%)</b>	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 chosen.
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