



# Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval 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. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

## ***Course Identification***

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Course Number : WYP2623HF  
Course Name: Urban Poverty and Development  
Campus: St. George

## ***Instructor Information***

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Instructor:	David Kupp	Teaching Assistant:
E-mail:	david.kupp@utoronto.ca	E-mail:
Office Hours:		

## ***Course Prerequisites or Requisites***

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Give the course code and title of any pre-requisite or requisite courses.

## ***Course Description***

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In 2010, humanity became an urban species – more than 50% of us now live in cities. Almost all of the growth in the world's population is now taking place in the developing world. 95% of this population growth is taking place in its cities.

This course is an introduction to urban poverty and development, and will contribute to students' awareness and understanding of the possibilities of effective ministry in poor urban contexts. This course will build on students' learning in the introductory development courses Forging the Kingdom 1&2. International development knowledge and skills will be deepened through a focus on the dynamics, opportunities and challenges of urbanization, and the urban-rural continuum, especially in the global South. The history and theoretical basis of urbanization will be covered, and understanding built around the nature of urban poverty. Students will engage in an overview of possible approaches to urban theology and mission, and will look at the challenges faced by urban development facilitators, urban projects and urban community development. This course looks at the role of NGOs, churches and other partners in working with the urban poor and vulnerable, and reviews a range of urban community-based development approaches. Also considers the five types of urban communities, the "new physics" of urban engagement, local partnering and multi-stakeholder processes.).

## ***Course Methodology***

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Interactive discussions, research, participatory activities, multi-media, mini-projects, readings, personal journals, lectures, an outing

## ***Course Outcomes***

<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
<b>By the end of this course, students</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</b>
• will appreciate the origins and history of the city, the patterns of modern urbanization, and the challenges and crises posed;	Readings, lectures, discussions, activities, multi-media	<b>MTS:</b> 1.4 <b>MTSD:</b> [under revision] <b>MDiv:</b> 1.4 <b>MDivP:</b> [under revision]
• will demonstrate knowledge of the political, social and theological components of urbanization;	Readings, lectures, discussions, activities, multi-media	<b>MTS:</b> 1.3 <b>MTSD:</b> [under revision] <b>MDiv:</b> 1.3 <b>MDivP:</b> [under revision]
• will understand key issues facing urban development workers, NGOs and churches, and can determine implications;	Readings, lectures, discussions, activities, multi-media	<b>MTS:</b> 1.1 <b>MTSD:</b> [under revision] <b>MDiv:</b> 1.1 <b>MDivP:</b> [under revision]
• will recognize and demonstrate basic knowledge of various approaches to urban projects;	Mini-projects, journals, assignments, discussions	<b>MTS:</b> 2.1, 2.3 <b>MTSD:</b> [under revision] <b>MDiv:</b> 2.1, 2.3 <b>MDivP:</b> [under revision]
• will be able to evaluate the effectiveness of various approaches to urban transformation;	Assignments, discussions	<b>MTS:</b> 2.1, 2.3 <b>MTSD:</b> [under revision] <b>MDiv:</b> 2.1, 2.3 <b>MDivP:</b> [under revision]
• will be aware of the skills and competencies required for effective urban engagement;	Course as a whole	<b>MTS:</b> 2.1, 2.3 <b>MTSD:</b> [under revision] <b>MDiv:</b> 2.1, 2.3 <b>MDivP:</b> [under revision]
• will demonstrate knowledge in issues of justice, reconciliation and peace in urban settings.	Assignments	<b>MTS:</b> 2.1, 2.3 <b>MTSD:</b> [under revision] <b>MDiv:</b> 2.1, 2.2, 2.3

		MDivP: [under revision]
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## Course Resources

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### Required Course Texts

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

*Familiarity with texts from the Forging the Kingdom course is assumed, and will be referred to:*

- Haslam, Schafer and Beaudet, eds., *Introduction to International Development: Approaches, Actors and Issues*, 2009.
- Myers, Bryant. *Walking with the Poor*. Orbis, 1998

### Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

## Class Schedule

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**Week 1 (September 17)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 2 (September 24)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 3 (October 1)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 4 (October 8)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 5 (October 15)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 6 (October 22)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 7 (October 29)** Reading Week.

**Week 8 (November 5)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 9 (November 12)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 10 (November 19)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 11 (November 26)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 12 (December 3)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

**Week 13 (December 10)** Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

## ***Evaluation***

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### **Requirements**

1) Class Participation (30%). Students are expected to attend every class and to involve themselves fully through preparatory reading and active participation in discussion, and completion of in-class and extra-class assignments. A variety of participatory learning technologies will be employed.

2) First Assignment (20%). In preparation for the class, each student will read, review and assess Andrew Davey's Urban Christianity and Global Order: Theological Resources for an Urban Future (Hendrickson, 2002). **This assignment is due the first class (12th April)** and should be delivered in the spirit of a personal learning journal, using your choice of a written, blog, audio or video report.

- Give evidence that you have read and understood the key themes of the book.
- Assess the significance of one of the book's major themes for contemporary urban development and mission – where would you agree, disagree, adapt, modify it?
- Reflect on how working through Davey's book enriches, changes or impacts your own personal urban journey.
- Printed reports = 1500-2500 words; audio/video reports max. 20 minutes.

3) Project/Paper (50%)

**Each student's proposal for their course paper or project will be agreed by the final day of the course (10<sup>th</sup> December) in consultation with the professor. It may take a variety of forms, from a traditional essay to an innovative project or product. It will develop one of the course's themes through the stages of Bloom's New Taxonomy or an equivalent learning framework. This assignment is due August 9.**

### **Grading System**

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### ***Policy on Assignment Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

### ***Policies***

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students 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* (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/policies/behaveac.htm>), a student who plagiarizes in this course. Students 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](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Turnitin.com.** Students may 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>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

## ***Bibliography***

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Benton-Short, Lisa and Short, John R. *Cities and Nature*. Routledge, 2007.

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

Gornik, Mark. *To Live In Peace*. Eerdmans, 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

Haslam, Schafer and Beaudet, eds., *Introduction to International Development: Approaches, Actors and Issues*, 2009.

Myers, Bryant. *Walking with the Poor*. Orbis, 1998.

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

UN Habitat: State of the World's Cities, biannual reports. 2004, 2006, 2008, 2010.

Selected academic journals: *Environment & Urbanization*, *Habitat International*, *Cities*, *Urban Studies*

*Online resources:*

Andrew Davey's urban blog: [www.urblog.typepad.com](http://www.urblog.typepad.com)

ID21 (research reporting service): <http://www.id21.org/urban/index.html>

International Institute for Environment and Development (UK-based think tank with urban programs)  
<http://www.iied.org/human/index.html>

International Centre for Sustainable Cities <http://sustainablecities.net/>

UN-Habitat (UN Human Settlements Programme) <http://www.unchs.org/>

World Bank (Urban Development)  
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTURBANDEVELOPMENT/EXTURB>