



## TUL655: Advocacy and Urban Environment (3 units)

### Mission and Purpose Statement of WCIU

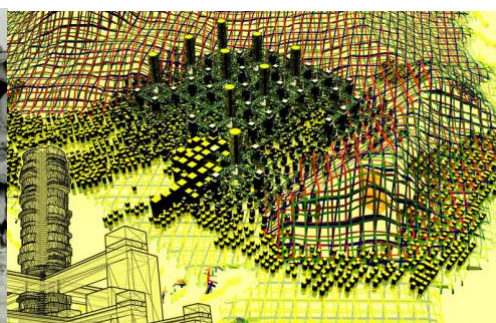
*WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.*

### Master of Arts in Transformational Urban Leadership

*The aim of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among the urban poor, with wisdom, knowledge, character and skill across the full range of leadership dynamics of urban poor movements.*



Viv Grigg



Michal Bernasik

## Course Information

Program: MA in Transformational Urban Leadership		Number of Credits
MA in Transformational Urban Leadership		Three (3) semester hours graduate credit
Instructors: <b>Prof., PhD</b>	Email: ----@wciu.edu	<b>Online, Tuesday 5:30 – 7:30 PST</b>
<b>Updated:</b> 04.30.20		

Coursewriters: Development of these courses is a collective process over several continents. The following have contributed to this design: Atty Doy Bringas, Dr Rich Slimbach, Dr Viv Grigg, Atty Raineer Chu.LIB, DMin (raineer\_chu@yahoo.com)

## Section 1 – Course Overview

### Course Description

Students examine the relations between urban poor communities, the land, and broader environmental problems including natural disasters. Fieldwork focuses on advocacy for adequate housing, infrastructure services, and effective disaster response.

(Note: This course was originally called Advocacy and Land Rights. Preparing a parallel section for the US context required rethinking as the issues are not so much land as Housing. The wider title of Urban Environment has seemed appropriate to capture both and include a module related to response to disasters)

## Course Rationale

Over 1.4 billion people have been dispossessed of land and ended up in the urban slums in the last decade. This is part of the ongoing legacy of capitalism and now global capitalism. It begins with rural dispossession. It is *the issue* that underlies all other issue for the urban poor.

Advocacy is about God, nature, and human activity in the city. Advocacy *for* the poor by those with access to power, wealth or education is examined as a Biblical theme. Advocacy *from* among the oppressed to those who oppress involves an alternative approach utilizing the “people power” of community organization popularized by Saul Alinsky and rooted in Nehemiah. This has been developed in the TUL560 *Community Transformation* course. It has been applied in the TUL550 *Solidarity with the Marginalized* course as you worked with a specific focus. In this course it is both expanded into advocacy practices, and narrowly focused on the issue of conflict over land rights.

There is an underlying Biblical commitment to peacemaking in the face of violence caused by oppression. This results in a preference for some approaches over against others. Particularly an *a priori* commitment for processes that can work in reconciliation with those who oppress or dispossess. When such approaches are not feasible, in contexts where there is open public space, models of confrontational advocacy are explored.

**Theoretical Breadth:** At the level of national and global development, issues particularly bearing upon the well-being of the urban poor—like ecological degradation and land rights—are increasingly being addressed through a “political ecology” approach. Not content with purely economic (poverty) and demographic (overpopulation) explanations for environmental degradation, political ecology also considers the social and political forces that, through history, have shaped resources access, the political structures that mediate control over land and property, and uneven development. “Urban ecology” and “advocacy” come together to address, both a range of **environment issues** (deforestation, informal settlements, water conflicts, toxic/hazardous waste, air and water pollution, noise pollution) and **advocacy issues** (urban planning, housing authorities slum clearance policies, land rights, environmental movements).

**Practical Focus:** The critical issue in the cities relates to ownership of land (Though latterly scholars have emphasized “or secure land tenure” as full ownership is often a complex progressive process. . Haphazard project-based efforts to upgrade environments ultimately flounder when land is taken from the “illegal” urban poor. Globally, this is the only graduate course we have found focused on this issue.

**Style of Delivery:** This Course is built around Service Learning, where learning is based on experiences derived from 40 hours working from an NGO engaged in land tenure, land rights, land upgrading, or low cost housing. See the document MATUL Service Learning for some background. This will be mediated through an online learning process. Research show that asynchronous online learning (forums) are significant in terms of academic knowledge, whereas supportive community is significantly increased through synchronous online learning (Zoom). We utilize both in this course.

**Local Language Proficiency:** This course requires significant engagement in the community and has been placed in the second year because, by now, after 7 months of near full –time language learning (300 hours), you should be almost conversationally fluent with the local language. If you did not put time into the language learning process, this Service Learning may be a struggle, but a lack of diligence earlier cannot be a basis for grading more easily. To continue to develop, you are encouraged to continue with at least one language lesson each week, and 3-5 new phrases per day, practiced on a route of 20 people and at least one set of phrases each week be developed around the content of this course.

## Course Schedule & Assignments

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
1	Introductions Theology of Advocacy	Introductions  Class Pedagogy  Global Progressions to Landlessness  Theology of Advocacy  Service Learning Set up	Discuss past experiences of advocacy, and encounters with land rights issues in the slums.	Brueggemann, W. (2002). The land: place as gift, promise and challenge in biblical faith. Revised Edition. Philadelphia: Augsburg Press. (Required text)  View Neuwirth on For the Greener Good: What 1 Billion Slum Dwellers Mean for the Environment <a href="http://vimeo.com/6685879">http://vimeo.com/6685879</a> from 5:25 on to 24 mins  Read Forum instructions  Read Service Learning Instructions	Choice of Service Learning Discussion  Establishing Service Learning
2	Theology of Land, Dispossession, and Rights	Report on Service Learning set up The Kingdom of God, Land and Land Rights (ppt)	What is the difference between prophecy and advocacy? Read a few chapters in Isaiah or Jeremiah to think again about the nature of prophecy or review your notes from previous readings on the prophets from TUL500. Try as a class to come up with ten elements of the prophetic. e.g. A prophet is to speak to the issue of the time. Which of the complex of issues being studied is the issue of the times? For the slumdwellers? For Americans viewing the slums? For globalists? For	Access the UN Habitat Website  Brueggeman - Chapters 1-4  Grigg, <a href="#">Biblical Reflections on Land and Land Rights</a> .  Longchar, A. W. & Davis, L. E. (1999). <a href="#">Dancing with the land: Significance of land for doing tribal theology</a> . In Doing theology with tribal resources. Jorhat: Tribal Study Centre.  Marc and Kathy. (2009). <a href="#">Fighting for the Rights of Slum Residents in India</a> . In K. Jack (Ed.), The Sound of Worlds Colliding: Stories from Servants among the Poor (pp. 60-65). Servants to Asia's	Give Service Learning Contract to NGO (Found in Service Learning Manual, Addendum A)

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
			grassroots workers? For urban planners? Why? And which cluster of Biblical themes address it? Or is it impossible to say?	<p>Nelumbu, Martin. (2006). <a href="#">Old Testament Concept of Land and Ownership</a>.pdf. United Lutheran Seminary, Namibia.</p> <p>Wright, Chris. <a href="#">Old Testament Ethics for the People of God</a>. pp. 198-211</p> <p>Urban Poor.</p>	
3	History, Issues and context of Dispossession	<p>Report on Service Learning</p> <p>What are the issues? What is the context?</p> <p>Local Responses</p> <ul style="list-style-type: none"> <li>• Manila</li> <li>• India</li> <li>• Nairobi</li> <li>• Kampala</li> <li>• Zimbabwe</li> </ul>	<p>Find reports on evictions within your city. Discuss the attitude of city authorities to squatters and evictions.</p> <p>Are you aware of indigenous peoples villages within the slums of your cities or of clusters of migrants from indigenous tribes. What particular issues does this paper indicate are important for them?</p>	<p>Raineer Chu: <a href="#">Land Rights Issues</a></p> <p>Browse the <a href="#">Forced Evictions</a> Report by the UNHabitat</p> <p>Browse the <a href="#">Housing Indigenous Peoples in Cities</a> document by UNHabitat.</p> <p>Some Local Responses</p> <p>Manila</p> <p>Review one of the responses at <a href="https://www.urbanleaders.org/655LandRights/05LocalResponses/Manila/LocalResponseManila.html">https://www.urbanleaders.org/655LandRights/05LocalResponses/Manila/LocalResponseManila.html</a></p> <p>Cambodia</p> <p><a href="#">Negotiating Eviction in Phnom Penh</a></p> <p><a href="#">Servants Land Rights Stories</a></p> <p>India</p>	<p>Submit Project 3a: Advocacy Paper Outline</p> <p>Submit your Service Learning Agreement</p>

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
				<p>Bethel Hammel's MATUL amazing thesis: <a href="https://urbanleaders.org/655LandRights/05LocalResponses/India/BethelThesis.docx">https://urbanleaders.org/655LandRights/05LocalResponses/India/BethelThesis.docx</a></p> <p>Latin America</p> <p>Kim Farnham. <a href="#">Land Rights in Rio</a>. TUL655 Assignment</p> <p>Africa</p> <p>Nairobi, Kenya</p> <p>Wachter, Alissa. (2012) <a href="#">Land Rights Practice: Securing Land Tenure for Residents of Nairobi, Kenya's Urban Slums</a>. TUL655 Project.</p> <p>Kampala</p> <p><a href="#">Practice versus theory</a></p> <p>New Zealand (The injustices are not just in poor countries, though the impact is hardly comparable)</p> <ul style="list-style-type: none"> <li>Half a Million Hectares Sold. Stuff. <a href="https://interactives.stuff.co.nz/2018/01/half-a-million-hectares-sold/?cid=app-iPad">https://interactives.stuff.co.nz/2018/01/half-a-million-hectares-sold/?cid=app-iPad</a></li> </ul>	
4	Theology of Creation Care	Report on Service Learning Biblical themes	Whose agenda? Poor people's or rich urban planners? What in these forty pages is useful for	Browse the <a href="#">Sustainable Housing for Sustainable Cities</a> document of the UNHabitat	

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
		<ul style="list-style-type: none"> <li>The Bible's vision of shalom and the creation as God's household (oikos) : Humans, the world, and redemption (Romans 5:12-21; 8:19-23, 38-39; I Cor. 8:6; Phil. 2:6-11; Rom. 8; Col. 1:15-20; Eph. 1:3-14; Rev 21-22)</li> <li>Contrasting approaches to nature: (a) Traditional/Greek cosmology (Pythagoras, Plato, Aristotle), (b) Renaissance/Copernicus through Kant, (c) modern/scientific, and (d) alternative/ecological</li> <li>Stewardship of creation/theology of land: land use planning, land conversion, conservation (green space), water, energy, waste disposal, transportation</li> <li>Theology to advocacy (Job, Psalms, Nehemiah, the story of Moses and both the Exodus and formation of the nation)</li> </ul>	your community and why?	<p>Brueggeman – Chapters 5-8</p> <p>Snyder, Howard A. (2012). <a href="#">Salvation Means Creation Healed: Creation, Cross, Kingdom and Mission</a>. William Carey International Development Journal.</p>	
5	Land Rights Practice Eviction to Tenure	<p>Report on Service Learning Discuss: <a href="#">UNHabitat Land and Tenure Section. (2003) Handbook of Best Practices Security of Tenure and Access to Land: Implementation of the UN Habitat Agenda. Nairobi.</a></p> <p>Also <a href="#">Sustainable Housing</a></p>	Identify ten best practices in the process of obtaining land tenure. Are they being applied in your community? city?	<p>UN Habitat - <a href="#">Handbook on Best Practices of Land Tenure</a></p> <p>UN-Habitat's <a href="#">Handbook on Best Practices: Security of Tenure &amp; Access to Land</a></p>	Flesh out your Project 3 one page outline to 4 pages and identify what else you need to read to complete it.
6	Local Responses	<p>Report on Service Learning Land rights themes</p> <ul style="list-style-type: none"> <li>Global urbanization</li> <li>Urban sprawl</li> <li>Substandard, informal settlements</li> <li>Slum clearance</li> </ul>	<p>Discuss patterns of documentation in your city, and how the processes are different to Manila.</p> <p>What is the contribution of</p>	<p>Maggay - Chapters 1-4</p> <p>Browse the <a href="#">Housing and Land Rights Network's Publications</a> on land rights in India.</p> <p>Peruse:</p>	<p>Submit initial annotated bibliography of books/ articles read with annotations based on Endnote.</p> <p>Work in teams to fill the</p>

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
		<ul style="list-style-type: none"> <li>Housing rights: the gradual elevation of housing from a basic human need to civil rights and entitlement demands a review of the international, national and regional instruments that lead this advocacy</li> <li>Land tenure and slum upgrading: benefits and detriments of secure vs. insecure land and housing tenure on housing, urban development and personal finance</li> <li>Housing micro-finance: principles of housing micro-finance, and the structural and institutional mechanisms that undermine conventional mortgages in Southern cities</li> <li>Housing finance: public sector provision of housing and associated land; infrastructures and utility services in Third World cities; public-private sector partnerships</li> <li>Analyzing land issues/rights in community</li> </ul>	Maggay to the discussion?	<p>Alissa Wachter's <a href="#">Land Rights Practice: Securing Land Tenure for Residents of Nairobi, Kenya's Urban Slums</a></p> <p>Bethel Margareta's final project, "Land Rights in Delhi: A Legal Argument for the Human Rights of Jhuggi Residents"</p>	Chart for Project 2a.
7	Land Rights Practice	<p>Report on Service Learning</p> <p>Financing of Housing</p> <p>Community Mortgage programs</p> <p>De Soto model</p> <p>Hernando de Soto. <a href="#">Wikipedia summary of his life and work</a></p>	How do the various financing approaches discussed by Raineer and in Daphnis and Ferguson match with the Biblical principles of the Community Economics class?	<p>Daphnis, F. &amp; Ferguson, B. (2004). Housing microfinance: A guide to practice. Kumarian Press.</p> <p>Read Innovative Tenure and one other:</p> <p>The Philippines legal issues</p> <p>Cacnio, Faith Christian. (2001). <a href="#">Microfinance Approach to Housing: the Community Mortgage Program</a>. Philippine Institute for Development Studies.</p>	Submit Project 3b: Advocacy and the Urban Environment

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
				<p>Social Housing Finance Corporation. (2008). <a href="#">CMP Implementing Rules</a>. Philippines.</p> <p><a href="#">Community Mortgage Program</a>. Philippines</p> <p>Marcos' <a href="#">Urban Land Reform</a>.</p> <p>UNHabitat. <a href="#">Innovative Urban Tenure in the Philippines</a></p>	
8	Principles of Advocacy	Report on Service Learning Principles of Advocacy	Identify 4 different approaches to advocacy. Which one fits your situation? Your leadership style, convictions and calling. Can you switch between approaches. Identify 10 critical principles.	<p>Maggay - Chapters 5-8</p> <p>Article: <a href="#">Thinking Resistance in a Shanty-town</a></p> <p>Examples of Project 3b: <a href="#">Matt and Peter's Project 3b</a></p>	Submit Project 1b: Midterm Service Learning Evaluation
9	Land Rights Practice	<p>Report on Service Learning</p> <p>Regalia doctrine</p> <p>Categories of land</p> <p>Illegal titles</p> <p>Illegal exploitation</p> <p>Non-stewardship</p> <p>No national land policy</p>	What categories of land does you city have, and what are the legal pathways to ownership. How do these compare with best practice in the UNHabitat article.	<p>Complete the following required reading before engaging this week's activities.</p> <p>Saligan Urban Poor Unit (2004). <a href="#">Ejectment: Beyond Possession: The Social Imperative</a>. Journal of the Integrated Bar of the Philippines, Vol. 30 No. 1.</p> <p>UN-Habitat. (2012). <a href="#">Designing a Land Rights Records System for the Poor</a></p> <p>UN-Habitat (2011). <a href="#">Innovative Urban Tenure for the Poor in the Philippines</a></p>	



Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
10	Wider Urban Planning Environmental Issues	<p>Report on Service Learning</p> <p>National Housing Authority Approaches beyond Housing alone</p> <p>Discuss the <a href="#">World Bank PowerPoint</a></p> <p>The specific nature of advocacy when applied to urban environmental issues?</p> <p>Open up the larger issues surrounding urban planning—the nature of modern urban planning, the politics of land use (crowding, sanitation), infrastructure provision (safe housing, water access, bathroom and sewage facilities), and transportation policy (air and noise pollution).</p> <p>The challenge is to elaborate the interface between municipal and national policies in the economic, social and environmental spheres.</p>	<p>Discuss how the WB and IMF have affected the development of your National Housing Authority or City Housing Authority. Are there sites and services projects in your city. If so to what extent are they successful and to what extent has corruption precluded their success? Discuss the issue of security as demonstrated in p23 report in Cities and Land Rights on Rio de Janeiro and browse the India's Urban Awakening Report to see top level Urban Planning thinking. Is it realistic?</p>	<p>UNHabitat- <a href="#">Cities and Land Rights</a></p> <ul style="list-style-type: none"> <li>Page 23</li> </ul> <p>McKinsey Global Institute (2010) <a href="#">India's urban awakening: Building inclusive cities, sustaining economic growth</a>. Delhi: McKinsey and Company.</p> <p>View Neuwirth on For the Greener Good: What 1 Billion Slum Dwellers Mean for the Environment <a href="http://vimeo.com/6685879">http://vimeo.com/6685879</a> from 25 on to 36 mins</p> <p>Examples of Project 2:</p> <ul style="list-style-type: none"> <li><a href="#">Lindsey's Project 2</a></li> <li><a href="#">Candice's Project 2</a></li> </ul>	<p>Submit Local knowledge Project 2b: Local Knowledge and Land Rights Processes</p>
11	Land Rights Practice: Sites and Services	<p>Report on Service Learning</p> <p>Correlation of advocacy for land and church growth.</p> <p>Sites and Services: Practice of provision of sanitation, water, electricity, transportation. Ethics of Relocation</p>	<p>From Mitlin and Satterthwaite, discuss what are the economic social and political advantages of a sites and services process. How do grassroots housing processes correlate with grassroots church growth?</p>	<p>Mitlin, D., &amp; Satterthwaite, D. (2004), eds. Empowering squatter citizen: Local government, civil society and urban poverty reduction. Earthscan Publications.</p>	<p>Resubmit completed 7-page paper for Project 3b: Advocacy and Urban Environmental Issues</p>
12	Disaster Relief	<p>Report on Service Learning</p> <p>Disaster response</p> <p>Conceptualizing disasters and their impacts: biblical examples, cases studies, responses</p> <p>Disaster preparedness and mitigation</p>	<p>Encourage each other in your disaster project.</p>	<p>Readings on Disaster Relief</p> <p>World Vision International. (2013). <a href="#">Cities Prepare! Reducing vulnerabilities for the urban poor</a>.</p> <p>Jessica Yu, Harry Shannon, Andrea Baumann, Lisa Schwartz, Mihir Bhatt.</p>	<p>Submit paper on Project 1d: Urban Land Rights Process</p>

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
		<p>Roles and responsibilities at local, state, national, and international levels: localized emergency incidents vs. declared disasters</p> <p>Responding to disasters: partnerships between governments and Voluntary Agencies</p> <p>Individual and group behaviors in disasters</p> <p>Factors influencing emergency management policy</p> <p>Hazard preparedness and early response: issuing warnings, evacuation, sheltering, search and rescue, emergency medical care, stress management</p> <p>Facilitating recovery: individual assistance programs and delivery mechanisms; public assistance programs; participatory processes; social and intergenerational equity</p> <p>Beyond immediate need in response: receiving donations, organizing volunteers, assessing damages, dealing with debris, working with regulations</p> <p>Overcoming challenges: transportation, politics, special populations, communications, legalities, record keeping</p>		<p>(2016). <a href="#">Slum Upgrading Programs and Disaster Resilience: A Case Study of an Indian 'Smart City'</a>. International Conference on Geographies of Health and Living in Cities: Making Cities Healthy for All, Healthy Cities 2016.</p> <p>The New Humanitarian. (2013). <a href="#">Preparing for urban disasters - challenges and recommendations</a>. The New Humanitarian. 10 January 2013.</p>	
13	Practice of Advocacy	Report on Service Learning	From Maggay or from your experiences what further have you learned about advocacy? Can you give a definition and ten core	<p>Melba Maggay - Chapters 9-12</p> <p>Raineer Chu. <a href="#">Practice of Advocacy</a></p>	Submit Project 4: Disaster Response

Module	Topic	Virtual Face to Face Zoom Classroom	Forum	Prior Readings	Assignments Due
			principles to a process of advocacy?	Review the <a href="#">TEAR Fund Advocacy Tool Kit</a> and come to class ready to assess how you would use this in training people in the field.	
14	Presentations	Report on Service Learning Presentations	None		Upload and Submit Project 3c: Presentation  Submit Project 1c: End of Semester Service Learning Evaluation
15	Integration		None		Submit Course Evaluation

## Student Learning Outcomes

This section of the course is for the global slum contexts. Another section is designed for US housing issues

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:

SLO	Student Learning Outcomes	Specific Outcomes For Global Slums	Program Learning Outcomes	Artifacts used to Assess
#1	<b>Theory of faith-based advocacy:</b> Students will demonstrate an understanding of discipline and practices of faith-rooted community organizing and biblically-based public policy advocacy, with emphasis on congregational and community organizing and a range of models for community transformation of the urban environment.	<b>Theory of Advocacy for Land Rights:</b> Students will develop a biblical rationale underlying a sequence of advocacy processes related to land tenure for the urban poor.	<b>Dual Level Wisdom Mastery:</b> Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.	Online discussions Project 3: <i>Advocacy and Urban Environmental Issues</i> 3a Paper Outline 3b Paper 3c Presentation Project 4: <i>Disaster Relief</i>
#2	<b>Environmental Issue:</b> Students will reflect theologically on an urban environmental issue, the national policies and laws affecting it, resulting in articulation of Biblically-based progressions in determining the status of resolution of a particular situation.	<b>Land Rights Issue:</b> Students will reflect theologically on an understanding of national urban land law issues, resulting in articulation of progressions in determining the status of a particular land issue and models of slum housing.	<b>Biblical Metanarratives:</b> Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry	Online discussions Project 2. <i>Land rights and legalization</i> 2a Chart 2b 6 Page integrated paper
#3	<b>Theology of faith-based advocacy:</b> Students will articulate the core goals and strategies of congregational/community organizing and biblically-based public policy advocacy, examining the ways that secular or Christian assumptions impact the theory and practice of organizing and advocacy.	<b>Theology of faith-based advocacy for land rights:</b> Students will articulate the core goals and strategies of congregational/community organizing and biblically-based public policy advocacy, examining the ways that secular or Christian assumptions impact the theory and practice of organizing and advocacy for land rights.	<b>Theology of faith-based advocacy for land rights:</b> Students will articulate the core goals and strategies of congregational/community organizing and biblically-based public policy advocacy, examining the ways that secular or Christian assumptions impact the theory and practice of organizing and advocacy for land rights.	Online discussions Project 3: <i>Advocacy and Urban Environmental Issues</i> 3a Paper Outline 3b Paper 3c Presentation
#4	<b>Advocacy Service Learning:</b> Students will develop a vision and plan for how to incorporate principles of faith-rooted	<b>Advocacy Service Learning:</b> Students will develop a vision and plan that contrasts slum housing in terms of	<b>Movement Leadership:</b> Integrate theories, principles, and practices of urban movement leadership that	Forum Online Discussions

	organizing and biblically-based public policy advocacy in their ministries: these may include participation in collaborative initiatives for systemic social action, one on one interviews community research, engaging governmental officials and campaign strategy	location, history of development, inhabitants, government regulations, prevalence of land titles, and obtain information on land categories and tenure by interviewing government officials concerning a particular issue.	address development of flourishing, harmonious, resilient cities	<i>Proj 1. Urban housing analysis</i> <i>1a Submit Service Learning contract</i> <i>1b Midterm Service Learning evaluation</i> <i>1c End of Semester evaluation</i> <i>1d 10 page report</i>
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## Section 2 – Course Requirements

### Required Course Materials

#### Theology of Land

Brueggemann, W. (2002). *The land: place as gift, promise and challenge in biblical faith*. (revised edn).

Philadelphia: Fortress Press. (Kindle \$15.00). ISBN-13: 978-0800634629

Grigg, Viv (2016). The Kingdom of God, Land and Ownership. In *Kiwinomics*. Urban Leadership Foundation. (Available in Kindle)

#### Advocacy

Maggay, Melba Padilla. (1994). *Transforming Society*. Oxford: Regnum. ISBN: 978-1610970402

#### Housing and Land Rights

United Nations Center for Human Settlements (UNHabitat). (2013). *Global report on Human Settlements 2013: Planning and Design for Sustainable Urban Mobility*. New York and Oxford: Oxford University Press. Can be downloaded free from UNHABITAT at <http://www.unhabitat.org/pmss/>

United Nations Center for Human Settlements (UNCHS/Habitat). (2003). *Handbook on Best Practices, Security of Tenure and Access to Land*. New York and Oxford: Oxford University Press. Can be downloaded free from UNHABITAT at <https://unhabitat.org/knowledge/repository?text=Tenure>

#### Recommended

Daphnis, F. & Ferguson, B. (2004). *Housing microfinance: A guide to practice*. Kumarian Press. (\$29.95/\$19.56 used (A)).

Mitlin, D., & Satterthwaite, D. (2004), eds. *Empowering squatter citizen: Local government, civil society and urban poverty reduction*. Earthscan Publications. (\$36.96 on Kindle)).

#### Copyright Responsibilities

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- [University of Texas Library – Quick Guide – Fair Use](#)
- [American Library Association – Fair Use Evaluator](#)

**Access the UNHabitat website and explore.** There are number of contexts linked to this site which lead to resources. Also to potential jobs. At this stage in the degree you need to be thinking beyond the masters to job placements. For those in ministry who are confident in trusting God to provide then this may mean working with indigenous organizations. But for those whose choice is to work with NGO's you now need to go on the job market with various NGO's that have paid positions. UNHabitat is certainly an organization with significant commitment to slum transformation. Keep this in mind when searching for your NGO.

## Attendance and Participation in Zoom Sessions

For an online course at WCIU your participation in course activities (Zoom sessions, assignment submission, and forum interactions) counts as your “attendance.” Non-participation can lead to withdrawal or failure due to “non-attendance.” So if you must take some time away, make prior arrangements with the professor for alternative assignments.

Online Delivery: For those overseas, the teaching component of the course will utilize an asynchronous weekly environment, in a virtual face to face Zoom discussion, a story-telling process of learning, building from stories of lecturers and students. There are up to 3 hours of content in presentations online weekly that may be found in Populi, some of which we can cover during the Zoom times, the rest of which you need to review independently. We will also have students present readings to the class.

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates with (i) discussion of their community engagement experiences and (review of the weekly videos) (iii) someone presents one of the assigned readings (iv) the professor will integrate ideas into wider theories. At times these become serious pastoral engagements with situations students are in. Camaraderie is built through such times.

Two of the last ZOOM sessions in a term will include student presentations. The presentations will last 7-10 minutes and will be followed by discussion.

Criteria for grading student participation in ZOOM sessions.

*Participation:* Students must actively engage with material through group discussion during the ZOOM session (see rubric).

*Presentation:* Student presentations will be graded according to a standard rubric.

Students are required to attend all ZOOM sessions. In the case of an absence, an 800-1000 word paper will be required on the material, to be submitted in the forum tab. Under no circumstance may students miss more than two zoom sessions.

## Zoom Calendar/Schedule

To be confirmed on first day of class. The Populi course will be open \_\_\_\_\_ or prior. Additional student locations may mean the time of day needs rethinking.

Preferred time for Conversations	Los Angeles	Johannesburg	Beijing	Pune
2	Tue 7:00 pm	Wed 5:00 am	Wed 11:00 am	Wed 8:30 am
1	**Tue 8:00 pm	Wed 6:00 am	Wed 12:00 noon	Wed 9:30 am
3	Tue 9:00 pm	Wed 7:00 am	Wed 1:00 pm	Wed 10:30 am
	Wed 5:00 am	Wed 3:00 pm	Wed 9:00 pm	Wed 6:30 pm
4	**Wed 6:00 am	Wed 4:00 pm	Wed 10:00 pm	Wed 7:30 pm
	Wed 7:00 am	Wed 5:00 pm	Wed 11:00 pm	Wed 8:30 pm

**Style in Writing Assignments:** papers are due on assigned dates. All assignments should be:

- Times New Roman or Cambria, single spaced, 12 point
- 1 inch margins
- Titled, Name and date in right upper corner,
- Page numbers in right lower corner
- single spaced

- artistic. You are in the web age. Make these as web ready as you can with appropriate style sheets
- APA6 is used for MATUL Course assignments as you the MATUL is part of Missiology hence uses social science norms. However ignore the RUNNING HEAD idea – just make a good header. However if you are using a Stylesheet it will assign heading styles.

### Section 3 – Schedule and Evaluation

#### Course Time Estimates

To meet the identified course learning outcomes of this course, the expectations are that this **3-unit** course, delivered over a **12 week** term will approximate **3 hours/week** classroom or direct faculty instruction. In addition, out-of-class student work will approximate **8 hours/week**.

<b>Credit-hour distribution</b>	<b>Expected Weekly Hours</b>	<b>Expected Semester Hours</b>
<b>1. Direct instruction online Zoom</b>	2	24
2. Direct instruction in preclass videos and forum discussions	2	21
3. Faculty-directed instruction Readings / research writing	4	45
4. Learning activities and projects (experiential learning)	4	45
<b>Total Hours</b>	<b>11</b>	<b>135</b>



## Course Layout

The course is structured for 15 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory.

## Assignment Grading Weights

Assignment	Module Due	Points	Totals
Project 1. <i>Urban Land Rights Processes</i>			30%
<i>Choice of Service Learning Discussion</i>	1	2	
<i>Service Learning Agreement</i>	3	4	
<i>1a Outline</i>	4	1	
<i>1b Midterm Service Learning evaluation</i>	8	2	
<i>1c End of Semester evaluation</i>	14	6	
<i>1d 10 page report</i>	12	15	
Project 2. <i>Land rights and legalization</i>			24%
<i>2a Chart</i>	6	8	
<i>2b 6 Page integrated paper</i>	10	16	
Project 3: <i>Advocacy Principles and Practice</i>			26%
<i>3a Paper Outline</i>	3	2	
<i>3b Paper</i>	7	12	
<i>3c Presentation</i>	13 and 14	12	
Project 4: Disaster Relief	13	2	2%
<i>Asynchronous and Synchronous Online Learning:</i>			20%
<i>Online Forum</i>	Random	9	
<i>Face to Face Online Discussion Time</i>	Random	9	
<i>Course Evaluation</i>	15	2	
<b>TOTAL:</b>			100%.

## Assigned Projects

### 1. Urban land rights processes

For this first assignment you are to work with a local NGO or community organization, or local squatter council or *panchayat*.

1. You are essentially making a trade of your services for the opportunity to learn alongside them from their processes and history. You need to make contact, find out at which stage they are in their processes and identify a way to assist them. The write your discussion down in a contract which the supervisor can rewrite to his terms.

2. Give him/her an evaluation form, and get a mid-term evaluation
3. Get an end of semester evaluation. Make sure you arrange with your supervisor to talk directly with the course facilitator at that time.
4. Then lay out some possible scenarios for a 10 page report plus attachments that would integrate work from such Service Learning. Five options are below. The first option is written out in detail to give you a feel for the level and depth of your report. But it could be on any one of the following topics.

Discuss with the leadership of the organization, then frame a 1-2 page proposal of what you would attempt, the expected outcomes, the probable steps and a time frame for each step, and how this would help the organization. Add to assignment 1a box in Module 3.

Option 1. Assist in their processes of mapping an urban poor residential community, using observations, interviews, while exploring the theoretical reading to understand how political ecology affects housing policy and land rights. The final product is a 10-page report, plus map and photographs (10-15). If the agency has a process work with that. If not, arrange, in pairs, for repeat visits to a large slum area that includes sub-areas which are at different stages in their development and "formalization." They should contain housing that was developed at different times, in different ways, with different materials, for different types of occupants, and with different regulations. Their appearance can tell us much about the process of development, and also about the nature and extent of government regulation.

Answer the following questions.

1. What do local residents call the entire slum? The sub-sections within the larger slum?
2. In which order were the different parts of this slum developed? What (Collect rich descriptions from residents of each sub-area.)
3. Who were the key participants involved in each phase of the area's "development"?
4. What sorts of people (in terms of their age, ethnicity, income, housing tenure) now live in the homes built in each of these phases?
5. What do residents consider to be two or three of the most important environment-related problems in the slum? (Probe for availability of clean water, waste disposal, industrial pollution, disease, etc.)
6. Analyze these problems in terms of pertinent geographic, political, cultural and historical factors and events. How have these problems developed over time? Consider topography, colonial history, economic growth, land use policy, infrastructure investment, water supply, solid waste disposal (sewage infrastructure), pollution, and impacts to humans and land.
7. How have local-level actors (e.g. the state, business, NGOs and grassroots organizations) acted in relation to the problems? How have these actions reflected varying interests? (Collecting this information will require that you conduct qualitative interviews with representatives from these actors.)
8. Analyze this data in terms of the theory of Third World planning processes and globalization, drawing on your observations, interview data, course readings, and relevant material presented in lectures. Explain how local, national and global politics affect slum life. (For example: A politicized municipal environment may present obstacles to taking action against industrial polluters. Slum dwellers may lack empowerment to take action because of dependency on the industry. National-level centralization may frustrate efforts by residents to reach and influence elected representatives. Policy-maker's may lack understanding of the local situation. Finally, globalization may limit available means to respond to industrial pollution because of the global competition and the retreat of the state. But it may also create unforeseen possibilities for the civil society to grow stronger internationally, perhaps with the possibility to create a change.
9. Include a *map* (if available) of the present built-up area of the larger slums (with various sub-areas color-coded), and 4-5 *photographs* of each slum sub-area.

Or Option 2: Assist in their processes of organizing the community to obtain rights to the land.

Or Option 3: Assist in their processes of facilitating the community to mutual contributions towards purchasing the land

Or Option 4: Assist in the rebuilding of a community, once some stability of tenure has been obtained.

Or Option 5: Assist in another progression they are developing.

Any one of the above should be a 10 page project report (Add to assignment 1d in Module 12) equivalent to Option 1 in level of depth and content and likely include among other elements:

1. The situation from the perspective of the people
2. A graphical representation of the situation being addressed.
3. The relationship of the situation to the external powers that impinge on the community.
4. The history of the struggle that has lead to the present processes, and the philosophy of organizing, conflict, spirituality that have influenced those processes
5. A description of the organizational structure that has developed to respond to the issue, analyzing its leadership, decision-making processes, connectedness to the grassroots, connectedness to the power players, its strengths and one to two areas that the organization is seeking to improve.
6. Identification of the physical issues around which the process has been built
7. The progressive development of government policy in relationship to the issue, and how this compares with the ideals of the UNHabitat progressions.
8. Describe your contribution to advancing this process.

Have the organization leadership fill in the mid point and final evaluation forms, which you then scan and submit.  
*Supports outcomes 1 & 2*

## **2. Local Knowledge: Land rights, regulation, and legalization**

In most indigenous societies, land holding is collective and utilization rights are temporary depending on need and actual occupation of individual plots. Migration to the city introduces poor farmers to the modernization and commodification of economic relations. They must now seek to satisfy their housing (and other) needs in a setting where access to land is extremely limited and competition for that land is fierce. Throughout the developing world large proportions of urban land have been spontaneously occupied and transformed into illegal subdivisions or squatter settlements. Legalization of this land is considered a precondition to successful slum upgrading programmes.

Student pairs will research (a) state (government) policies regarding land ownership and tenure, (b) management/regulation strategies in relation to squatting, informal subdivisions, and land legalization, and (c) the interactions between state officials, associations of slum dwellers, and NGO-based advocates.

Based on local class lectures and at least 5 local readings, students will develop a chart of the necessary steps for urban poor communities to regularize land tenure. This might be similar to the kind of analysis that Hernando de Soto did in *the Other Path* for small businesses. You may find that a local government office has such a diagram already developed. If you are not partnered with a local educational institution, work with a leader in your local organization to identify the local academic resources.

Use an interview guide of 10-15 questions with least two local community leaders involved in these issues or two government officials, having jurisdiction within a particular slum community. Interview data and textual data are then

integrated in to a 5-6 page, single-spaced analytic report, with an annotated bibliographic supplement of the local readings, and a list of these in Endnote with clear addresses as to where they can be bought or accessed.  
*Supports outcome 2*

### **3. Advocacy and Urban Environmental Issues**

In a seven-page academic paper, discuss the following from Biblical foundations, and from the literature on theory of advocacy: What is advocacy? What are its underlying principles? Processes? How are these based on the prophets, Nehemiah, Jesus?

Apply this to the specific nature of advocacy when applied to urban environmental issues? Open up the larger issues surrounding urban planning—the nature of modern urban planning, the politics of land use (crowding, sanitation), infrastructure provision (safe housing, water access, bathroom and sewage facilities), and transportation policy (air and noise pollution). The challenge is to elaborate the interface between municipal and national policies in the economic, social and environmental spheres.

As an addenda, describe your personal learning curve in advocacy before and during this course. Diagrams that link elements of these ideas together are a significant contribution to such a paper.

Artistic layout that enables use of these ideas in teaching or communication to a grassroots organization leadership gathering will always useful.

Attach to the paper a booklist generated in Endnote, formatted in APA style, with 2-3 line annotations about each book or paper. Make a 3 min video or 4 min Powerpoint presentation of your paper.

*Supports outcome 3*

### **4. Disaster Relief**

Imagine you're an NGO leader and you have to respond to COVID-19. No one has died in the community yet, but experts anticipate significant impact on the urban poor. You have connections to churches and friends. The banking system is unprepared and is not working efficiently. Write a 3-page paper on your response, citing course readings and local literature. This does not need to be a graphically formatted paper - it is not a lot of points, so do it quickly but logically and readable. Rather it is an opportunity to identify key issues of disaster response in an outline format, pulling ideas from multiple sources (identify them appropriately though).

### **5. Class Participation in Asynchronous or Synchronous online learning.**

Virtual Online Learning Discussions and weekly forum where you need to submit some work and respond to one or two others. As in previous courses you do not need to respond to all other participants or it becomes burdensome. Each student will need to make a 10 minute presentation with PowerPoint or video of one reading in the course. We will do that alphabetically, but if you want to do differently, do a chart of all the students names and put your name in the date you prefer, then others can follow suit. It will not be graded except your classmates will cheer or be upset with you appropriate to the level of development of the presentation.

## **Grading**

*Graduate course grades calculated on a 100-point scale as follows:*

	WCIU	
Grade	GPA	Numeric
A+	4.0	100
A	4.0	93-99
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1	63-66
D-	0.7	60-62
F	0	0-59
Inc.		

### *The Meaning of the Grading System*

A. <i>Outstanding performance:</i> virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class.
B. <i>Above average</i> student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
C. <i>Average</i> or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
D. <i>Below average</i> or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.
F. <i>Repeat course.</i> Inadequate/insufficient performance.

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

## Video Conference Guidelines

We will be using a service called **Zoom** for all of our conference calls.

- You have the option to connect via your computer and video in (this is preferable, as it can help everyone connect).
- You can also download the app and join in via video through your smartphone.
- However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

Please check the LMS to get the Meeting ID – each conference call will have its own ID

\*\*\*If you are unable to make any conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are **REQUIRED** to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent\*\*\*

These count towards attendance and participation as in the Forum Discussions.

## Written Discussion Forum

The weekly Online Forum Discussion (also called a threaded discussion) is an online dialogue that takes the form of a series of linked conversations between students, which are organized topically. Forum Discussions enable MATUL students to exchange insights from geographically dispersed locations. By structuring discussion of urban concepts and experiences with peers in various locations students will have the opportunity to move from mere description of local realities to urban comparative analysis.

During forums, students interact with *content* (e.g. assigned readings, lectures, and experiences), their *classmates* (via discussion, debate, peer review), and with the *instructor* (as they seek to teach, guide, inform, 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 Forum Discussions; 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), Forum Discussion affords participants the opportunity to reflect on each other’s contributions, as well as their own, prior to posting. The results are rich, well informed posts that further knowledge.

To make this process work for all, Forum Discussion posts must be made in a timely fashion within specified time periods.

## Section 4 – Important Class Policies

### 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.

### 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.

## 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](#) (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](mailto: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.

**Participation** in class or the online Zoom calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas. Timeliness is as important on Zoom as it is in a physical classroom.

**Conflict with other commitments:** This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment and reduce other commitments. The aim of a course is not to kill you with stress but create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! play hard!

**Online equipment:** For online interaction, a headphone with mouthpiece (that excludes external arguments between roommates' noises or coffee bar background) is essential. Where there are two or more students on a link, a splitter is needed so all can use headphones. Broken computers or work lost in crashes are not considered acceptable excuses for not submitting the work. Plan on computer failure every three years. Back up your computer weekly, and major assignments daily.

**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".

**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.

**Make up and extra credit:** 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 will 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.

**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”

**Returns:** We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Fairness:** Course outlines, grading rubrics etc., are not legal contracts, where you pay for a grade according to predetermined standards but are submitted to you to give some understanding of the basis of grading and fairness. However, grading of papers is multivariate and to some extent will always include the subjective, based on years of experience, and at times tailored to the learning process of the student, or accommodating specific needs. In this class across several cities, the context is different, the contracts with partnering groups are different, learning contracts are set up in some cities prior to class that allow for equivalency, living conditions affect capacity, content of prior degrees affect the level of difficulty for some students in some courses, so fairness requires that each students work will be graded within these limitations. You are competing with yourself not others.

**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 5 – MATUL PROGRAM LEARNING OUTCOMES

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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Social Entrepreneurship: Creatively apply Biblical social entrepreneurship and economic principles to 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.

7. Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership competency in religious or social movements among the poor. Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural leadership skills required to work in 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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