

University Mission Statement

*Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.*

Master of Arts in Transformational Urban Leadership

Department of Global Studies

**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.



**TUL 540: *Urban Reality and Theology*** (3 units)

**Course Design Contributors:** Dr Lorenzo C. Bautista and Dr Fermin P. Manalo, Jr.

Rev. Dr. J.N. Manokaran, Dr R. Slimbach., Dr Viv Grigg

**I. Course Description**

This course structures a dialogue between two processes, urban theologising and social analysis (urban studies in economics, developmental studies, anthropology, sociology, history) in a mutually enriching interaction that generates perspectives and analytic methods for transformative urban mission (including urban research methods if not covered elsewhere).

**II. Expanded Course Description /Course Rationale**

This course introduces the students to processes of better understanding of urban reality and its relation to their faith. It will focus on generating social and theological insights from field experience guided by tools for social analysis, cultural analysis, and resources of bible and theology.

The processes of urban theologising will be developed. Theological wisdom does not usually come in a vacuum but in the fray. Urban experiences lead to reflection. The prophetic sensibilities emerge from the tension generated by the encounter between a vision of the just God and the experience of failed justice around us. The integration of disciplined social observation and the prophetic vision is at least as old as Amos and the 8th century Prophets.

The course will seek to generate social and theological insight through an inductive approach. The outputs of the inductive process will be strengthened by synthesizing, inputs and readings.

* Classroom discussions which include action reflection from field work and secondary researches and deepening through inputs and literature on the field
* Guided field work which includes journaling and documentation
* A case study that will demonstrate the micro level of the urban poor realities being discussed
* Dialogues with practitioners/knowledgeable persons (faith and non-faith based)

**III. Student Learning Outcomes**

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

**Cognitive (“Head”)**

1 **Envisioning Urban Process:** Articulate some major theories of urban development in the history of mankind (theories of urbanization, nature of cities, and the processes of change in cities), examining these in the light of the Biblical themes of city of God, city of man.

**2. Urban Theological Method:** Demonstrate skill inutilizing the hermeneutic process of *Urban Transformational Conversations*, interfacing the city conversations with the biblical and theological conversations, and deriving a transformational conversation.

3. **Urban Studies:** Use a variety of urban studies concepts to describe and analyze urban reality: industrialization, migration, modernization, inequality, social change, occupational networks, informal economy, subcultures, languages and arts, marginalization, and deviance.

4**. Urban Culture:** Develop a Transformational Conversation between Biblical and anthropological theories of urbanism (the culture of the city) and its impact on some of: migrants’ kinship, class, ethnicity, religious values, diversity, social change, modernization, economics, social networks, subcultures; using case studies from a city.

5 **City Systems:** Evaluate the impact of city systems on the welfare of the city with specific reference to some of: the global economy, banking, government, justice, welfare, transportation, infrastructure, education, planning, environment, communications or media.

6 **Spirituality of the City:** Critically integrate theories that aid interpretation of the spirituality of the city: including some of its ethos, ethics, creativity, culture, directionality, spiritual life, forces of cultural change, religious regeneration and renewal, reachable and responsive groups, church structures that urban dynamics produce, urban religious movements, and spiritual powers.

 **Practice (“Hands”)**

7. Demonstrate the ability to conduct semi-structured interviews with community residents, make field notes, and process data in relation to analytic concepts.

**IV. Course Materials**

**CORE TEXTS:** Required texts marked by an asterix. Those marked with a + are online.

**Theology of City**

+Conn. H, Ortiz. M. (2001). The Kingdom , the City & the People of God. In *Urban Ministry: The Kingdom , the City & the People of God.* Inter Varsity. Downers Grove.

\*Ellul, Jacques. (1997). *The Meaning of the City*. Greenwood, SC: Attic Press.

+Grigg, Viv. (2009). Transformational Conversations: Hermeneutic for the Postmodern City. In *The Spirit of Christ and the Postmodern City*. Emeth Press.

Hiebert, P. G. Hiebert Meneses, *E. Incarnational Ministry – Planting Churches in Band, Tribal, Peasant and Urban Societies.*

**Sociology, Economics and Anthropology of Cities & Slums**

\*de Soto, Hernando. (1989). *The Other Path* (June Abbott, Trans.). New York: Harper & Row.

\*Gulick, John. (1989) *The Humanity of Cities: An Introduction to Human Societies.* Bergin and Garvey.

Kramer, Mark. (2005). *Dispossessed: Life in Our World's Slums*. Maryknoll: Orbis.

+Lewis, Oscar. (1966). "The Culture of Poverty." *Scientific American, 215* (4), 3-9.

Manokaran, J.N. (2005). *Christ and Cities,* Chennai: Mission Educational Books.

\*+ UNCHS(Habitat). (2010-11). *The State of the World's Cities: Bridging the urban Divide*. Nairobi: United Nations Centre for Human Settlements (Habitat). ([Download summary](http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=3016))

\*+UN-HABITAT. (2003). *The Challenge of Slums: Global Report on Human Settlements 2003*. Nairobi: Earthscan. ([Download Reduced version](http://www.unhabitat.org/pmss/searchResults.aspx?sort=relevance&page=search&searchField=all&searchstring=Challenge+of+the+SLums&x=30&y=12))

**V. Course Calendar**

| **Unit** | **Topic** | **Phase I Classroom Phase** | **Phase 2: Related Readings**  | **Related Phase II Field Activity/Assignment/Projects****(2 hours each field activity)** |
| --- | --- | --- | --- | --- |
| 1 | 1 | **Introductions**Review SyllabusIntroduction to Lecturer | R |  |
|  | 2 | **Slum Realities*** Growth of Slums/Poor
* Percentage Slums/Poor
* Definition of Slums
* [Changing Situation](02SlumRealities/ATS%20-%20The%20Changing%20City2%20%5BCompatibility%20Mode%5D.pdf) Presentation from Manila
 | PppUNHabitat. [*State of the Word’s Cities 2010-11*](02SlumRealities/StateofWorldCities2011.pdf). pp18-49. |  |
|  | 20 | **Urban Hermeneutics:** * Transformational Conversations as a Method of Urban Theology (ppt in dropbox)
* Liberation Theology: The Pastoral Cycle
 | ReaGrigg, Viv (2004) Transformational Conversations. In *The Spirit of Christ and the Postmodern City*. Urban Leadership Foundation. (pp19-30). (in dropbox)Boff, Leonardo & Boff, Clodovis. (1986). The Basic Question: How to be Christians in a World of Destitution In *Introducing Liberation Theology* (pp. 1-10). Maryknoll, NY: Orbis Books. (scanned)Joe Holland & Peter Henriot, Social analysis and Social Change. In *Social Analysis: Linking Faith and Justice* pp 7 -20 (to be scanned) | **Proj 4.1:** Work with a group of people in a slum to draw or make a model of their ideal community. Reflect with them on Rev 21. Write a 1 page summary of what you learned |
| 2 | 3 | **Urban Studies**: Cities as Systems | Landry, Charles. (2006) The Management of Fragility: Creativity and the City. In *The Art of City Making.* pp. 385-404. (Scanned) | Design **Proj 2 and 3** |
|  | 18 | **Contextual Theology** | Van Engen, Charles. (1996). What is Missions Theology? *Mission on the Way: Issues in Mission Theology*. Grand Rapids, MI: Baker Book House. Pp 17-31 (in dropbox under missions theology.image folder.) |  |
| 3 | 4 | **Historical Development** of Cities | Gulick, John. Evolution. In *Humanity of Cities*, 67-114. (to be scanned)Gideon Sjoberg. (1996) The Preindustral City. In Gmelch and Zenner, *Urban Life: Readings in Urban Anthropology* pp 82-103. (scanned) | **Proj 4.2:** Visit historical places of your city and construct the history of your city (macro)or Case study of the origin and growth of a particular urban poor community systems (micro) Write a one page summary |
|  | 21 | **Biblical Studies**: The Garden in the City | Ellul, From Eden to Jerusalem. In *The Meaning of the City,* pp.173-196 (in dropbox)Or Conn. (1992). Genesis as Urban Prologue. In Roger Greenway (Ed.), *Discipling the City*. (find or scan)---. (1992). The Kingdom of God and the City of Man: A History of the City/ Church Dialogue. In Roger Greenway (Ed.), *Discipling the City*. (P) Lim, David. (2000). [City in the Bible](19UrbanTheo/LimCity%20in%20the%20Bible.htm) (edit)(I)Manokaran, ch 1-3George D Younger. [*The City of Man and the City of God: God and Social Reconstruction*](19UrbanTheo/City%20of%20Man%20and%20God.htm) *(edit)*  |  |
| 4 | 4 | **Urbanization:** Global Growth of City Size & Quality* Social Integration and Structural Integration in the City:
* The City Development Index
* Contribution of urban poor to city in terms of hygiene, menial jobs, dangerous jobs, dirty jobs
* Women, Faith and Urbanization.
 | UNHabitat*.* (2010-11). *The State of the World’s Cities*, pp. 6-11, 116-120. (link)United Nations. (2011) [Religion, Faith and Gender Equality](http://www.unrisd.org/80256B3C005BB128/%28httpProjects%29/3F3D45E0F8567920C12572B9004180C5?OpenDocument)  |  |
|  | 5 | **Urban Geography:** Spatial Theories,  | Soja, Edward. (2000). *Postmetropolis: Critical Studies of Cities and Regions.* Oxford: Basil Blackwell. |  |
| 5 | 6 | **Urban Anthropology** | (P) Browse Jocano, Landa C. *Slums as a Way of Life* Manila: NewDay | **Proj 4.3:** Describe in one page the family life of one slum dwelling |
|  | 10 | **Urban Sociology** | Berger, Peter L., Berger, Brigitte & Kellner, Hansfried. (1973). *The Homeless Mind: Modernization and Consciousness*. New York: Random House. |  |
| 6 | 7 | **Urbanism** – the humanity of cities* Connectivity
* Anonymity
* Anomie
* Identity
* Sense of belonging
 | Read and briefly present key ideas from Worth, Louis. Urbanism as a Way of Life. In Gmelch and Zenner, *Urban Life: Readings in Urban Anthropology* pp14-34.or Gulick, John. [Agenda for the Humanity of Cities](07Urbanism/GulickHumanity%20of%20Cities.htm) . In *Humanity of Cities*, ch 6. (edit) |  |
|  | 19 | **Urban Theologies*** Jesus Urban Strategy
 | Ellul, Jacques. (1970). *The Meaning of the City.* Grand Rapids: Eerdmans,.Bakke, Ray. (1992) *The Urban Christian: Effective Ministry in Today’s Urban World.* Downers Grove. Inter Varsity Press.Dawson, John. (1995). *Taking our Cities for God.* Lake Mary, Florida: Creation House.Conn, Harvie, M. (1987).A clarified vision for urban mission, In *Urban Mission*. Grand Rapids: Zondervan Publishing House.Conn. H, & Ortiz, M. (2001). Jesus, the Spirit and the Church. In *The kingdom, the city, and the people of God: Urban Ministry.* InterVarsity. Downers Grove. (scanned) |  |
| 7 | 8 | **Culture of Poverty:** Generating sociological and theological insights on urban reality and spirituality * Religion in slums – unity and uniformity
 | **Assessment 5a**: Read Lewis, Oscar. (1966). "The Culture of Poverty." *Scientific American, 215* (4), 3-9.Read de Jesus, Carolina Maria. (2003). *Child of the Dark*. New York, London, Auckland: Penguin.OrLapierre, Dominique, *The City of Joy* (Eng.Translation) London: Arrow books, 1989. | **Proj 4.4:** Find out and document in one page how rural migrants transplant their religious life from village to a city slum- worship, festivals, etc.Submit templates for **Proj 1 & 2** for review, with as much content as you have developed thus far |
|  | 9 | **Elements and Causes of Urban Poverty**Case study of a particular community (micro)Understanding structural factors that cause/perpetuate urban poverty* political economy
* class

Theological perspectives on Poverty* Old Testament
* Jesus in New Testament
* Paul
 | Browse UNCHS(Habitat). (2001). *The State of the World's Cities*.Browse UN-HABITAT. (2003). *The Challenge of Slums: Global Report on Human Settlements 2003*..Read Grigg, *Companion*, chap 3; *Cry* chs 4,5Browse Tamez, Elsa. (1982). *Bible of the Oppressed*. |  |
| 8 | 11 | **Researching the City,** Interpretation of information and prayer | Browse Waymire, Bob & Carl Townsend. (2000) Gathering the Harvest Force Facts. In *Discovering Your City* Etna C.A.: Light International pp 5.1-5.16. (Scanned) | **Proj 4.5:** Discuss with people in your slum community and list five specific contributions a particular slum in your city provides for the city (1 page, put title and format with conclusion, and summary quote or theme. |
|  | 17 | Brief introduction to **Urban Economic** theories* 2 circuits theory (Santos)
* Import replacement theory (Jacobs)
* Equality of cities theory (Jacobs)
* Just urbanization gradient theory (Grigg)
* Cost of Excessive Bureaucracy (de Soto)
 | de Soto, Hernando. (1989). The Costs and Importance of Law. *The Other Path* pp 131-187. (Scan)or Jacobs, Jane. (1984). *Cities and the Wealth of Nations.* *The Atlantic Monthly* (Mar/Apr 1984).Or Martin, David. (1990). Protestantism and Economic Culture. In *Tongue of Fire*, pp 205-232 (Scan)Or browse Santos, Milton. (1979). *The Shared Space*. | **Proj 4.6:** Talk with a shopkeeper or poor business person about the steps they have to take to become a legal business and the length of time. Compare that with the process in Lima, Peru. (1 page) |
| 9 | 12 | **Migration**Kinds of migration* Voluntary/Involuntary
* Individual/ Corporate
* Push factors
* Pull Factors
 | Read the Book of Ruth and find the passages in the Pentateuch about the stranger and the migrant. | **Proj 4.7:** Interview a couple who are in the city for two years after their migration. Identify two “pull factors” that attracts young people to cities and two “push factors” Write this up in one page . |
|  | 23 | **Theology of migration*** Sovereign God/ reign
* Examples from Bible: Ruth, Acts 2
* God loves migrants

Paul – Reflect on Paul’s strategy to reach Jewish migrants |  |  |
| 10 | 13 | **Ethnicity:** Understanding ethnic diversity in the city and slums. |  | **Proj 4.8:** Find out the affinity factor that keeps the slum dwellers together or find out the cause of groupism in the slums or rivalry between two slums. Write up in one page summary |
|  | 24 | **Reconciliation in the City** | Browse Dawson, John. *Taking our City for God*. Creation House.  |  |
| 11 | 26 | **Spirituality in the City**How a city’s spirit forms, Powers and the spirit of the city. Engaging the wounds of the city. Prayer Movements and Spiritual powers over cities.  | Grigg, Viv. (2009). [The Soul of Auckland](26SpiritualCity/Pages%20from%20thespiritofchrist_final.pdf). In *The Spirit of Christ and the Postmodern City.* Emeth PressDawson, John. (1989). The History of God’s People/Covenants. In *Taking Our Cities for God.* pp. 89-97. Creation House. (Scanned)*S*ilvoso, Ed*,*  | **Proj 2 draft** turned in**Proj 4 Practical Engagement Integration** summary paper turned in. |
|  | 27 | **Church in the City:** Intro to Church growth literature on Kingdom signs in the city, forces for change, religious degeneration and renewal, reachable and responsive groups, church structures that urban dynamics produce, urban religious movements and social transformation and spiritual powers in the city. | Read Hiebert, P. G. Hiebert Meneses, Urban Societies and The Church in Urban Societies. In *Incarnational Ministry – Planting Churches in Band, Tribal, Peasant and Urban Societies.* Baker. Grand Rapids.MI. Chapters 8, 9 on urban church, pp 257-362. |  |
| 12 | 14 | **Marginality:** Applying tools of marginality analysis to themes related to marginal groups or urban poverty.(Possible themes to select from):* hope and healing (e.g. Quiapo peddlers))
* health and education
* land security
* labor rights
* rural poverty and migration
* Macro factors (national and global)
* Women and urban poverty
 | Read Kramer, Mark. Mexico City, No Title, No Land, No Home. In *Dispossessed.* pp 83-116 (to be scanned)(I)Read Andrea Menefee Singh, Women and The Family: Coping with Poverty in the Bastis of Delhi. In Afred de Souza, ed. *The Indian City: Poverty, Ecology and Urban Development*Perlman, Janice. (2005), [*The Myth of Marginality Revisited*](14Marginality/perlman.pdf). Unpublished paper.Gulick, John. Marginality. In *The Humanity of Cities.* pp. 121-150 (Scanned to be added) |  |
|  | 22 | **Theology of Oppression and Liberation**Theories on the nature of dispersion of power through the multiplication of small organizations - economic, religious or political and revitalization theories, lay a foundation for envisioning the church among the poor as a primary vehicle for salvation of the city. | Browse Linthicum, *City of God, City of Satan* chap 2 or 3and be prepared to come to class to explain one Biblical or social aspect of the nature of or abuse of power in the city.(I)Dietrich, Gabriele & Wielenga, Bas. (2003). Organisation of Collective Life: Socio-Political Structures. In *Towards Understanding Indian Society*. pp142-165.Guitierrez |  |
| 13 | 15 | **Presentations****Power Structures in the City**: Politics in slums* Vote banks
* Political mobilization
 |  | Submit Proj 2 |
|  | 16 | **Urban Planning: Cities as Systems*** The impact of city systems on the welfare of the city
* The criteria institutions use in decision-making processes in a city.
* The economic system, banking system, governmental systems, justice system, welfare system, transport system, physical infrastructures, educational systems, urban planning and environment, communications and media systems.
* processes of centralization, bureaucracy, power, fiscal decisions, welfare and reforms, investment, re-distribution, transport, environmental issues, and urban planning.
 | Read de Soto, Informal Trade. In *The Other Path*, pp 59-92 (to be scanned)Or select for discussion Landry, Charles. (2000) The New Thinking. In *The Creative City.* pp 41-71 (Scanned). |  |
| 14 | 25 | **Presentations** | Browse Manokaran, chs. 18,19. | Present Proj 2 |
|  | 28 | **City-Wide Networks**Transforming the whole city requires upper level and lower level revitalization movements, and networks across sectors, sustained revival , prayer movements | Grigg, Viv. Networks. In *Transforming Cities*, pp 69-84.Mal Garvin, Networking | Present Proj 2 |
| 15 |  | **Integration Day*** Presentation of research
* Concluding insights on transformative approach to urban ministry within the context of national transformation
* Envisioning a socio-economic political order that promotes or approximates productivity, equity, sustainability, peace and reconciliation, security
* Time of prayer and commitment
 |  | Present Proj 2 |

**VI. Learning & Assessment Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Project** | **Time Involved** | **Activities** | **Evaluative Criteria** | **Weighting** | **Due Date** |
| Generic APU Online Content  | 45 hours seat time over 15 sessions (less time spent in equivalent local classes) | Study the online presentations and assignments. | *Evaluative criteria:* Attendance, engagement | 4% | Weekly |
| Proj 1: Read 800 pages of assigned course readings. (Most are online) |  | Reading log, chapter analyses, these feed into a paper. | *Evaluative criteria:* Each chapter should have a 5-10 line outline of key paradigms, a response, a quote, Reading log needs to be laid out in APA format with number of pages per chapter, and total of pages | 20% | Weekly14th week |
| Proj 2: Analysis and synthesize course content and readings in a 5000 word summative paper on the “Soul of the City” in which the student is living. Do this utilizing a Transformational Conversation approach. Make 5 minute oral presentation to class on Skype with graphics*.* | 40 hours | Course readings need to utilize local course materials as well. An example is given in *The Spirit of Christ and the Postmodern City.* | *Evaluative criteria:* on time; completeness, organization, interfacing with literature, logical flow, title, footnotes and reference in APA style, appropriate quotes, depth of understanding of urban theories and of the city. Skill in generating the conversational dynamics and identifying conversational spaces in the city. (A paper worthy to be submitted to a journal automatically gets an A).Demonstrates outcome 2,6  | 28% | Due week 12. Presentation from week 13 on. |
| Proj 3a: Sit in, do assignments and analyze content of an “equivalent” indigenous training course on Urban Realities.Or Proj 3b: Research Project on local literature and discussions with experts in the field | 25-45 hours: | Compare content for each of the six intellectual objectives for the local and online courses, identifying key local themes, scan covers and index of 5 key local texts and give a one paragraph summary in your Endnote file listing these texts, write up 5 local stories (1 page each, with Title Theme, parable, proverb or verse, permission from interviewee to write) that demonstrate key paradigms. (These may be used in Proj. 1 but won’t be graded twice). | *Evaluative Criteria:* Quality of engagement, quality of reflection, stories evaluated as to quality of journalistic style, content, impact of main paradigm, themes.Demonstrates outcome 4,5 | 35% | 1 week after end of local course if prior to end of APU course dates. |
| **Proj 4: Practical Engagement:** Through local interviews and exercises gather information from local people on these themes. By reflecting on Biblical data and some theological readings, demonstrate in writing and with diagrams how two of these themes can be part of “Urban Transformational Conversations”. One of them shoud relate to envisioning the city. | 25- 45 hours depending on course | Practicum assignments are shown in the course schedule above. Students to compare local setup and assignments to APU requirements and make sure APU requirements are fulfilled. | Demonstratess outcome 1, 3,4,5 | 10% | Most weeks |
| Online Course Discussions: (May be replaced by SKYPE or other Video Conferencing calls  | 15 hours | APU course facilitator covers content, discusses relationship with local courses, facilitates understanding of assignments. |  | 12% | Weekly |
| Total Hours | 120-150 |  |  | 100% |  |

**VII. Expectations & Grading**

**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, single spaced, 12 point
* 1 inch margins
* Titled, Name and date in right uphand corner, Page numbers in right lower corner

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. If late please note at the top left 1 week or 2 weeks.

**Study time:** In a 15 week course, students earn one unit of credit for an average of three hours of work per week, including online class time, over the length of a regular 15 week semester. The general rule of thumb is that a Module requires at least two hours of work off line for each hour the student spends online in class each week. 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 drivenness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard, play hard!

**Academic Integrity:** see the academic integrity statement in the catalog. 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 helpful to 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.

Grades are assigned according to the following levels of proficiency:

|  |  |
| --- | --- |
|  | APU |
| Grade | GPA | Numeric |
| A+ |  |  |
| A | 4.0 | 93-100 |
| 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 | 1.0 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0 | 0-59 |
| Inc |  |  |

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

**X. Course Policies**

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

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

# Writing Style: Generally use 10 or 12 point Cambria, or Arial font size, number pages from 1 onwards, lower right corner, use APA citation style, only 3 levels of headings using style sheets, single space with line between paragraphs.

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

# Submission of Work: Specify the form in which you want assignments submitted, specifically whether you accept emailed assignments. Also, indicate your exact definition of late work and the penalty that lateness incurs. You are strongly advised to retain copies of all work submitted and to keep returned assignments and put these into your student portfolio.

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

# 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 which 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.

# Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center (ext. 3849) and 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.

**VII. Course Bibliography**

**Urban Theology**

Conn. H, Ortiz. M. (2001). The Kingdom , the City & the People of God, In *Urban Ministry.* Inter Varsity. Downers Grove.

---. (1992). Genesis as Urban Prologue. In Roger Greenway (Ed.), *Discipling the City*. Grand Rapids, MI: Baker Book House.

---. (1992). The Kingdom of God and the City of Man: A History of the City/ Church Dialogue. In Roger Greenway (Ed.), *Discipling the City*. Grand Rapids, MI: Baker Book House.

Dawson, John. *Taking our Cities for God.* Lake Mary, Florida: Creation House 1995

Grigg, Viv. (1999). Transformational Conversations: Hermeneutic for the Postmodern City. In *The Spirit of Chist and the Postmodern City.* Emeth Press.

Linthicum, R. (1991). *City of God, City of Satan*. Zondervan. Grand Rapids. MI.

Tamez, Elsa. (1982). *Bible of the Oppressed*. Maryknoll: Orbis.

Van Engen, Charles. (1996). *Mission on the Way: Issues in Mission Theology*. Grand Rapids, MI: Baker Book House.

**Urban Planning**

Landry, Charles. (2006). *The Art of City Making*. London: Earthscan.

**Urban Economic Theories**

de Soto, Hernando. (1989). *The Other Path* (June Abbott, Trans.). New York: Harper & Row.

Jacobs, Jane. (1984). *Cities and the Wealth of Nations.* *The Atlantic Monthly* (Mar/Apr 1984).

Rostow, W.W. (1991). *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press.

Santos, Milton. (1979b). *The Shared Space* (from Portuguese edition (1975) by Chris Gerry, Trans.). London and New York: Methuen.

**History of the City**

Mumford, Lewis. (1969). *The City in History, Its Origins, Its Transformations, and Its Prospects*. New York: Harcourt, Brace & World. 657pp.

**Sociology of the City**

Berger, Peter L., Berger, Brigitte & Kellner, Hansfried. (1973). *The Homeless Mind: Modernization and Consciousness*. New York: Random House.

Weber. M. 1958. *The City.* MacMillan. New York. 242pp.

**Urban Ministry Strategies**

Bakke, Ray. *The Urban Christian: Effective Ministry in Today’s Urban World.* Downers Grove. Inter Varsity Press, 1992

Booth, William. (1890). *In Darkest England and the Way Out*. London: Salvation Army.

Dennison, Jack. *City Reaching* Pasadena: William Carey Library 1999

Greenway, Roger, S. (Ed.) *Discipling the City*, Grand Rapids, Baker Book House 1992

Grigg, Viv. (2004). *Cry of the Urban Poor*. London: Authentic Press.

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