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**Azusa Pacific Seminary**

**TUL 540 Urban Reality and Theology**

**Spring Semester, 2016**

**3 units**

**Los Angeles Regional Center**

##### Mission and Purpose Statement of APU

##### *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.*

##### Mission of Azusa Pacific Seminary

*Azusa Pacific Seminary at Azusa Pacific University trains students for practical, effective ministry in the church and in the world, helping them transform the world with Christ.*

#### Master of Arts in Transformational Urban Leadership

#### ***The aim*** *of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders of urban poor movements, with wisdom, knowledge, character and skill.*

#### **Faculty Information**

###### Michael A. Mata, Facilitator

###### Office hours by appointment

###### mmata@apu.edu

###### Cell: 323.397.6492

###### Technical Support: Call 1-815-5050 or email [support@apu.edu](mailto:support@apu.edu)

#### **Course Description**

# This course organizes an interdisciplinary dialogue between urban theologizing and urban analysis, drawing upon studies in economics, community development, anthropology, sociology, and history. It aims to generate perspectives and tools for

transformative urban mission.

#### **Expanded Course Description**

In particular the course is designed to explore the socio-cultural and physical dynamics that affect the quality of life, inform theology and challenge the manner in which ministry is conducted in our urban world. The analysis of the urban context and theological reflection will be examined through multi-disciplinary readings, guest lectures, discussions, site visits and participation in class projects. Class will meet one or two weekday or weekend sessions.

#### **Course Learning Outcomes**

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| --- | --- | --- |
| **Learning Outcom**es *During this course students will have the opportunity to:* | **IDEA Objective** | **Assignments Used to Assess** |
| 1. Gain an appreciation for the complexity and richness of the urban context as the *locus theologius* for ministry and theology. | Learning fundamental principles, generalizations, or theories: Gaining a broader understanding and appreciation of intellectual/cultural activity (e.g., urban planning) | Reading Snapshots,Public Space Assessment (PartII), Reflection paper |
| 2. Develop the ability to observe and analyze public space as to it expression of “Kingdom values” | Learning to analyze and critically evaluate ideas, arguments, and points of view | Reading Snapshots,Public Space Assessment (Part I), Mental Map |
| 3. Evaluate the impact of city systems on the welfare of the city with specific reference to: transportation, infrastructure, planning and environment. | Learning to apply course  material (to improve  thinking, problem solving,  and decisions); Acquiring an interest in learning more by asking questions and seeking answers | Public Space Assessment (Part I), Mental Map, Planing & Political Neighborhood Context, Land Use & Planning System, Reflection Paper |
| 4. Critically integrate theories that aid in interpreting the spirituality of the city: including some of its creativity, forces of cultural change, religious experiences and political systems that produce or not urban sacred spaces and kingdom experiences | Developing specific skills, competencies and points of view needed by professionals in the field; Developing skill in expressing oneself orally or in writing | Reading Snapshots, Public SpaceAssessment (Part II), Reflection Paper |

#### **Course Materials**

#### **Required**

Bartholomew, Craig G. *Where Mortal Dwells: A Christian View of Place for Today*. Baker

Academic, 2011. 384 pp. ISBN: 978-0801036378

Davey, Andrew. *Urban Christianity and Global Order: Theological Resources for an Urban*

*Future.* Hendrickson Publishers, Inc., 2002. 165 pp. ISBN: 9781565637153

Dreier, Peter, Mollenkopf, John and Swanstrom, Todd. *Place Matters: Metropolitics for the 21st Century (Studies in Government & Public Policy)*. University Press of Kansas (3 ed), 2014. 448 pp. ISBN: 9780700619276.

Lynch, Kevin. *The Image of the City (Harvard-MIT Joint Center for Urban Studies Series)*. The MIT Press, 1960. 194 pp. ISBN: 978-0262620017

Rojas, James Thomas. “The Enacted Environment: Mexicans and Mexican-Americans in East

Los Angeles.” Master’s Project, MIT, 1994. 95 pp. (provided by professor)

Sheldrake, Philip. *The Spiritual City: Theology, Spirituality, and the Urban.*

Wiley-Blackwell (1 edition), 2014. 240 pp., ISBN: 978-1118855669

Tanner, Kathryn, ed. *Spirit in the Cities: Searching for Soul in the Urban Landscape*. Fortress Press, 2004. 160 pp. ISBN: 978-0800636821

**Recommended Reading and Other Course Resources**

Bakke, Raymond.  *Theology as Big as the City*. IVP Academic, 1997. ISBN: 978-0877845232

Beaumont, Justin and Christopher Baker, eds. *Postsecular Cities: Space, Theory and Practice (Continuum Resources in Religion and Political Culture)*. Bloomsbury Academic, 2011. ISBN: 978-1441144256

Gench, Roger J. *Theology from the Trenches: Reflection on Urban Ministry*. Westminster John Knox, 2014. ISBN: 978-0664239688

Gorringe, T. J.  *A Theology of the Built Environment: Justice, Empowerment, Redemption*.

Cambridge University Press, 2002. ISBN: 978-0521891448

Hayden, Dolores. *The Power of Place: Urban Landscapes as Public History.* MIT Press, 1997. ISBN: 978-0262581523

Hjalmarson, Leonard. *No Home Like Place: A Christian Theology of Place.* CreateSpace

Independent Publishing Platform, 2014. 248 pp. ISBN: 9781499191806

Heltzel, Peter Goodwin. *Resurrection City: A Theology of Improvisation (Prophetic Christianity).* Wm. B. Eerdmans Publishing Company, 2012. ISBN: 978-0802867599

Jacobsen, Eric O. *Sidewalks in the Kingdom: New Urbanism and the Christian Faith*. Brazos

Press, 2003. ISBN: 978-1587430572

Jargowsky, Paul A. *Poverty and Place: Ghettos, Barrios, and the American City*. Russell Sage Foundation ,1998. ISBN: 978-0871544063

Rocke, Kris and Van Dyke, Joel. *Geography of Grace: Doing Theology from Below.* Center for Transforming Mission, 2012. ISBN: 978-0985233402

Toly, Noah J. *Cities of Tomorrow and the City to Come: A Theology of Urban Life (Ordinary Theology)*. Zondervan, 2015. ISBN: 978-0310516019

#### **Copyright Responsibilities:**Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at<http://apu.libguides.com/content.php?pid=241554&search_terms=copyright>

# RECOMMENDED READING, VIEWING, LISTENING, AND INTERACTING

* The Los Angeles Times Sunday Opinion Section
* Which Way LA? KCRW (89.9/91.9 FM)
* AirTalk, On-Ramp, CityLab KPCC (89.3)
* Voices, KPFK (90.7 FM)
* Best, David. “Successfully Serving the City” (audio program available through professor)

#### **Hours per Week**

#### Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15- week term will approximate:

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| --- | --- | --- |
| **15 week course** |  | |
| **Credit-hour distribution** | **Expected Weekly Hours** | **Expected Semester Hours** |
| 1. Direct instruction | 3 | 45 |
| 2. Faculty-directed instruction    Readings | 2 | 30 |
| 3. Learning activities and projects(experiential learning) | 2 | 30 |
| 4. Assessment & Reflection (writing) | 1 | 15 |
| **Total Hours** | **8** | 120 |

#### **Course Schedule**

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| --- | --- | --- | --- |
| **DATE** | **Discussion Topic:** | **To Prepare:** | **Activity** |
| January 19 | Urban, Urbanism, Urbanization and the Urban Mandate | Read the syllabus | Video: *God is Building a City* |
| January 26 | The City as *locus theologicus* | Read and develop Snapshot for *Where Mortals Dwell, Introduction & Part I* | Video: Theology as Big as the City |
| February  6 | Exegeting the City | Read and develop Snapshot for “The Enacted Environment” (posted on Sakai) We will meet on Saturday at LARC, 9 am to 12 pm, in lieu of regular class time | Visit Local Neighborhood |
| February 9 | Imagining the City | Read and develop Snapshot for *The Image of the City* | Mental Map |
| February 20 | Place-making in the City | Read and develop Snapshot for *Place Matters (Chps. 1-4)*  *We will meet in downtown from 10 am to 1 pm so as to include a time for lunch together in lieu of regular class time* | Visit Downtown (Skid Row to Financial District) |
| February 23 | Planning the City | Develop a map of significant historical, current and emerging Christian-related sites in the LA area each with with a brief description | Guest Speaker: Dwayne Wyatt, city planner |
| March  1 | Designing the City | View “The Power of Design 2014: Cities and City Life, part I”  <https://www.youtube.com/watch?v=7E0cVx712DY> (start at 6:30 min into video) | Film: *Urbanized* |
| **March 8** |  | **MID-SEMESTER BREAK** |  |
| March  15 | The City as Public History | Read and develop Snapshot for *Place Matters (Chps. 6-7, 9-10))*  List your neighborhood’s community leaders and decision-making bodies. | Kathy Kolnick, Phd. planning historian |
| March  22 | Urban Place | Assess an public space within your current neighborhood or one where a marginal population congregates/interacts, Part I; develop a visual presentation | Presentation of findings |
| March  29 | Place and Theology | Read and develop Snapshot for *Where Mortals Dwell, Part III & Epilogue* | Site visit to Church of the Redeemer |
| April  5 | A Theological Understanding of “Urban” | Read and develop Snapshot for *The Spiritual City, Part II & Epilogue* | Guest Speaker: Josh Paget, co-founder of New Urbanism Film Festival |
| April  12 | The City as Political Context |  | Rev. Jim Conn, former Mayor of Santa Monica |
| April  19 | Revisiting the city as *locus theologicus* | Read and develop Snapshot for *Spirit in the Cities,* Preface, Chps. 1, 4 &5. | Guest Speaker: James Rojas, urban designer |
| April  26 | Urban Place as Sacred Space | Part II of the assessed public space: a theological evaluation  Read “The Complicated Business of Placemaking in a Place that already exists” in *Identity, Representation and Place*    Develop an oral presentation | Student Presentations |
| May  3 | Taking it to the Streets | Read and develop Snapshot for *Urban Christianity*  Reflection Paper | Course Evaluation |

#### Course schedule, topics, assignments and evaluation may be changed at the instructor’s discretion to enhance the student’s learning experience.

#### **Course Assignments**

The following assignments are calculated to require approximately **75 hours** to complete. Expanded guides on Sakai will provide step-by-step procedures**. Students must use Assignments and Forum in Sakai to submit all assignments.**

**1. *READING SNAPSHOTS***

Nine (9) reading snapshots are due at the beginning of the assigned class session. Snapshots are five “bullet points” demonstrating you have read the required material for the class.

This will include three things that stood out to you in the reading:

* + What new things did you learn from your reading? Were you persuaded about the ideas, and why/why not?
  + What are the assumptions of the author(s)? What are to you believe?
  + Are their strengths or weaknesses to the author(s)’ argument?
  + Does something from the reading expand your understanding about about the urban context? A theological understanding of the city? If so, what is it?

Pose two discussion questions for the class based on your readings. These discussion questions may be used during our debriefing:

* + Do not pose general questions.
  + Do pose thought provoking questions deeply rooted in the readings. These may be:

— Compare/contrast questions from previous readings you have done or for this class;

— Questions that probe assumptions or strengths/weaknesses of the author’s argument;

— Questions based on societal or theological implications of an insight gained or idea from the reading.

Total Worth count should not exceed 250 words. Each snapshot is worth five (5) points each for a possible total of 45 points.

**2. *MENTAL MAP***

Mind Mapping was first developed by Kevin Lynch and used in his research for the book *Image of the City*. Instructions will be given in class on the day it will be done. Total of 5 points

**3. *PUBLIC SPACE ASSESSMENT (Two Parts)***

Based on the course readings, site visits and the following links, this assignment asks you to assess one public space within your current neighborhood or where a marginal population gathers. Choose public spaces (i.e., street, market, public plaza, park, etc.). Please contact the professor if you have a question of whether the space to choose what qualify for this assignment.

You may find the following articles from the Project for Public Spaces helpful:

‐ What is Placemaking? <<http://www.pps.org/reference/what_is_placemaking/>>

‐ Hall of Shame: Examples of “bad” public spaces (look at a few).

<<http://www.pps.org/great_public_spaces/list?type_id=2>>

‐ Great public spaces (look at a few in the different categories).

<[http://\](http://%255C)[www.pps.org/great\_public\_spaces/](http://www.pps.org/great_public_spaces/)>

Part I

Analyze the public space according to the questions posed in this reference:

What Makes a Successful Place? <<http://www.pps.org/reference/grplacefeat/>>

\* Note: Please to choose a **public place**. It cannot be, for example, a privately-owned space, e.g. a shop. It can be the street the shop is on, or if the area outside the shop spills onto the public sidewalk and acts as a public space, that might work (keep in mind you need enough material from your space to do a good analysis – the links above will give you some good guidance) but cannot be the shop itself as that is private space.

Assignment Details:

1. You may need to visit the space at different times of the day to make your observations.

2. Use the sub‐headings found in the article: Access and Linkages; Comfort and Image; Uses and Activities; Sociability. For whom was the space created and who is using it now? Why do you think that is? Answer the questions (if applicable) as a starting point. Feel free to add more that you see applicable. The purpose is to analyze your space.

4. Integrate at least three site photos from your space (do not take recognizable photographs of people's full faces unless you have asked and gotten written permission) and integrate them into your report.

5. In submitting your evaluation please include:

• A context map of where the the space “sits” within the community (i.e., print

something on Google maps and mark where your sites are located).

• A report of your evaluation with clearly defined subheadings and photographs. Your

report should be approximately 5 pages in length (including photos and your

context map). Include an introduction about your space (i.e., why you chose it, what

is it’s significance) and conclusion about whether you thought it was a successful public space or not.

6. Prepare a 10- minute visual presentation of your findings to share in class.

Part II

7. Revisit your public space site and your original assessment. This time add another category: “Kingdom values.” What makes the space according to your assessment, one that reflects values such as equality, inclusivity and diversity? Are there elements of the site that exclude? How is the space made sacred or how can it be made sacred *without* overtly religious symbols? These are just some ideas to get you started. Again, consider your course readings, guest lecturers — how did they theologically interpret urban space? Think about what else you might consider when seeing the space through “kingdom lenses.” Your theological reflection of 5 pages should include:

• Theological themes as discussed in class

• Photos or drawings of examples of how the public place might be redesigned to become “kindom space” (photos can be a collage and drawings can be sketches, don’t worry about

the cleanness of the pictures, they are only to convey your ideas)

• Your personal reaction to the space as you reflected theologically on it.

Total of 20 points (Part I, 10 points, Part II, 10 points)

**4. *THE PLANNING AND POLITICAL CONTEXT OF MY NEIGHBORHOOD***

Understanding the planning and political context of your neighborhood can help answer the following questions: why are things the way they are in my neighborhood? What system governs how my neighborhood looks, when places like schools, parks, and businesses are developed?

This assignment exposes you to the planning and political systems that are instrumental in shaping the city, as well as how individuals within those systems can act as resources within the community.

i. List your neighborhood’s community leaders and decision makers that include:

• California State Senator

• California State Assembly member

• County Board of Supervisor and District

• City Mayor

* City Councilmember and District. Use these sites as possible resources:

http://lacity.org/government/ElectedOfficialOffices/CityCouncil/CouncilDirectory/index.htm

http://navigatela.lacity.org/common/mapgallery/pdf/council\_districts/CDindex\_8.5\_11.pdf

http://neighborhoodinfo.lacity.org

ii. Provide a brief description of at least three commissions, committees, boards, or task forces for the city that pertain to your neighborhood. Try and choose commissions, committees, etc. that may be a potential resource in dealing with neighborhood issues. You can check out the City of LA site as a source.

iii. Use the Neighborhood Council site or Neighborhood Council Map to find your neighborhood council. Explore both the site you found above as well as the City of LA Planning Department site (click on the tab “Neighborhood Councils” on the left column).

• What is the name of your neighborhood?

• How often does your neighborhood council meet? When and where is the next meeting?

• Who are the leaders/leader of your neighborhood council?

• Summarize what is the purpose of your neighborhood council.

* From exploring their website, name one major issue. Do you agree this is a major issue? Why or why not?

Consider this a primer or manual for someone new to the community. How will you present the information so that people can easily understand the political systems? This should be no more than 10 pages, including charts, maps and other graphics as necessary. Total 10 points

**5**. ***Mapping Significant Christian-related Sites (Team Project)***

Develop a map (or maps) with brief descriptions of important sites related to significant Christian historical, current and emerging movement and institutions. Where appropriate and available provide photographs of historical and current images. Present the final product orally in class. Additional information will be provided in class.

This is a 5-10 page document, single-spaced, 12-font, including map(s) with a legend key, photographs. Total 10 points.

**6. *REFLECTION***

Write up your reactions to and insights gained from the assigned reading, activities, guest presenters, discussions, course projects and the overall course experience. Aboveall, what theological insights did you gain as you experience the city. The paper itself is to be no more than 5-pages. Worth 10 points

*Course grade calculated on a 100-point scale as follows:*

#### **Course Evaluation/Assessment**

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| **Project** | **Weight** | |
| *Reading Snapshots*Evaluative criteria: demonstrates having read the assigned material | 45% | |
| *Public Assessment Part I*Evaluative criteria: thoughtfulness of the analysis. Overall style of the written and visual presentation (how your organize the information, appropriate photos/visuals, grammar) | 10% | 20% |
| *Public Assessment Part II*Evaluative criteria: written and oral presentation of the material (including visuals), level of theological reflection and integration with physical space. | 10% |
| *Planning and Political Neighborhood Context*Evaluative criteria: comprehensiveness of the information, organization and style is engaging, material is informative, written clearly and correctly (speling and grammar) | 10% | |
| *Mental Map*Evaluative criteria: thoughtfulness, clarity and participation in presenting to your peers | 5% | |
| *Mapping Significant Christian-related Sites (Team Project)*Evaluative criteria: readable design, clarity of descriptions, organization of graphics is informative | 10% | |
| *Reflection Paper*Evaluative criteria: thoughtfulness, clarity and integrative | 10% | |
| **Total** | **100%** | |

#### **Grade Scale and Rationale for Grade Determination**

Grades for assignments will be determined by the following rubric and the subjective evaluation by the instructors of record. Final course grades below 70 will be considered a failed (“F”)

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| --- | --- | --- |
| **GRADE** | **SCALE** | **DESCRIPTION** |
| A | 96-100 | **Outstanding**: The level of research, thinking, and communication are outstanding. You critically evaluate the relevant theories, integrate it in the analysis of your selected topic or interests, and show how it is applicable in your context or the one you have chosen. Additionally, you synthesize models or ideas to create new understandings and/or theory. This is NOT a common grade. |
| A- | 91-95 | **Superior:** The level of research, thinking, and communication are superior. You understand and interact with the theories, integrate it with the reading, discussions and your interests, and have shown how it is applicable in your context or the one you have chosen. You demonstrate a growing ability to synthesize models, ideas or create new understanding. |
| B+ | 88 -90 | **Very good**: The level of research, thinking, and communication are solid. You understand the theories, read the assigned literature, engage the class discussions or experiences and have made progress in showing critically how it is applicable in your context or the one you have chosen. |
| B | 84-87 | **Good**: The level of research, thinking, and communication are more than satisfactory. You understand the theories, read the assigned literature, engage the class discussions or experiences and have made progress in showing critically how they are applicable in the context you have chosen, though your work could be stronger in both areas. |
| B- | 81-83 | **Satisfactory**: The level of research, thinking, and communication are satisfactory. You have read the assigned literature, appreciate the theories and have made progress in showing how it is applicable in your context or the one you have chosen, though your work could be stronger in both areas. |
| C+ | 78-80 | **Acceptable but average at best**: The level of research, thinking, and communication are acceptable. It appears you understand the reading, the theories and have made a start in showing how they are applicable in your context or the one you have chosen. |
| C | 73-77 | **Acceptable but definitely below average**: The level of research, thinking, and communication are fairly acceptable. You appear to have read the assigned literature and show that you are acquainted with the theories but you have not demonstrated clearly how they are applicable in your context or the one you have chosen. |
| C- | 70-72 | **Borderline pass**: The level of research, thinking, and communication are borderline. The demonstration of your critical thinking is absent, but the narrative may merit some consideration. |
| D | 65-69 | **Not acceptable**: Depending on what I see, I may assume you tried, but it is not graduate level. The only reason it received any points is that you submitted it for consideration with some evidence of work done. |
| F | 64 or below |

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy.

#### **Course Policies**

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#### **Class attendance, preparation and participation:**Arriving promptly to class, coming fully prepared, participating actively in the discussions and activities are important components for learning. Tardiness and absences must be discussed with the professor. Make-up work only may be negotiated for absences due to medical or emergency reasons.

**Deadlines**: All assignments for the course are to be completed and submitted on time as recorded in order to receive full credit. Late assignments may be penalized 10% or one-half grade of the total points available per assignment for each week late or portion thereof. Permission for late work is granted only by special request to your faculty.

#### **Advance Assistance**: Students wishing feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations are invited to schedule such with the instructor sufficiently in advance of due dates to enable review, discussion, and subsequent refinement (as necessary).

#### **Assignment Options**: Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term. This is not considered extra credit.

# Make up work: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they may 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.

#### **Extra credit:** Students may proposed substitutional work but not work for extra credit.

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#### **Returns**: I attempt to grade work the week submitted though this is not always feasible.

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**Incompletes:** “The grade I “incomplete” is to be given only if *special circumstances* exist. **Ministry or family commitments and obligations are not “special circumstances.”** An incomplete grade may be given upon recommendation of the professor, with the permission of the dean and/or chair of the respective school and/or department.  To obtain an incomplete, the student must fill out the incomplete form available from the Office of the Graduate Registrar in the Graduate Center and obtain all necessary signatures.  An extension may be granted for up to 12 weeks from the last day of the term.

Petitions for extension beyond the 12 weeks are subject to review by the faculty member and the dean of the school.  An incomplete not made up within the 12-week period will be automatically changed to the grade agreed upon in the “instructor and student Agreement” section of the incomplete form.  An incomplete submitted without the proper form will automatically become an F.”

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#### **Withdrawal and Grade Permanence, and Appeals and Grievance procedures**: Refer to the Graduate Catalog and Departmental Student Handbooks as applicable.

#### **Emergency procedures:** it is highly recommended that you leave the class title, room and building location, and the APU campus main phone number (626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

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#### **Academic Integrity Policy**. Graduate students are expected to do their own independent work, and to refrain from cheating, copying or plagiarizing the work of others. When drawing from various resources for research purposes students must provide citations, footnotes and bibliographic information. Students may not use an editor for any work turned in under their own name unless approved in advance in writing by the Instructor, and only to the extent approved. Students who engage in academic dishonesty will automatically receive an "F" in the course and may be in jeopardy of expulsion from the university. The following statement appears in the Graduate Catalog:

**“**The practice of academic integrity to ensure the quality education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic works should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in any academic exercise is considered to be academic dishonesty that defrauds the works of others and the educational system. Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from the program.”

**Academic dishonesty includes:**

**1. Cheating -** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

* Students completing any examination should assume that external assistance (e.g., books, notes, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.
* Students may not allow others to conduct research or prepare work for them without advance authorization from the instructor.
* Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

**2. Fabrication -** Intentional falsification or invention of any information or citation in an academic exercise.

**3. Facilitating academic dishonesty -** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

**4. Plagiarism -** Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise. References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. It is required that you get a copy of EndNote or Sotero from IMT or the Library for keeping your references over the years. It will do most of the formatting for you. Library classes are available in how to learn these.

#### **Disability Procedure**:  Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible. Such students should meet with an advisor in the Learning Enrichment Center 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

#### **Support Services:**There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details. Technical Support: Call 1-815-5050 or email [support@apu.edu](mailto:support@apu.edu)

In addition, Azusa Pacific University maintains excellent library and on-line, full-text databases available to all registered students. It is highly recommended that you visit the Darling and Marshburn Libraries, become familiar with on-line databases, and apply for internet access throughout your graduate program. For more information regarding library, computing and media services contact the Darling Library at 626-815-5087

**Selected Bibliography**

Bakke, Raymond J. and Hart, Jim. *The Urban Christian.* IVP Academic, 1987.

Doulos, Bill Lane. *Hearts on Fire: The Evolution of an Urban Church.* All Saints Church, 1995.

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York University Press. 2000.

Mann, Eric, et. al. *Reconstructing Los Angeles--and U. S. Cities--From the Bottom Up: A long-term Strategy for Workers, Low-Income People, and People of Color to Create an Alternative Vision of Urban Development*. Strategy Center Publications, 1993.

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*.

South End Press, 1994.

McClay, Wilfred M. and McAllister, Ted V., eds. *Why Place Matters: Geography, Identity, and Civic Life in Modern America (New Atlantis Books)*. Encounter Books, 2014.

# McKnight, John L. *Careless Society: Community and its Counterfeits.* Basic Books, 1996.

McKnight, John L. and John P. Kretzmann. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing A Community’s Assets.* ACTA Publications, 1993.

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