**Scheme of work MATUL 504 Urban Reality and Theology**

**(3 credits)**

**Course Purpose**

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.

***Expected Learning Outcomes***

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

***Cognitive (“Head”)***

1.Articulate an understanding of the process of urbanization, with particular reference to the African context: how cities emerge and change through history, how informal settlements come to house urban poor populations, and how urban systems and structures impact slum residents, the relationship of colonialization to urbanization.

2.Use a variety of concepts to describe and analyze urban reality: industrialization, migrations, demography, modernization, inequality, anti-urbanism, social change, occupational networks, informal economy, subcultures, languages and arts, representation, marginalization, and deviance.

3Critically analyze urbanism (the culture of the city) and its impact on migrants’ kinship, class, ethnicity, religious values, and identity using case studies from East Africa.

4 Articulate a vision of urban transformative development that integrates social and biblical perspectives.

5 Demonstrate an understanding of key models of contextual theology and an ability to apply these models in theological reflection in the African urban context

***Affective***

6. Demonstrate an interest in particular aspects of the city — e.g., its political history, peoples, economic conditions, religious faiths, impacts on residents and earth, etc.

7. Demonstrates initiative*:* willing to initiate contact and become personally involved in a marginalized urban community

***Practice***

8 Demonstrate a reflective, inductive, and participatory approach to learning.

9. Demonstrate the ability to apply certain social analytical tools and biblical study tools to understanding and interpreting urban reality.

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| Week | Topic | Sub-topic | | Learning Outcomes | Activities | Resources | Assessment Activity linked to outcomes |
| 1 | Historical development of cities | | Introduction to the course.  Defining cities and the origin and growth of Cities. | Students understand that nature and origins of cities. Students are able to demonstrate an understanding of the specific nature and origin of the African City | Watch video  Lecture  Class discussion | Smith  The African City: A history Freund  *Globalization and urbanization in Africa. BBC Video*  *Urban Ministry* | Reading for following *week*  *Nairobi : town life in colonial Kenya 3 - 21* |
| 2 | The African City. | Cities in Africa and the colonial city. | |  | Lecture Class discussion | *Globalization and urbanization in Africa.*  Lonsdale J 2010 Town life in Colonial Kenya, in *Nairobi Today: The paradox of a fragmented city.* Charton-Bigot and Rodrigues Torres (eds)  *Freund* | Reading for next week. 7 myths about slums |
| 3 | The reality of slums | Definition, growth, percentage of Slums in African Context Perceptions of slums  Dispelling myths | | Students are able to define what constitutes a slum, understand the growth of slums as a global phenomenon and are able to critically evaluate explanations of the cause of slums | Lecture  Student led Discussion  Video | Megaslumming, Davis: Planet Slums,  7 Myths about slums 2010 <http://www.stwr.org/health-education-shelter/the-seven-myths-of-slums.html>  *BBC video* | Reading for next week.  God so loves the city |
| 4 | Tools for data gathering and analysis | Entering a context - follow through the process  Urban exegesis | | Students acquire tools for urban exegesis | Lecture and student led discussion Understanding my community (assessed) Include overnight stay  Gathering stories | Van Engel God so loves  Kramer - the process of research  [**http://www.uic.edu/cuppa/gci/whatwedo/researchclusters/hcc/materials/Resources/How%20to%20enter%20a%20community%20as%20an%20organizer.pdf**](http://www.uic.edu/cuppa/gci/whatwedo/researchclusters/hcc/materials/Resources/How%20to%20enter%20a%20community%20as%20an%20organizer.pdf) | Reading for next week Smith Urban pessimism and Zanotelli  Participant observer reflection. (10%) #7,#8,#9 |
| 5 | Models of contextual theology | What is urban Theology | | Students understand the nature contextual theology and the various models used. Students acquire skills to use one method for doing contextual theology | Lecture and student led discussion  Reflecting on stories | Bevans  Davey, Smith Brueggemann,  Zanotelli, A A grace freely given in *Slums, the challenge of Evangelisation*  Smith C 2011 *Urban Pessimism and a Gospel of Hope.* Journal of Urban Mission | Reading for next week Smith Ch 6 |
| 6 | The Bible and the City. | OT perspectives | | Students understand the way in which The Old testament writers respond to the rise and influence of imperial cities. | Lecture and student led discussion | D Smith Seeking a city Ch 6  Davey Ch 5  Conn H and Ortiz M 2001 *Urban Ministry: the Kingdom, the City and the People of God*. Ch 4& 5  Ellul, J 1970 *The meaning of the City*. Grand Rapids: Eerdmans Ch1 p 1 - 23. | Reading for next week Smith Ch 7 |
| 7 | The Bible and the City. | NT Perspectives | | Students are able to re-examine the New testament in the light of urban context in which it was written. | Lecture and student led discussion | Brown and Carroll 2003 Biblical Images of the city. in *Interpretation* 2000: 54 Union Presbyterian Seminary  Conn H and Ortiz M 2001 *Urban Ministry: the Kingdom, the City and the People of God*. Ch 6 & 7  Wayne Meekes Ch 1 The first Urban Christians | Reading for next week Mutunga |
| 8 | Urban Life: Migration | Why people migrate | | Students understand why people migrate and the impact of migration on individuals, households and communities | Story gathering  Lecture and student led discussion | Macharia K 2003. American University *Migration in Kenya and its impact on the labour market*  Mutunga S 1994 Nairobi and Naomi: Imigration into the city*.* In *God so loves the City: seeking a theology for urban mission.*Van Engenand Tiersma (eds) California: MARC | Gather one story of urban migration. Assess the factors which contributed to that migration and its impact on the individual and household. (10%) #3, #7, #8, #9 |
| 9 | Cities and social change | Mapping the changes taking place in urban environments with a particular focus on family and community.  Cities as centres, innovators and drivers of cultural change.  Cities as places where social structures are reconfigured | | Students understand the nature of social change in an urban context and the implications for the society and for the mission of the church | Lecture and student led discussion | Mutua, Henry 2009 Complexity of Migrant African urbanites and its Missiological Implications for the Church, in *African Missiology: Contribution of Contemporary Thought.* Nairobi: Uzima Press  Putman R 1995Bowling Alone: America’s Declining Social Capital in *The City Reader* 4th Edition Eds LeGates and Stout New York: Routledge 2007  The mapping of places and people in contemporary Kenyan popular song texts in *Cities in Contemporary Africa* Murray and Myers eds 2006 | Essay: Assess the impact of urbanisation and, in particular, life in slum communities, on social, and religious structures of African life. Consider the implications of this for mission. (30%) #1, #2, 3#, #4 |
| 10 | Integration and exclusion: the post-colonial city | Exploring the contours of a post - colonial city and the way colonial history continues to shape the city.  Three lenses on Nairobi  The post -colonial city; the self-help city, The global city | | Students will be able to recognise and map the impact of colonisation on the city and the enduring elements of it from civil engineering to social engineering | Map cultural change/transitions and tensions.  Explore how the Ephesian Moment as defined by walls can be applied to socio-economic as well as cultural barriers | Andrew Walls  The Ephesian moment |  |
| 11 | Urban Life: integration and exclusion | Evictions as a concrete expression of social exclusion | | Students understand the city as a place of integration and exclusion and examine the experience of the excluded |  | Nairobi  Eviction guidelines |  |
| 12 | Urban life: Power, systems and structures  Political and Economic systems | Defining power  Principalities powers and urban systems  Vote banks | | Students understand the nature of power and the way power is exercised in the city. Students are able to engage with Winks theological reflection on the nature of principalities and powers | Guest Lecture  Mapping power structures | De Beer, Stephan 19998 *Understanding Urban Systems* Pretoria: Institute for Urban Ministry  Linthicum  Wink  Gifford Christianity Politics and public life in Kenya  Grigg Spirit Kingdom and the post modern city. |  |
| 13 | Religion in the city | “Kingdom signs” forces for change | | Students explore the changing nature and role of religion in the city and its influence on public life |  | Berryman Religion in the megacity  Gifford Christianity, politics and public life in Kenya |  |
| 14 | Theology for an Urban world | Defining urban theology  Doing urban theology | | Students understand the nature of urban theology and gain tools for doing theology in an urban context |  | Smith Seeking a city with Foundations Ch 8  Con and Ortiz |  |
| 15 | Strategies for mission | Mission in the urban context.  Mind moulders for mission | | In the light of the rest of the course students explore appropriate strategies for mission in the African urban context. |  | Conn and Ortiz  Moschetti |  |