



*Urban Geography of Manila City - Wikipedia*

TUL 540: Social Science Theories of the City(3 units)

Global Online

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| Program | 1010 E Union St, Pasadena, CA 91106, USA | **Registrar’s Office**registrar@wciu.edu Phone: 626-398-2273  |
| MA in Transformational Urban Leadership  |   | Three (3) semester hours graduate credit  |
| **Instructor** | **Email** | **1**0th Jan – April 22nd, 2023 |
| Prof. Viv Grigg  |  viv.grigg@wciu.edu | Online, Zoom: Thursday 6-8 pm PST |
| **Updated** |  1.3.2023  |   |

**Course Design Contributors:** Dr. Lorenzo C. Bautista, Dr. Fermin P. Manalo, Jr.

Rev. Dr. J.N. Manokaran, Dr R. Slimbach., Dr Viv Grigg, Dr Fletcher Tink, Rev. Michael Mata

Mission and Purpose Statement of WCIU

WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.

Master of Arts in Transformational Urban Leadership

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

# Section 1 – Course Overview

## Course Description

This course organizes an interdisciplinary dialogue between urban theology and urban analysis, drawing upon studies in urban economics, urban planning, community development, urban anthropology, sociology, and the history of cities. It generates Christian perspectives on social science tools for transformative urban development.

## Expanded Course Description /Course Rationale

This course introduces the students to processes for better understanding of urban realities and their relation to their faith. It will focus on generating social and theological insights from field experience, guided by tools for social analysis, cultural analysis, and biblical and theological resources.

Processes of urban theologizing will be developed. Theological wisdom does not usually come in a vacuum but in the fray. Urban experiences lead to reflection. Prophetic sensibilities emerge from the tension generated by the encounter between a vision of the just God and the experience of failed justice around us. The integration of disciplined social observation and the prophetic vision is at least as old as Amos and the other Old Testament prophets.

**Course Pedagogy**

The course will seek to generate social and theological insight through an inductive approach.

The outputs of the inductive process will be strengthened by synthesizing inputs and readings.

The following methodologies will be used:

* Guided field work which includes journaling of observations
* Local knowledge through involvement in local dialogues with practitioners/knowledgeable persons and finding local literature.
* Extensive readings.
* Online Zoom discussions which include action/reflection from field work, presentations by students from secondary research and literature on the field, and integration by the professor
* All integrated into papers and a final presentation

The course is offered in a synchronous online style and will consist of a combination of weekly online zoom discussion sessions at scheduled times suitable to class members across time zones (we may all need to adjust a little), and on and off-line activities. Readings accompany a series of skill-building activities, case studies and videos. Students must complete the required weekly assignments but there is some flexibility to accommodate the variations in ministry commitments. The course is designed around two projects: theology and praxis. Students are also to participate in some group discussion forums on Populi, which are designed to feed into these projects and related papers, so nothing is busy work.

## Student Learning Outcomes

The table below maps course learning outcomes to the outcomes from WCIU’s MATUL Program Learning Outcomes to the Course Learning Outcomes. By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

|  |  |  |
| --- | --- | --- |
| Student Learning Outcomes | Program Learning Outcomes | Artifacts Used to Assess |
| Cognitive (“Head”) 1. Spirituality of the City: Critically integrate theories interpreting the spirituality of the culture, society or city: including some of its creativity, forces of cultural change, religious movements, religious experiences or political systems that impact urban sacred spaces and kingdom experiences. | 3. Articulate the implications of the biblical meta-narrative for international development  | Proj 4Final Exam /Final Presentation |
| 2. Pastoral Care & City Systems: Evaluate the impact of city systems on the welfare of the city with reference to theories of: migration, religious values, social change, modernization, economics, social networks, subcultures, transportation, infrastructure, planning and environment, etc. | 1. Utilize Dual Level Wisdom in Relationships and Communication: Model skill and discernment in the appropriate use of both oral culture dialogical learning and self-directed critical academic thinking. | Proj 2: Analysis Paper Forum and Zoom Discussions on these |
| Affective (Heart) 3. Emotional Paradigm Shift as to the Nature of Theology: Gain an appreciation for the complexity and richness of the urban context as the locus theologicus for ministry and theology. | 7. Exercise Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor. | Annotated Bibliography, Reading Snapshots,Proj 2  |
| Skill (Hands)4. Urban Analytical Tool: Develop the ability to do anthropological observation, make field notes and do theological analysis of public space as an expression of “Kingdom values.” | 2 Conduct Action-Reflection Research: Carry out competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe. | Reading Snapshots - Anthropological community engagement exercises  |
| 5. Implement an Urban Theological Method: Demonstrate skill in utilizing the hermeneutic process of Urban Transformational Conversations | 3. Integrate Biblical Metanarratives: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.  | Final Exam  |

# Section 2 – Course Requirements

## Course Materials

**Required**

* UNCHS (Habitat). (2010-11). *The State of the World's Cities: Bridging the Urban Divide. Nairobi: United Nations Centre for Human Settlements* (Habitat). Download free from <https://unhabitat.org/books/state-of-the-worlds-cities-20102011-cities-for-all-bridging-the-urban-divide/>
* Hiebert, P., & Meneses, E. H. (1995). *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant and Urban Societies*. Grand Rapids, MI: Baker. ISBN-13: 978-0801020094. (Amazon Kindle $32.30, used print from $3.80). (Access from the library).
* Chapters from: Grigg, Viv. (2009). *The Spirit of Christ and the Postmodern City*.  Emeth Press. (Amazon from $25 new). ISBN-13: 978-0981958248 (A pre-publication version of Spirit of Christ and the Postmodern City is available at this site: [www.urbanleaders.org/transrevival/](http://www.urbanleaders.org/transrevival/)  ).

**Recommended**

* Ellul, Jacques. (19. ). *The Meaning of the City*.  Wipf & Stock (Amazon $17.69).  ISBN-13: 978-1606089736
* Boo, Katherine. (2014). *Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity*. Random House.

For those dealing with Folk Religions

* Hiebert, P. G., Shaw, R. D., & Tienou, T. (1999). *Understanding Folk Religion: A Christian Response to Popular Belief and Practices*. P O Box 6287 Grand Rapids Michigan 49516: Baker Books. (Amazon Kindle $18.97, Used Print from $11.43) ISBN-13: 978-0801022197

Urban Planning Perspectives

* UN Human Settlements Programme. (2009). *Planning Sustainable Cities*. London:Earthscan.  (Download for free at <https://unhabitat.org/books/global-report-on-human-settlements-2009-planning-sustainable-cities/> ) ISBN: 978-92-1-131929-3
* Landry, Charles. (2006). *The Creative City: A Toolkit for Urban Innovators*. London: Earthscan. ISBN- 978-1-85383-613-8

Many articles are included in the Populi LMS.

## Class Schedule

**Global Zoom Discussion Time Frames**

To be confirmed on first day of class. Initial discussion on Zoom, Thursday 6 am January 10th, 2023 PST. The Populi course will be open January 9th or prior. Additional student locations may mean this needs rethinking.

Zoom link for TUL 540: Social Science Theories of the City

## Viv Grigg is inviting you to a scheduled Zoom meeting.

## Topic: TUL540 Social Theories

## <https://wciu.zoom.us/j/86583092925>



Corrections or improvements in Populi will override the following details. These will be to the advantage of the students).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Reflections from Social Science | Reflections from Theology | Written Discussion | Project 1 & 2 | Project 4 |
| 1 | 1.Introductions 2. Slum Realities 3. Urban Hermeneutics |   | Introductions |   | Proj 4.1: Work with a group of people in a slum to draw or make a model of their ideal community. Reflect with them on Rev 21. Write a 1 page summary of what you learned. |
|  |  | Urban Hermeneutics  | Slum Realities |  Start reading log |  |
| 2 | 4. Urban Studies 5. Cities as Systems 6. Contextual Theology | Global Movements Among the Urban Poor | Cities as Systems or Contextual Theology | Find graphical templates for Proj 2 and 4 |  |
|  3 | 7. Historical Development of Cities 8. Biblical Development of the City-The Garden in the City | Biblical Development of Cities: The Garden in the CityUrban Theology | Historical Development of Cities |   | Proj 4.2: Visit historical places of your city and construct the history of your city (macro)or Case study of the origin and growth of a particular urban poor community systems (micro)    Write a 1 page summary |
| 4 | 9. Urban Geography 10. Geographic Expansion |  | Urban Geography: Spatial Theories or Global Growth of City Size and Quality |   |  |
| 5 | 11. Urban Planning – Dr Jules Balna12. Cities as Systems 13. Integrating Power |  | Urban Planning : Cities as Systems | Submit Final Proj 2 | Proj 4.3: Describe in one page the family life of one slum dwelling. |
| 6 | 14. Social Sciences: Urban Anthropology 15. Urban Sociology |   | Urban Realities: Social Anthropology | Submit templates for Proj 1 & 2 for review, with as much content as you have developed thus far | Proj 4.4: Did the God’s Travel With Them? Find out and document in one page how rural migrants transplant their religious life from village to a city slum- worship, festivals, etc. |
|  7 | 16. Urban Economic Theories |  | Urban Economics |  | Proj:4:5 Finding a Communal Role in the City |
| 8 | 17. The Culture of Urbanism 18. Theology: Jesus Urban Strategy | Jesus Urban Strategy | Discussion on Urbanism |   | Proj 4.6: Talk with a shopkeeper or poor business person about the steps they have to take to become a legal business and the length of time. Compare that with the process in Lima, Peru. (1 page) |
|  | [~~19. Culture of Poverty 20. Biblical and 21. Sociological Analysis of the Causes of Poverty~~](https://wciu.populiweb.com/router/courseofferings/9864529/lessons/9855205/show)~~(These have been covered in TUL500 and in 560)~~ | ~~Biblical Reflections on Poverty~~ | ~~Causes of Urban Poverty~~ |  |  |
| 9 | [22. Urban Missiological Research 23. Interpretation for Prayer](https://wciu.populiweb.com/router/courseofferings/9864529/lessons/9855169/show):  | Interpretation of Research for Prayer | Global Urban Missiological Research |  | Proj 4.7: Push**/**Pull Factors**:** Interview a couple who are in the city for two years after their migration.  Identify two “pull factors” that attracts young people to cities and two “push factors.” Write this up in one page. |
| 10a | [25. Migration 26. Ethnicity](https://wciu.populiweb.com/router/courseofferings/9864529/lessons/9855175/show) | Theology of migration | Discussion on Migration | Proj 2 draft turned in for review. | Proj 4.8: Find out the affinity factor that keeps the slum dwellers together or find out the cause of groupism in the slums or rivalry between two slums. Write up in one page summary. |
|  10b | [27. Inclusion 28. Reconciliation](https://wciu.populiweb.com/router/courseofferings/9864529/lessons/9855187/show) | Reconciliation in Cities | Discussion on Ethnicity & ReconciliationDiscussion on Marginality |  2nd Submission Reading Log |  |
| 11 | [29. Political Perspectives: Marginality 30. Theology of Oppression & 31. Liberation](https://wciu.populiweb.com/router/courseofferings/9864529/lessons/9855181/show) Political Mobilization | Theology of Oppression and Liberation | Discussion on Power & Theology & Liberation |   Proj 2 Analysis Final Submission | Proj 4 Practical Engagement Integration summary paper – 1st review |
| 12 | [32. Spirituality in the City 33. Citywide Church](https://wciu.populiweb.com/router/courseofferings/9864529/lessons/9855193/show) | Spirituality in the CityCitywide Church | Introduction to Citywide Processes | Present Proj 2 Do final exam online | Submit Final Proj 4 |
| 13 | Presentations |  |  |  |  |
| 14 | [Missiology: 34. Citywide Revival 35 Networks 36. Integration](https://wciu.populiweb.com/router/courseofferings/9864529/lessons/9855199/show) | Urban Missiology City-Wide Revival; Networks |  | Course EvaluationPractical Engagement Integration |  |

**SECTION 3 – SCHEDULE AND EVALUATION**

Course Time Estimate

|  |  |  |
| --- | --- | --- |
| **Activity** | **Assignments** | **Est Hours** |
| Academic Engagement (asynchronous) | Pre-class viewing videos and readings for presentation to class each week | 15 |
| (Synchronous) | 2 hours face to face faculty engagement on zoom | 30 |
| **Total Faculty Engagement** |  |  **45** |
| Preparation | Textbook readings: 400 pages+ 400 pages browsing @ >20 wpm | 31 |
|  | 2 hours per week community engagement | 20 |
|  | 3 hours per page research papers, writeups of community engagement and forums | 39 |
| **Total Preparation (Outside class)** |  |  **90** |
| **Overall Total** | **Should be 135 hours work for a 3 credit course per 14 week semester** |  **135** |

## Learning & Assessment Activities

Final versions of assignment requirements will be found in the assignments in Populi. If any adjustments are made to these, they will be done for the advantage of students, after discussion and not after an assignment is opened. The versions in Populi will be the most recent. Due dates are to be found in Populi assignments (not included here as if in two places, confusion can develop).

|  |  |  |  |
| --- | --- | --- | --- |
| **Project** | **Time**  | **Activities****Evaluative Criteria** | **%** |
| Instructor-mediated content Online Course Discussions (Zoom) | 28 hours Zoom w facilitator | 1. Students reflect on community engagement, and one or two present on one of their readings or the weekly video. Course facilitator integrates these discussions with global content, discusses relationship with local courses, facilitates understanding of practical assignments.
2. Complete the google form each week that analyses what you have done weekly in terms of pre-class readings, reviewing video, and assignments.
 | 10% |
| Group work in an online written Forum (These include reading snapshots and feed into Proj 2). | 18 hours  | Respond to the 7 of the weekly discussion prompts. (Of the 12 weeks we will drop the bottom 5)Engage with one of the readings: * + Were you persuaded about the ideas, and why/why not?
	+ What are the assumptions of the author(s)?
	+ Are their strengths or weaknesses to the author(s)’ argument?
	+ Does something from the reading expand your understanding about the cultural or urban context? A theological understanding of the city (culture)?

Pose a discussion question for the class based on your readings. These discussion questions, in addition to those that are posted by the instructor, will drive the Forum discussions:* + 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 an idea from the reading.

Total Word count of the post should not exceed 200 words (this is not meant to be busy work). Demonstrates outcome 1,2**Evaluative Criteria:** Engagement, Completion of readings and viewing videos, depth of contribution, effective assistance of others in class.Demonstrates outcomes 1,2,3,4 | 10% |
| **Proj 1:** **Reading analyses:** Read 700 pages of assigned course readings. (Most are online in Populi). | 35 hours | *Reading Requirements:* 1. Chapter analyses, these feed into your papers. Add each week’s analysis to the last.
2. 20% or more should be from local readings. This requires early in the course finding a local expert in the subject and getting his leads to the best materials on the topic.
3. 50-70% should be from the readings online, and the rest from other readings off the booklist or referenced by your professor on a weekly basis.
4. At the bottom of the document (or in an excel spreadsheet) keep a table with name of chapter/book in APA7 style, pages read and total pages read. This is your *reading log*. At the end of the semester, submit with total pages read.
5. These should feed into your final papers. By putting your readings into Zotero , it makes it easy to then formulate your final bibliographies.

**Evaluative criteria:** Each chapter should have a 5-6 line outline of key paradigms, a response, and/or a quote. Quality of presentation, conciseness, completeness, logic, application. The Reading Log needs to be laid out in APA7 format with number of pages per chapter, and total of pages.Demonstrates outcome 1 | 15% |
| **Proj 2:** **Analyze and synthesize course content and readings** in a 5000-word summative paper on “Transforming the Structure and Culture of the City” in which the student is living.  | 30 hours | This graphically oriented paper (or website) should integrate many of the theories of the course. It could focus on an ethnic community in the city or a village that is progressing to become urban, or structural dynamics that affect racial tensions, etc. Do this utilizing a Transformational Conversation approach that includes **entrance story, biblical and theological reflection and the urban conversation.** Aim for publication quality. More details are available in the assignments in Populi.Course readings need to include local materials as well. This kind of social analysis is different to the first semester where you primarily utilized grassroots conversations. In this course, you are primarily utilizing the extensive literature, integrating themes but the themes can be illustrated from grassroots experience.* An example is given in Grigg, Viv. (2010) The Soul of Auckland, *The Spirit of Christ and the Postmodern City*. Emeth Press. chap 6.

This includes 5 articles or books of local literature and discussions with an expert mentor in the field. Please add these to the class list of indigenous resources on Google docs.**Evaluative criteria**: on time; completeness, organization, interfacing with literature, logical flow, title, footnotes and reference in APA style, appropriate quotes, depth of understanding of urban theories and of the city. Skill in generating the conversational dynamics and identifying conversational spaces in the city. (A paper worthy to be submitted to or accepted by a journal automatically gets an A).Demonstrates outcome 1,3 | 30% |
| **Proj 4:** **Practical Anthropological Engagement**  | 25 hours |  Through local conversations and exercises gather information from local people in your local community or ethnic group on these themes. By reflecting on these against the Biblical data and some theological readings, and by reflecting on some of the social science themes, demonstrate in writing and with diagrams how some of these themes can be part of “Urban Transformational Conversations”. Complete 5 of the 8 mini-engagements. **You only need to do five of the eight mini-assignments, as we will drop the lowest three grades** These will be integrated into your final report. Start with a graphically pleasing template into which you can slot these mini reports. Diagrams and charts and graphics are all part of anthropological research. In the final report, interface your findings with some of the literature and theories you have read. A diagram that connects these parts of social analysis would add value to that. Description of your methodology is usually an early paragraph in research. Discussion of some of the limitations of that methodology would also be a significant paragraph. Explaining how your explorations confirm or expand some other written materials or research on these people or community would be of interest. While there are 8 topics you are welcome to add from other themes that have been developed in the course. This is likely 5-7 pages, plus cover and table of contents and references, and not more than 10. A rubric is included in Populi, but alternative creative approaches will be considered. You do not need to do these mini-assignments in order, but adapt to your time frames. If you are working corss-culturally, include an average of four local phrases from their language in each write up. (Your language tutor may need to assist you with these). **Group Work:** Attach these to your forum each time. Give at least one line of encouragement and one suggestion to each attachment by another student. **Proj 4.1:** **Dreams:** Work with a group of people in your community to draw or make a model of their ideal community. Reflect with them on Rev 21. Write a 1 page summary of what you learned. | 24% |
|  |  |  **Proj 4.2:** **History:** Visit historical places of your city and construct the history of your city (macro) or Case study of the origin and growth of a particular urban poor community systems (micro). Write a one page summary into your template |   |
|  |  | **Proj 4.3: Family Life:**  Describe in one page the family life of one dwelling |  |
|  |  | **Proj 4.4: Did the gods travel with them?** Find out and document in one page how rural migrants transplant their religious life from village to a city or slum- worship, festivals, etc. |  |
|  |  | **Proj 4.5: Finding a communal role:** Discuss with people in your slum community and list five specific contributions they provides for the city. |  |
|  |  | **Proj 4.6: Economics:**  Talk with a shopkeeper or poor business person about the steps they have to take to become a legal business and the length of time. Compare that with the process in Lima, Peru from de Soto. (1 page) Or identify other economic dynamics. |  |
|  |  | **Proj 4.7:** **Rationale for Migration:** Interview a couple who are in the city for two years after their migration.  Identify two “pull factors” that attracts young people to cities and two “push factors”. Write this up in one page . |  |
|  |  | **Proj 4.8: Identity:** Find out the affinity factor that keeps the community dwellers together or find out the cause of groupism in the community or rivalry between two communities. Write up in one page summary and add to your template.  |  |
| **Final exam or** **Proj 3** Make a ten minute oral summary presented to class (or do final Exam) | 2 | Two hour open book exam on major theories encountered during the course. You will find that this will extend the integration of your ideas from across the course in a wonderful sense of, “Aha!, look what I have learned”. **Or Proj 3** Make a ten-minute oral summary presented to classThe choice will be made with the class in Week 4. | 10% |
| **Totals** | **120-135** |  | **100%** |
| Course evaluation | 10 mins  | Fill in the course suggestions (This is different to the WCIU Evalaution, sent automatically) | **1%** |

**Writing Assignments:** papers are due on assigned dates. All assignments in my classes are aimed to prepare you for a graphical web-based future and should be:

* + Times New Roman or Cambria, single spaced, 12 point
	+ 1 inch margins
	+ Titled, Name and date in right upper corner on a small assignment or in center of cover page on larger assignment
	+ At least a graphic per page and/or a text box per page, with appropriate captioning.
	+ Use of a style sheet with appropriate headings. This could be multi-columned
	+ Page numbers in right lower corner
	+ Single spaced (double spaced was used when profs graded papers on paper).
	+ Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks, they receive a zero. If late please note at the top left “1 week” or “2 weeks”.
	+ As the MATUL is a missiological degree, use the accepted standard among the social sciences which is APSA 7 and use Zotero to formulate your references appropriately. It may be downloaded from WCIU library.
	+ You are always welcome to submit an assignment as a website.

## Extra Credit for Involvement in Course Development

The development of this program and course is a collective venture that has included well over two thousand people so far in the design process.  This particular WCIU design, online, will have many details that need refinement. The following are worth up to one extra credit point each (max of 2 extra credits).

* Find ten changes in the layout of references.
* Identify five better readings with their online links (Have to be bonafide links, can't be links to articles that have not followed copyright processes).
* Identify three video links that would be ideal for units in the course (Has to pass professors judgment as a significant addition).
* Develop a new rubric for one of the assignments (has to be mostly acceptable to lecturer and at least two weeks before an assignment is due)
* or 5 improvements on scoring rubrics

## Forum Discussion Guidelines

Online Discussion (also called ‘threaded discussion’ or TD) is an online dialog or conversation that takes the form of a series of linked messages by students and instructor, organized weekly. The TD enables MATUL students to exchange project-related insights from geographically dispersed locations. By structuring discussion of intercultural concepts and experiences with peers in *various* host cultures, as opposed to discussion with peers in the same culture, students are encouraged to focus on the essence of each situation. Pushed to be active participant-observers in their respective cultures, they have the rare opportunity to move from mere description of local realities to cross-cultural comparative analysis.

During threaded discussions, students interact with *content* (e.g. assigned readings, common language and culture learning experiences), their *classmates* (via discussion, debate, peer review), and with the *instructor* (as they seek to teach, guide, correct, and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All students have a “voice” in TDs; no one—not even the instructor—is able to dominate or control the conversation. Because the course is available *asynchronously* (i.e. at any time and from any location with an Internet connection), TD affords participants the opportunity to reflect on each other’s contributions, as well as their own, prior to posting. As “iron sharpens iron,” each student’s contribution enhances the learning of all other students, and feeds back into our life within our host communities.

To make this process work for all, “posts” must be made during specified time periods (as specified under each project, there is a little leeway as life happens, but not 3-4 weeks delays). **This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods. Otherwise, your posts will carry a subjective “stream of consciousness” tone that doesn’t contribute much.** To write substantive posts, you will need to stay healthy, focused, and organized.

## Procedure

* Begin a particular project within the specified time period.
* Wait for the instructor to pose a topical question.
* Each student responds with an initial, substantive post.
* Students respond to each other’s posts.
* Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

## Guidelines for participation

* Students adhere to specific timeframes for discussion and reflection.
* For each topical thread, each student contributes at least three (3) posts.
* Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

## Assessment rubric for written forum

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Quantity and timeliness of post** | * Does not respond to most postings; rarely participates freely
* Appears indifferent to learning community
 | * Responds to most postings several days after initial (scheduled) discussion;
* Takes limited initiative
 | * Responds to most postings
* Rarely requires prompting to post
 | * Consistently responds to posting
* Shows initiative in motivating group discussion’
 |
| **Quality of post** | * Posts topics unrelated to discussion topic;
* Appears “rushed” with poor spelling/ grammar and unclear expression
 | * Occasionally posts off topic; offers short posts with limited insight on the topic;
* Difficulty in expressing ideas clearly
 | * Frequently posts topics related to discussion topic
* States opinions and ideas clearly; contributes insights to topic
 | * Consistently posts topics related to discussion topic
* Clear, creative expression of ideas and opinions
 |

## Course Policies

**Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADE** | **SCALE** | **GPA** | **DESCRIPTION** |
| A+ | 100 | 4.0 | **Beyond Masters Level:** In additionto an A you add to the quality with creativity, artistic use of words, creation of new ideas towards creating new understandings and/or theory. There is a flow and pleasure in reading at a complex level, yet simplicity in understanding. Publishable. |
| A | 93-99 | 4.0 | **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. This is NOT a common grade.  |
| A- | 90-92 | 3.7 | **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+ | 87-89 | 3.3 | **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 | 83-86 | 3.0 | **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- | 80-82 | 2.7 | **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+ | 77-79 | 2.3 | **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 | 73-76 | 2.0 | **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 | 1.7 | **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 | 1.3 |  |
| D |  63-66 | 1 | **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.  |
| D- | 60-62 | 0.7 |  |
| F | 0-59 | 0 | Work was turned in, but was mostly irrelevant to this course; showed a poor performance in all aspects of the assigned work; there is little or no evidence of mastery of relevant aspects of material; was substantially incomplete. Or there was plagiarism.  |
| INC |  |  |  |

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

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.

**Attendance** in the online discussions is essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas.

**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).

**Netiquette Policy:** Online classes provide a valuable opportunity to engage in in dynamic exchanges of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class: • Do not use offensive language. • Never make fun of others. • Use correct spelling and grammar. No text language or slang. • Keep an “open-mind.” • Be willing to express your opinion, even if others don’t share it. • Be aware that the University’s Academic Honesty Policy also applies to forum posts. • Think about your message and proofread before you click “Send”

**Course Development:** My commitment to creatively develop the course (Legal Disclaimer): This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

# Section 4 – Important University Policies

## 1. Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

## 2. Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a $50 extension fee. Students will receive an “Incomplete” as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment.

## 3. Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.%2BWCIU%2BADA%2BResonable%2BAccomodation%2BRequest%2BForm.pdf) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to studentservices@wciu.edu.

The request should include the following:

• The nature of the disability and need for accommodation.

• The specific accommodation being requested.

• Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

# SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

## MATUL Program Outcomes

*As a result of their studies in the WCIU MATUL program, graduates will be able to:*

### Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others***.*** They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

### Research Skills: Conduct competent organization-based action-reflection urban research.

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

### Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

### Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply multicultural ministries and leadership.

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor. They can multiply concepts, values and skills from within courses into oral cultures.

### Transformative Urban Movements: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

### Social Entrepreneurship: Apply Biblical social entrepreneurship and economic principles that facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

### Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural skills required to work cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

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Please also send references or links to local literature that can be added.

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