



Course Syllabus: Winter 2021

Urban Poverty and Development: WYP2623

Wycliffe College, Toronto School of Theology

This draft description of the course is intended to support students' course selection process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract.

(Revision: October, 2020)

I. Course Details

Instructor: David Kupp
Professor, Urban & Community Development, Wycliffe College
E-mail: david.kupp@utoronto.ca
Skype: daviddkupp

Office Hours: By appointment (Skype or phone during Winter, 2021)

Campus: Digital remote, via synchronous Zoom and asynchronous Quercus

Special note: As a result of ongoing Covid-19 restrictions, this course will be delivered digitally by remote, synchronous and asynchronous access. Remote courses require the attendance of students at the scheduled times, using Zoom. Instructions on participation in Zoom sessions are in the link below. We are all becoming accustomed to this mode of course delivery, and help is available for anyone with difficulties using Zoom. Faculty continue to adapt their various course elements to the dynamics of the current situation, including changing classroom formats, adapting assignments and learning exercises, setting up online discussions, etc. These changes may affect some scheduling issues, but we will continue to work with the posted schedule for this course.

NOTE: for further guidance on remote delivery, [click here](#).

Synchronous Classroom Sessions: 10:00am-noon, Wednesdays, Winter term 2021.

- o First Zoom class: 6th January
- o Reading week: 15-19th February
- o Last Zoom class: 31st March
- o Exam week: 5-9th April (final course deadline 9th April, 2021)

*Humanity has become an urban species –
for the first time in our existence more than 50% of us now live in cities.
Almost all of the world's population growth
is now taking place in the global South.
95% of this population growth is taking place in its cities.*

This course is an overview of the process and impacts of urbanization, and of urban poverty and development. The course will contribute to students' awareness, skills and understanding of the possibilities of ministry through effective community engagement in the complexities of urban

contexts, both in Canada and overseas. This course will build on students' learning in other Wycliffe and TST courses in urban, international and community development (although prerequisite courses are not required). In this course urban, international and community development knowledge and skills will be deepened through a focus on the dynamics, opportunities and challenges of urbanization, and the urban-rural continuum, in both the global South and North. The history and theoretical basis of urbanization will be covered, and the particular nature of urban poverty will be investigated. Students will engage and describe the urban dimensions of their own clan stories and vocations, with an overview to their approaches to their urban vocations in theology and mission. We will look at the challenges faced by urban community development facilitators, urban projects and urban churches and parish communities. This course looks at the role of development agencies, NGOs, churches and other partners in working with the urban poor and vulnerable, and reviews a range of urban community-based development approaches. We also examine the five types of urban communities, the "new physics" of urban engagement, local partnering and multi-stakeholder processes.

"Urban theology... is the process into which disciples bring their experience of their struggles so that, through the mutual activity of perceiving, reflecting and engaging, an alternative future may emerge."
Andrew Davey

Learning Outcomes

1. Students appreciate the origins and history of the city, the patterns of modern urbanization, and the challenges and crises posed.
2. Students demonstrate knowledge of the political, social and theological dimensions of urbanization.
3. Students articulate key issues facing urban development workers, NGOs and churches, and can determine implications.
4. Students recognize and demonstrate basic knowledge of various approaches to urban projects.
5. Students identify the skills and competencies required for effective urban engagement, with heightened awareness of their own urban stories.
6. Students demonstrate, develop and apply issues of justice, reconciliation and peace in urban settings.

Normally this course is built around a range of adult and community learning

methodologies: interactive discussions, research assignments, participatory activities, multi-media, mini-projects, readings, personal journals, lectures, and engagement with various urban features of central Toronto.

However, a special note: in light of COVID-19, the regular practices of participatory learning, external events, site visits, and visiting experts will be substantially altered and adapted.

Course Topics and Issues

1. Overview: urbanization patterns, local and regional
2. Origins of the city in history, and in scriptures
3. Understanding the rural-urban continuum, population movements, urban data
4. Locating, measuring, understanding urban poverty

5. Types of urban communities
6. Urban citizenship, governance and community-based advocacy
7. Children and vulnerability in cities
8. Tools and resources for urban engagement
9. Urban exegesis
10. The task of urban theology
11. The church and urban well-being

Requirements & Evaluation

		Due date
1) Assignment: participation & facilitation	20%	TBD
2) Assignment: book review	15%	3 rd February
1-page proposal for final project	n/a	24 th February
3) Assignment: my urban story	25%	3 rd March
4) Assignment: final project	40%	9 th April

1) Assignment: weekly participation, analysis/facilitation of readings (20%).

As part of weekly class participation, students will:

- 1) Attend and actively engage in all class sessions.
- 2) Complete weekly readings and assignments.
- 3) Bring notes and questions to class.
- 4) Facilitate a classroom session on weekly topics and readings. Students in pairs and/or individually will construct a session plan and will design and facilitate a 30-minute adult learning event around the topics and readings assigned for that week.
 - Design, develop and submit a session plan to explore the meaningful urban “aha’s!” in this week’s readings (see template)
 - Bring to class for each student a 1-2 page summary of key data, analysis and learning from readings.
 - Engage a biblical text that dovetails with or challenges the urban perspective within these readings.
 - Assume that everyone comes to the class having completed the readings.
 - Facilitate your session plan as if for participative adults in a community urban learning workshop
 - Receive a peer review, and complete a self-review.

2) Assignment: book review (15%). Deadline: post on Quercus by class time on 3rd February. Each student will choose, read, review and assess one of the following publications (see full reference information on each resource in the bibliography below):

- The UN Habitat 2020 World’s Cities Report (full version): [The Value of Sustainable Urbanization](#) – or the UN Habitat 2016 World Cities Report (full version): [Urbanization and Development: Emerging Futures](#).
- UNICEF, *State of the World’s Children 2012*. <http://www.unicef.org/sowc2012/>
- Andrew Davey, *Urban Christianity*
- Nabeel Hamdi, *Small Change*
- Environics, *Urban Aboriginal Peoples Study* – Canada.

- From the IIED journal *Environment & Urbanization*, students can choose an urban theme (e.g., poverty and cities, urban migration, urban agriculture, shelter, slum tenure, etc.) and select six articles from this journal for review.
- David W. Smith, *Seeking a City with Foundations*
- P.D. Smith, *City: A Guidebook for the Urban Age*
- Gornik, *To Live in Peace*

Written reports = 2000 words; audio/video reports max. 20 minutes (plus a written outline and summary).

NOTE: We will share these reports with each other on Quercus and peer review them in the classroom.

3) Assignment: my urban story (25%). Deadline: post on Quercus by 3rd March.

This assignment should be produced in the genre of a critical 1st-person reflection journal. Students should be prepared to share verbally one or two of their journal additions in class each week until November 8th. The purpose of the journal is to reflect on the personal, family/clan and vocational implications of our growing engagement with the local and global features of urbanization, as it impacts our relationship to our place, who we are, how we self-identify, how we live in communities, how we act and move in our neighbourhoods.

Topics will include:

- The story of my family's journey from rural to urban
- The urban patterns of my own life
- My definition of the good city
- The possibilities for healthy community in my own urban existence
- Reflections on place and belonging in my fluid city
- Rethinking my urban vocation and effective mission

NOTE: these journals will be private, reviewed only by the instructor. But you may be invited voluntarily to select a few portions to summarize and share with peers in class.

4) Final Project/Paper (40%). Deadline: post on Quercus by 9th April.

Choosing from the topics and themes specific to this course, each student will identify a specific topic and draft a focused research question within one of those topics or themes for investigation. Students will then propose, outline, research and write an evidence-based academic research paper on that research question as their final project. The proposed research question and outline for the final project will be established in consultation with the instructor by early March.

1-page final project proposal. Deadline: post on Quercus by 24th February.

Each student's final project proposal will be submitted for comments. Proposals are one-page outlines

- Identify the topic
- Specify the focused hypothesis or research question
- Provide rationale for the topic and thesis choice
- Propose an outline for the paper
- Describe the research methods
- Offer a sample bibliography

Students will also have opportunity to discuss each other's proposals in class. Final projects are 4000 words. Guidelines will be discussed further in class.

Required texts

Required readings for this course will be made available by electronic files posted on Quercus. Publications selected for the book review assignment are available in the U of T library system or online. Required readings will be selected from the bibliography below. Students must read new material (new material is material which you have not read prior to this course). If you have read any of the assigned texts previously, you may negotiate other, new reading assignments with the instructor.

Bibliography

Benton-Short, Lisa and Short, John R. *Cities and Nature* (Routledge, 2008).

Davey, Andrew. *Urban Christianity and Global Order: Theological Resources for an Urban Future* (Hendrickson, 2002).

Davey, Andrew, ed. *Crossover City: Resources for Urban Mission and Transformation* (Continuum, 2010).

Davis, Mike. *Planet of Slums* (Verso, 2006).

Enviroics Institute, *Urban Aboriginal Peoples Study*. (2010-2012). Toronto, ON: Enviroics.
<http://www.uaps.ca/>

Fragkias, "Urbanization, Economic Growth and Sustainability." See Seto below for U of T link.

Gornik, Mark. *To Live in Peace: Biblical Faith and the Changing Inner City* (Eerdmann's, 2002).

Green, Laurie. *Let's Do Theology: Resources for Contextual Theology* (Mowbray, 2010).

Grigg, Viv. *Cry of the Urban Poor* (Monrovia: MARC, 1992).

Hamdi, Nabeel. *Small Change: About the Art of Practice and the Limits of Planning in Cities* (Earthscan, 2004).

IIED (International Institute for Environment and Development), *Environment and Urbanization*. April, 1989 to current. Published twice a year, with back issues available online at
<http://eau.sagepub.com/content/by/year>

Potter, Robert B. and Sally Lloyd-Evans. *The City in the Developing World* (Harlow: Prentice Hall, 1998).

Seto, Karen, William Solecki, Corrie Griffith, eds. *The Routledge Handbook of Urbanization and Global Environmental Change* (Taylor and Francis, 2015). Online at Univ of Toronto:
<http://search.library.utoronto.ca/details?10603406>

Smith, David W. *Seeking a City with Foundations: Theology for an Urban World* (IVP, 2011).

Smith, P.D. *City: A Guidebook for the Urban Age* (Bloomsbury, 2012).

UN Habitat, *State of the World's Cities*. A series of flagship reports available free as pdfs online.

- [The State of the World's Cities Report 2001](#)
- [Globalization and Urban Culture: 2004/2005](#)
- [The Millenium Development Goals and Urban Sustainability: 2006/2007](#)
- [Harmonious Cities: 2008/2009](#)
- [Cities for All – Bridging the Urban Divide: 2010/2011](#)
- [Prosperity of Cities: 2012-2013](#)
- [2016 Urbanization and Development: Emerging Futures: 2016](#)
- [World Cities Report 2020: The Value of Sustainable Urbanization](#)

UNICEF, *The State of the World's Children 2012: Children in an Urban World* (New York: UNICEF, 2012). Available online at: http://www.unicef.org/sowc/files/SOWC_2012-Main_Report_EN_21Dec2011.pdf

Additional resources:

- Selected academic journals: *Environment & Urbanization*, *Habitat International*, *Cities*, *Urban Studies*
- Video and film resources
- Various online resources, e.g.,
 - Canada's International Development Research Centre: Safe & Inclusive Cities <https://www.idrc.ca/en/initiative/safe-and-inclusive-cities>
 - International Institute for Environment and Development (UK-based think tank with urban programs) <https://www.iied.org/urban>
 - International Centre for Sustainable Cities <http://sustainablecities.net/>
 - UN-Habitat (UN Human Settlements Programme) <https://unhabitat.org>
 - UN Population Division: World Urbanization Prospects <https://esa.un.org/unpd/wup/>
 - World Bank (Urban Development) <http://www.worldbank.org/en/topic/urbandevelopment>

Familiarity with texts and subject matter from the Fall and Winter terms of *Poverty, Development and Community Transformation: Introduction to Global & Local Issues, Power and Players* course is not required, but helpful. Selections from the following may be referred to in this course:

Chambers, Robert. *Ideas for Development* (Earthscan, 2005).

Desai, Vandana and Robert Potter, eds. *The Companion to Development Studies: Second Edition* (London: Hodder, 2008).

Myers, Bryant, *Walking with the Poor* (Maryknoll: Orbis, 1999).

Yoder, Richard, Calvin Redekop and Vernon Jantzi, eds. *Development to a Different Drummer: Anabaptist/Mennonite Experiences and Perspectives* (PA: Good Books, 2004).

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Personal Website <http://individual.utoronto.ca/name>

Late Assignments and Grading

Students are expected to complete individual assignments by their due dates, and all course work by the final deadline of 17th December, 2020. One percentage point per day will be deducted from the course grade if an extension has not been approved before the stated deadline.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the final deadline scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or TST and Wycliffe College's grading policy.

TST Grading System - Basic Degree Students

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post- baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Integrity, Content, Format

New readings. The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

New work. The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

Written assignments will follow the style and format guidelines provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style*, 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition). See <http://www.writing.utoronto.ca/advice/using-sources/documentation>. See the "Quick Guide" to this style at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

Terms relating to sex and gender will follow the TST writing guidelines. See chapter 14 "Elimination of Stereotyping in Written Communication" in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with disabilities." See also the guidelines for unbiased language on the University website (go to <http://www.writing.utoronto.ca/advice> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.