Course Syllabus: Winter 2023

Wycliffe College

Urban Poverty and Development: WYP2623

(Revision: June 15, 2022)

I. Course Details

Instructor: W. Clayton Rowe (M.Div, MTh, MBA)
E-mail: clayton.rowe@saben.ca
Office Hours: By appointment
Campus: Digital remote via synchronous Zoom and asynchronous Quercus

Synchronous Classroom online Sessions: Thursdays (10:00-13:00) EST
- First Zoom class: Thursday, January 12, 2023
- Reading week: February 20-24, 2023
- Last Zoom class: Thursday March 9, 2023
- Exam week: 10-13th April (final course deadline April 13, 2023)

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2. Course Overview

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 (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 alsoexamine the five types of urban communities, the "new physics" of urban engagement, local partnering, and multi-stakeholder processes.

III. Learning Outcomes

1. Students examine 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 inurban settings.

IV. Course Topics and Issues

1. Overview: urbanization patterns, local and regional
2. Origins of the city in history, and in scriptures
3. Locating, measuring, understanding urban poverty
4. Types of urban communities
5. Urban citizenship, governance, and community-based advocacy
6. Children and vulnerability in cities
7. Tools and resources for urban engagement
8. Urban exegesis
9. The task of urban theology
10. The church and urban well-being

Requirements & Evaluation

Assignment	Grade %
Class Participation	15%
Forum Discussions	20%
PESTLE Analysis	10%
Autoethnography written assignment	20%
Class Presentation	10%
Final Written Project (Case Study)	25%
	100%

Required texts

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

Also, required readings for this course will be made available by electronic files posted on Quercus

NOTE: 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).

Day, Katie and Elise Edwards, eds. *The Routledge Handbook of Religion and Cities.* (Routledge, 2020). Available online at U of T library.

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

Environment and Urbanization Journal (Sage Publications). Online at U of T library. Most articles also available at https://www.environmentandurbanization.org

Fragkias, Michail. "Chapter 1: Urbanization, Economic Growth and Sustainability." In Seto, et al., *Handbook* (2015): 9-26. See below for U of T library 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

Paul Kidder, "Jane Jacobs: Subsidiarity in the City." *Praxis: An Interdisciplinary Journal of Faith and Justice* 1 (2, 2018): 156-169. https://www.pdcnet.org/852581F7004C8FE8/file/5A59D8184306032B8525843A006E0A32/$FILE/praxis_2018_0001_0002_0075_0088.pdf

Peters, Ronald E. *Urban Ministry: An Introduction* (Abingdon Press, 2007).

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

Routledge Handbooks and Companions: more than thirty edited volumes of articles collected around a wide range of urban themes. See: https://www-routledgehandbooks-com.myaccess.library.utoronto.ca/search?searchtext=urban&text=urban&page=0&size=10&sort=score%2Cdesc&docType=chapter&openAccessContent=true&researchInterestAcademic=false&researchInterestPractitioner=false

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 library: http://search.library.utoronto.ca/details?10603406

Smith, R. Drew, Stephanie Boddie, Ronald Peters, eds. *Urban Ministry Reconsidered: Contexts and Approaches (*Westminster John Knox: 2018).

Smith, David W. *Seeking a City with Foundations: Theology for an Urban World* (IVP, 2011) and updated edition (Langham, 2019).

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 will be discussed:
- Selected academic journals: *Environment & Urbanization, Habitat International, Cities, Urban Studies,* etc.
- 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

- o International Institute for Environment and Development (UK-based think tank with urban programs) https://www.iied.org/urban
  - o International Centre for Sustainable Cities http://sustainablecities.net/
  - o UN-Habitat (UN Human Settlements Programme) https://unhabitat.org
  - o UN Population Division: World Urbanization Prospects https://esa.un.org/unpd/wup/
  - o 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,* revised ed. (Maryknoll: Orbis, 2011).

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 deadline on the final day of the course. 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 hasnot 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.