



College of Liberal Arts and Sciences  
Department of Global Studies  
Master of Arts in Transformational Urban Leadership (MATUL) Program

## TUL670 Research Project/Thesis (6 units)



Credit: Fadwa El Guindi, Qatar University

**Fall 2013, Summer 2013**

Term 1: Jan. 07-May 03, 2013

Term 2: May 07 – July 26, 2013

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### Mission and Purpose Statement of APU

*“Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.”*

### 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 urban poor movements with wisdom, knowledge, character and skill.*

## I. Course Description

Students apply the analytic frameworks and practical skills acquired through the MATUL program to an investigation of a specific urban poor issue. Qualitative and/or quantitative research methods are used to gather and organize pertinent information, culminating in the writing and oral presentation of a thesis or professional report.

## II. Expanded Course Description

**The MATUL Commission course description:** Students apply analytic frameworks and practical skills to an investigation of a specific issue on behalf of a church movement or community organization that involves local residents in specific transformation efforts. Research methods are taught and used to gather and organize pertinent

information, culminating in the writing and oral presentation of a Professional Report. (This may be replaced with a thesis if required by some accrediting bodies).

**New Knowledge:** One of the major tasks of a graduate program is to train students to *produce* new knowledge, and then to *communicate* that new knowledge to relevant audiences. For advanced MATUL students, this entails the design of a research project, the organization of tasks and activities, the use of a variety of research methods to collect information, and the presentation of findings to a public audience. In social sciences tradition, this involves “field research”: Students leave the campus compound, library or laboratory in order to obtain first-hand information within community contexts. This is not a PhD, where the aim is to develop a new theory, but a Masters generally takes extant theory and evaluates or extends an aspect of it.

**Theological Action-Reflection:** This degree began with reflection on the process of Transformational Conversations, a development of the Hermeneutic Cycle in urban ministry. This begins in action that defines a question, iterates through theological conversation, social analysis and returns to a new point of action. This theological paradigm parallels action-research theory in the social sciences.

**Community Organization Focus:** The Thesis or Project is designed to structure a process by which student-investigators conduct field research oriented towards the needs of a specific community organization. This organization can be public, private, or non-profit. In some cases it will be an urban poor church; in other cases an issue-oriented community organization with a large professional staff. Although the range of possible partner organizations is broad, it is imperative that it be “high quality.” The capacity, reputation, and level of public involvement of the organization will all directly affect whether project planning will be ‘participatory,’ as well as how well research results will be applied within specific populations or communities. Students should thus exercise great care in selecting partner organizations that can support their research effort. Students will eventually negotiate with the organization a particular issue and research question that supports its mission and agenda. Then they will select appropriate approaches and methods for investigating it.

**Program Integration and Preparation for Your Future:** In architecture, the “capstone” is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. The research and writing involved in the Thesis or Project plays a similar role, challenging students to tie together, extend, and deepen the work they’ve already undertaken during their core courses and practical training (internships), and based on this integration to then potentially project forwards to the future ministry or career of the student.. As action research it should result in a specific extension of a church or community context . The parallel course in Entrepreneurial Leadership can well be utilized to broaden this thesis into a fundable proposal, including a workable business plan and funding proposal.

As this degree is a missions theology degree, a degree in social entrepreneurship, and in movement leadership and the multiplication of churches, this research could move in each one of these directions. It would be wise to choose your focus in the direction of your gifts and call. It could also ideally integrate the spiritual, theological, and socio-economic aspects of the degree, but research, to be successful, tends to be focused on a narrow topic, rather than broad ideas.

**Research Skills:** This final project report, as the culminating course product, is intended to profoundly shape student learning. It asks students to define a research agenda, familiarize themselves with similar studies, collect and analyze fresh data, develop conclusions and recommendations, and represent findings to a public audience it all in a clear and operational format. The report not only contributes to the students’ education, but also becomes a significant resource for the public good.

The actual seminar walks students through a research and writing process that extends over a two-term (27 week) period. Successful completion of the course earns 6 units of graduate credit and represents approximately 320 hours of “invested learning.” Learning activities include: completing assigned reading and video viewing, consulting with

organization staff, participating in on-line forums, conducting fieldwork, producing project reports, and disseminating results. It is expected that the student will spend, *on average*, ten hours per week on course-related activities.

The course aims to structure a research process by which students can apply disciplinary knowledge and discover their potential as problem solvers. They experience the gratification, frustration, uncertainty, and enlightenment that accompany field research, and to prepare themselves for assuming new levels of community leadership and service. While the quality of the research and writing must be high to be of use to the host organization, the specific findings and recommendations are secondary to *mastering the research process*. What students and organizational staff learn together from a collaborative process of inquiry is at least as important as the results they obtain. That is why it is critical that students enrolled in the course be sincerely motivated and committed to **participatory research** that **empowers** community organizations, as opposed to students seeking to merely fulfill a program requirement.

### III. Student Learning Outcomes

The research and writing activities that are central to *Thesis or Project* aim to connect and enhance learning in several domains: intellectual (“head”), attitudinal (“heart”), and skill (“hands”). By the end of the course, students should be able to:

#### Intellectual (“head”)

- Articulate the philosophical, theological, and practical distinctive of participatory action research (Proj 1).
- Critically discuss literature (books, book chapters, articles, reports) related to the research topic and central question (Proj 2).

#### Affective (“heart”)

- Demonstrate personal warmth, humility, power sharing, and empathy with community organization staff and “clients” (Proj 2)
- Articulate and apply ethical guidelines in working with study members. (Forum 4)

#### Skills (“hands”)

- Demonstrate *project management* skills—i.e. the ability to: (a) assess the capacity and reputation of partner organizations, churches or movements; (b) frame and refine the theological and socio-economic elements of the research problem in consultation with church, NGO or movement leadership; (c) develop a project plan with timelines and deliverables; (d) monitor progress against the project plan (Project 3).
- Demonstrated information literacy: - the ability to locate, evaluate and effectively use information that is pertinent to the research question they investigate within a poor community.

### IV. Course Materials

Students are responsible to obtain the “required” materials below in either hard copy or electronic version. The “recommended” materials, though optional, offer valuable information for the various phases of the project. Portions of the text can be accessed online. Students are also required to identify 5 local materials that feature case studies of research among urban poor populations from their particular region.

#### REQUIRED

Desai, V. and Potter, R. (Eds.) (2006). *Doing development research*. Thousand Oaks, CA: Sage Publications.

Maxwell, J. (2004). *Qualitative research design*. Thousand Oaks, CA: Sage Publications.

#### RECOMMENDED

Gray, D. E. (2009). *Doing research in the real world* (2nd ed.). Thousand Oaks, CA: Sage.

Scheyvens, R. and Storey, D. Eds. (2003). *Development fieldwork: A practical guide*. Thousand Oaks, CA: Sage Publications.

Diana Mitlin & David Satterthwaite. Eds. (2004). *Empowering squatter citizen: Local government, civil society and urban poverty reduction*. Earthscan Publications. [This book provides eight case studies of community-driven initiatives based on participatory research processes. It profiles some projects where the primary development agent is local government, and others where grassroots organizations are the main catalysts. Reading this text will suggest potential research topics and questions. It also serves to highlight the importance of building, strengthening, and working through competent, accountable local organizations formed by the poor themselves.]

### Theological Action-Research

Darragh, N. (1995). *Doing Theology Ourselves: A Guide to Research and Action*. Auckland, New Zealand, Accent Publications (a Division of Snedden and Cervin Pub. Ltd).

Grigg, V. (2009). Transformational Conversations: Hermeneutic for a Postmodern City. *The Spirit of Christ and the Postmodern City: Transformative Revival Among Auckland's Evangelicals and Pentecostals*. Lexington, KY, Asbury: Emeth Press and Auckland: Urban Leadership Foundation.

### FOR THOSE WITH A CHURCH PLANTING MOVEMENT EMPHASIS

Schwartz, C. A. (2003). *Natural Church Development: A Guide to Eight Essential Qualities of a Healthy Church*. D-25924 Emmesbull, Germany, C & P Publishing. (\$5.90 Amazon)

Waymire, B. and C. Townsend (2000). *Discovering Your City : Bringing Light to the Task of Community Transformation*, Light International.

## V. Expectations & Grading

Students will be awarded 3 credits for the first term and 3 credits for the second term. The end-of-first-semester grade will be reported as "IP" to reflect the "work in progress" nature of the seven month project. Final grades are assigned at the end of the second semester.

### Assessments (Components of Final Grade)

Graded Elements	Weight/ Points
<b>TERM 1</b>	
#1 <i>Urban research design</i> Evaluative criteria: timeliness, completeness, evidence of idea integration from assigned materials, writing quality	10
#2 <i>Agency assessment and selection</i> Evaluative criteria: timeliness, completeness, depth of analysis, writing quality	15
#3 <i>Project plan and timetable</i> Evaluative criteria: timeliness, completeness, evidence of idea integration from assigned materials, feasibility of plan	15
#4 <i>Literature review</i> Evaluative criteria: # of high-quality (authoritative) sources; completeness, quality of literature analysis, writing quality	15
<i>Local Knowledge:</i> <ul style="list-style-type: none"> <li>▪ Prior to the course compare local course syllabi with the APU course project. Attach summary notes from a local course on research methods OR from a local</li> </ul>	25

<p>academic mentor. Indicate the time commitment and evaluate the effectiveness of this course in contributing to your skills for this course.</p> <ul style="list-style-type: none"> <li>▪ Identify and discuss local research issues, and ethics (1 page).</li> <li>▪ Identify five local books and articles used in the areas of action research, participatory research and research methods with a five line annotation for each in your bibliography.</li> <li>▪ Identify five local books or articles related to the field of research you are focused on with a five line annotation for each in your bibliography.</li> </ul> <p>Evaluative Criteria: Clarity of Engagement with mentor/school; Extent of Engagement with Local Literature; Analysis of Input; Understanding of Local Research Issues</p>	
<p><i>Adobe Connect:</i> Evaluative Criteria: Attendance; Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible</p>	10
<p><i>Forum:</i> Evaluative Criteria: Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible Writing Mechanics; Timeliness</p>	10
<b>1<sup>st</sup> Term Total</b>	<b>100% 100 pts</b>

To understand the flow of the two courses, the following is the assignments of 670b

<b>TERM 2</b>	
<p><i>#5 Information description</i> Evaluative criteria: selection of appropriate research methods; blend of observational and interview data; # of informants; quality of interview guide; quality of data collected; clear organization of data by labeled themes; writing quality (clear, succinct, spelling, persuasiveness).</p>	15
<p><i>#6 Information analysis</i> Evaluative criteria: evidence of collaboration with national guide; evidence of concept integration from prior studies; clear identification of relationships between variables; succinct but insightful conclusions; writing quality (use of headings, clarity, conciseness, spelling, grammar, and persuasiveness)</p>	15
<p><i>#7 Written Thesis or Professional report</i> Evaluative criteria: Timeliness (submission of product on time); incorporation of “description” and “analysis” sections, as well as the other structural elements outlined in Addendum D of the “Real World Research” doc; mastery of the research issue/problem, including knowledge of the larger context of the study and background knowledge from prior studies; writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness).</p>	25
<p><i>#8 Public presentation</i> Evaluative criteria: organization of event; creativity in presentational techniques; clarity of presentation; persuasiveness.</p>	15
<p><i>Adobe Connect:</i> Evaluative Criteria: Attendance; Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity</p>	15

Towards Others Views; Contribution to Discussion; Comprehensible	
<i>Forum:</i> Evaluative Criteria: Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible Writing Mechanics; Timely	15
<b>2<sup>nd</sup> term Totals:</b>	100% 100 pts
<b>6 Unit Course Totals:</b>	100% 200 pts.

**Grades** are assigned according to the following levels of proficiency:

Grade	APU	
	GPA	Numeric
A+		Not given
A	4.0	95-100
A-	3.7	92-94.99
B+	3.3	89-91.99
B	3.0	84-88.99
B-	2.7	81-83.99
C+	2.3	78-80.99
C	2.0	73-77.99
C-	1.7	70-72.99
D+	0	69-69.99
D	0	68-68.99
D-	0	65-67.99
F	0	0-64.99
Inc.		

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. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

- A** Outstanding performance: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class.
- B** *Above average* student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- C** Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- D** *Below average* or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.

- F Repeat course. Inadequate/insufficient performance.

### Online Discussion Guidelines

Online or “threaded” Discussions (“Forums” in Sakai) are topically organized dialogs or conversations that take place in Sakai. The Forums enable MATUL students and faculty to link messages in order to exchange project-related insights from geographically dispersed locations.

During threaded discussions, students interact with *content* (e.g. assigned readings and videos), their *classmates* (via discussion, peer review), and with the *instructor* (as they seek to instruct, 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 the 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), online discussions enable participants 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). ***This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods.*** 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 topic-related query.
- 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)

## VI. Course Policies

### WORKLOAD EXPECTATIONS

Credit values for MATUL courses (including practitioner training courses) are calculated by equating one credit with what, in the professional judgment of faculty, should require an average of approximately 50 hours of “invested learning” activity (i.e., 160 hours for a 3-unit course). Successful completion of *Thesis or Project* earns 6 units of graduate credit and represents approximately 320 hours of deliberate and structured learning activities. Those activities include a wide range of educational practices, including participation in online discussions (“Forums”), self-guided reading, on-line and library research, community fieldwork, report writing, and public presentations

This 6 unit course delivered over a 15 week and a 12 week term will approximate 10 hours per week including: 3 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (chat), and an additional 6-10 hours consisting of faculty-guided instruction, learning activities / projects and assessment.

Credit-hour Distribution	Approx hours per week	Hours over a term
1. Direct instruction by discussion <ul style="list-style-type: none"> <li>• Discussion Forums</li> <li>• Adobe Connect</li> <li>• Local Expert Content</li> </ul>	1 clock hour per credit hour 1-3 hrs	7 ½ -15 22 ½ 10-30
2. Faculty-directed instruction <ul style="list-style-type: none"> <li>• Readings &amp; research</li> </ul>	2-5	30-50
3. Learning activities and projects (experiential learning) <ul style="list-style-type: none"> <li>• Projects</li> </ul>	2-7	20-40
4. Assessment (writing)	1-3	25-60
<b>Total Hours</b>	<b>8-11</b>	<b>140-180</b>

The correlation of class hours and assignments with local delivery is to be evaluated in the first week of whichever starts first – local or online (See document *Planning Work Load with Partnering Schools Courses*).

#### LATE ASSIGNMENTS

All assignments are due by the specified deadlines. Assignments not turned in on this date will be penalized 10% of the total point value, and will *only be accepted up to one week after they are due*. This strictness regarding the submission of completed assignments is to guard students from procrastination and falling behind in their academic and field assignments.

#### ACADEMIC INTEGRITY

The mission of the MATUL program includes cultivating in each student not only the knowledge and skills required for a master's degree, but also the characteristics of academic integrity that are integral to Christian community. Those privileged to participate in the MATUL educational community have a special obligation to observe the highest standards of honesty, and a right to expect the same standards of all others. Students assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Some of the most noteworthy forms of academic misconduct in course focusing on research and writing are as follows:

- Presenting the work of another as one's own.
- Quoting directly or paraphrasing without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- Receiving assistance from others in informational research or field data collection that constitutes an essential element in the undertaking without acknowledging such assistance.
- Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).



Violations of academic honesty will result in sanctions that may include a failing grade for the assignment, a failing grade in the course, and/or academic probation.

## VII. Online Schedule At-a-Glance

Skype call times: Friday – L.A. Thurs. 8-9:30pm ; Manila 12:00noon -1:30pm; Bangkok 11 am-12:30; India 8:30-10:00 am;

TD = Threaded Discussion

### Term 1 [Jan 07-April 26, 2012]

WEEK	SKYPE CALL	THREADED DISC	PROJECT DUE DATE	TOPIC
1	Thurs/Fri am 10&11/01			Course introduction; Q&A
2	01/17	TD#1		Participatory urban research
3	01/24	TD#1 [cont.]	Project 1: 01/22	[Cont.]
4	01/31	TD#2		Charting the research journey
5	02/07	TD#2 [cont.]	Project 2: 02/04	[Cont.]
6	02/14	TD#3		Research Plan
7	02/21	TD#3 [cont.]	Project 3 (1 <sup>st</sup> draft): 02/18	[Cont.]
8	02/28	TD#4		Ethics of fieldwork
9	03/07	TD#4 [cont.]		[Cont.]
10	03/14	TD#5		Literature Review
11	03/21	TD#5 [cont.]	Project 4: 03/18	[Continue searching and reading lit.]
	03/28 EASTER			
12	04/04	TD#5 [cont.]		[Continue in-depth reading of lit.]
13	04/11	TD#6		
14	04/18	TD#6 [cont.]		Fieldwork: Participant Observation
15	04/25		Project 3 (final draft): 04/22	Integration of insights from course readings, local guide

### Term 2 [May. 06- July 26, 2013]

WEEK	SKYPE CALL	THREADED DISC	PROJECT DUE DATE	TOPIC
1	05/09			Term 2 introduction; Q&A
2	05/16	TD#7		Informant interviewing
3	05/23	TD#7 [cont.]		Informant interviewing [cont.]
4	05/30	TD#7 [cont.]		Writing data description
5	06/06	TD#7 [cont.]	Project 5: 06/03	Writing data description
6	06/13	TD#8		Writing data analysis
7	06/20	TD#8 [cont.]	Project 6: 06/17	Telling the story: guide's review of draft report
8	06/27	TD#9		Final professional report preparation
9	07/04	TD#9 [cont.]	Project 7: 07/01	Returning results
10	07/11	TD#10		Returning results [cont.]
11	07/18		Project 8: 07/15	Public presentation preparation
12	07/25			Public presentation sharing; course evaluation

## VIII. Course Policies

**Professor Aecessibility:** My various phone numbers, SKYPE and email are on the bottom of my emails. While I have adjusted to overseas times with class schedules, late into my evening and early morning, I prefer to work with student enquiries between 8 am – 6 pm PST, so as to preserve family dynamics. I attempt to answer my emails within 1-2 days unless travelling or leading a conference. I usually check the first forum for any issues twice per week and seek

to review any forums once or twice per week. Please do not call on weekends as I try to care for family. I seek to grade within a week after a deadline, but if there are some people in the class who have not submitted I will wait for all to be submitted so that grading can be done with fairness. Technical Support: Call 1-815-5050 or email Support@apu.edu

**Academic Integrity:** The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

**References** to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

**Disability Procedure:** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

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

**Class attendance:** Students are required to join in the class SKYPE discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

**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. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

**Incompletes:** The grade of "Incomplete" can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

**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.

**University or Department Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**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

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".

**Study time:**

In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night. On the other hand success in the MATUL is based on successful engagement with the community more than with the computer.

**Copyright Responsibilities:** Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at [http://apu.libguides.com/content.php?pid=241554&search\\_terms=copyright](http://apu.libguides.com/content.php?pid=241554&search_terms=copyright)

**Information literacy** is defined as "a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**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.

## IX. Syllabus

### Topic 1: Planning Slum-based Participatory Research

The research we undertake within urban poor communities has a particular character that can be described as community-based, participatory, and action-oriented. Rather than merely obtain knowledge for knowledge's sake, our research aims to contribute to the practical concerns of urban poor residents in their immediate community or problematic situation through by a collaborative process and within a mutually acceptable ethical framework. As a by-product, it also contributes to the goals of social science. The relationship between researcher and researched is fundamentally changed to recognize the unique strengths that grassroots organizations bring to social change efforts.

What community organization we elect to affiliate with depends, to a large extent, on the particular issue or topic we decide to focus our research on. The range of potential topics is as broad as social experience. Nevertheless, nine challenges closely correlate with the everyday life of urban poor groups: (1) *inadequate income* which gives rise to inadequate consumption levels of basic life necessities, (2) *low educational attainment*, (3) *inadequate shelter* (poor quality, overcrowded and insecure), (4) *inadequate provision of "public" infrastructure* (piped water, sanitation, drainage, roads, footpaths, etc.), (5) *inadequate provision of basic services* (daycare centers, schools, vocational training centers, health-care clinics, public transport, law enforcement, etc.); (6) *inadequate protection of marginal groups' rights through the operation of the law*, (7) *voicelessness and powerlessness* of poorer groups within political systems and bureaucratic structures, (8) *low levels of moral-spiritual integrity* reflected in vision, values, affections, habits, and ways of thinking; and (9) *inadequate accountability* from aid agencies, NGOs, public agencies and private utilities. Carefully consider what quality-of-life issue you wish to research, along with the assets of prospective urban poor organizations addressing that challenge.

### Preparations

1. Read: Slimbach, "Real World Research" (Scan all)
2. Read: *Doing Development Research*, Ch. 1, 2, 11, 13
3. Read: "Participatory Research": [http://www.unesco.org/education/aladin/paldin/pdf/course01/unit\\_08.pdf](http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_08.pdf)
4. View: "Building capacity: participatory planning": <http://www.youtube.com/watch?v=2Bft-gKvt8&feature=related> [17 min.]
5. View: "Participatory planning in Ahmedabad slums": <http://www.youtube.com/watch?v=hPvzDJ2raQo&feature=related> [10 min.]
6. "Participatory Urban Appraisal": [http://www.forum-urban-futures.net/files/Participatory\\_Urban\\_Appraisal.pdf](http://www.forum-urban-futures.net/files/Participatory_Urban_Appraisal.pdf) The **four** case studies in [Participatory Urban Appraisal](#) with working links are as follows:  
South America: Colombia & Guatemala
  - Moser & McIlwaine (2004). *Encounters with Violence in Latin America: Urban poor perceptions from Colombia and Guatemala*. New York: Routledge. [http://books.google.com.ph/books?id=KdT46\\_x0AqSC&printsec=frontcover&hl=fil&source=gbs\\_ge\\_summar\\_y\\_r&cad=0#v=onepage&q&f=false](http://books.google.com.ph/books?id=KdT46_x0AqSC&printsec=frontcover&hl=fil&source=gbs_ge_summar_y_r&cad=0#v=onepage&q&f=false)
  - Moser & McIlwaine (2001). *Violence in a Post-Conflict Context. Urban Poor Perceptions from Guatemala*. New York: Routledge. [http://books.google.com.ph/books?printsec=frontcover&vid=LCCN00043981&redir\\_esc=y#v=onepage&q&f=false](http://books.google.com.ph/books?printsec=frontcover&vid=LCCN00043981&redir_esc=y#v=onepage&q&f=false)Asia: Bangladesh & India
  - N. Ahmed, M. Alam et al. (2006). *Reaching the Unreachable: Barriers of the Poorest to Accessing NGO Healthcare Services in Bangladesh*. <http://www.bioline.org.br/request?hn06054>

- Kar, K. u. S. Philipps (1998). *Scaling up or scaling down? The experience of institutionalizing participatory rural appraisal in the slum improvement projects in India.*  
[http://www.planotes.org/documents/plan\\_02714.PDF](http://www.planotes.org/documents/plan_02714.PDF)

**Discussion period for Topic 1: (SEE SCHEDULE).**

### PROJECT 1

#### *Urban Research Design (approach, topic, question, and methods)*

Our first course project asks us to consider the general *approach* we take in doing community-based research, along with specific *models* of research actually completed by others. In a 3 to 4 page, single-spaced, typed report, do three things:

1. Carefully read the assigned materials. Refer to specific ideas (via paraphrases or direct quotes) from these readings in #2 below.
2. Draft responses to two questions: (a) What are the key assumptions and distinctive principles/features of a *participatory* approach to development-oriented research? (b) How do “participatory” approaches help equalize power and control in the research process?
2. Select four (4) case studies, each from a different region, from the “Participatory Urban Appraisal” website (above). Compare and contrast those studies in terms of (1) problem or topic addressed, (2) central research question(s), and (3) the key methodological considerations in partnering with communities (for research planning, data gathering, and dissemination of results).

Submit Project 1 to “Assignments” in Sakai by **(SEE SCHEDULE)**..

### PROJECT 2

#### *Agency Assessment and Selection*

Our field research will be conducted *through* and *on behalf of* a respected grassroots organization of some kind. This requires that we complete a three-step assessment of prospective organizations.

*Step 1:* Become familiar with a range of local organizations in various development sectors (i.e. health, education, human rights).

*Step 2:* Narrow your interest down to three (3) highly regarded organizations working on issues aligned with your research interest.

*Step 3:* Conduct an in-person assessment with supervisors or directors from each of these organizations. During this assessment, ascertain (a) the internal capacity of the organization [see questions below]; (b) the current mission of the organization, (c) how a community-based research project might advance their outreach agenda and fill a gap in the work of the organization, (d) what specific types of information the organization seeks to acquire, and (e) who would be available to both assist in data collection and guide/supervise the project.

Compile this information for all three organizations in a typed, 3 to 4 page (max) report. Submit Project 2 to “Assignments” in Sakai by **(SEE SCHEDULE)**..

Also, prepare to summarize your findings in a 3-4 minute oral (Skype) presentation.

### Questions to Ascertain the Internal Capacity of Community Organizations

1. Does the organization and its leadership enjoy a reputation in the host community for being honest and sincere, without evidences of misconduct related to fund use, management, and governance? [Legitimate]
2. Does the organization address specific community dilemmas and risks (e.g. ill health, failing schools, economic shocks, human rights abuses, land tenure)? [Problem-focused]
3. Is the organization acknowledged as a “model” of best practices and effectiveness in that specific sector of development? [Exemplary]
4. Does the organization include, in both its staff and beneficiaries, a cross-section of community residents, crossing tribal, religious, and caste differences? [Public]
5. Does the organization involve local residents in defining and carrying out an agenda for community improvement? [Participatory]
6. Does the organization have bilingual national staff that are able and willing to provide outside researchers expert supervision and feedback? [Supervised]

### **Topic 2: Charting the Research Journey**

Once an organization has been selected to host your research, systematic planning can begin. Planning begins with a personal assessment of the primary research instrument—*you!* It then moves to confirming a subject focus and formulating a clear research question that addresses the needs of the host agency and study group. From there, fieldwork unfolds to include the collection, analysis, and dissemination of data.

#### **Preparations**

1. Read: Richard Slimbach, “Real World Research” (carefully read pages 1-6)
2. Read: *Doing Development Research* (Ch. 4, 5)
3. Read: *Qualitative Research Design* (Ch. 2, 3)
4. Read: Student research in Nairobi, Kenya: <http://dcrp.ced.berkeley.edu/research/projects/nairobi>
5. Read: Student research in Manila, Philippines: <http://encounteringurbanization.wordpress.com/category/student-research/>
6. View: “Ethnography: Field Study in Orissa”: <http://www.youtube.com/watch?v=rnyeMLtU5fo> [5 min.] This Red Cross clip takes you backstage as the investigators share their decision-making process.

**Discussion period for Topic 2: (SEE SCHEDULE).**

### **Topic 3: Composing a Project Plan**

#### **Preparations**

1. *Doing Development Research*, Ch. 1, 2
2. *Qualitative Research Design* (Ch. 4, 5, 7, appendix)
3. Slimbach, “Real World Research” (carefully read Phases 1-7, “Interlude”, and Addendum C)
4. View: “The Research Proposal”: <http://www.youtube.com/watch?v=zJ8Vfx4721M> [14 min.]

**Threaded discussion (TD) period for Topic 3: (SEE SCHEDULE).**

### **Project 3**

## **Project Plan and Timetable**

The project Plan, with timetable, depicts the various research design decisions you make in consultation with members of your host organization. Follow these four steps in formulating the Plan.

*Step 1.* Draft a Project Plan/Proposal using the template provided in Addendum C of the “Real World Research” doc. Strive for completeness, clear organization, clarity, and feasibility in the Plan.

*Step 2.* Confirm a project supervisor within your host organization. Then meet with her/him to review the Plan. Incorporate their feedback into a revised version of the Plan.

*Step 3.* Establish a tentative timeline (tasks and begin/end dates) for the project. Include it in the final version of the Plan.

*Step 4.* Obtain signatory approval from your project /guide for the Plan. Scan the final Plan and submit it to Sakai.

Submit complete 1<sup>st</sup> draft of Project 3 to “Assignments” in Sakai by **(SEE SCHEDULE)**.. The final draft is due **(SEE SCHEDULE)**..

### **Topic 4: Ethical Practices**

#### **Preparations**

1. *Doing Development Research*, Ch. 3, 6, 7
2. Slimbach, “Real World Research” (carefully re-read Phase 6)
3. American Anthropological Association *Statement on Ethics*. Available online at: <http://www.aaanet.org/stmts/ethstmnt.htm>
4. View: “Take a Seat”: <http://sites.duke.edu/ethicsmodules/2011/04/26/take-a-seat/> [4:33]
5. View: “Sensitive Subjects”: <http://sites.duke.edu/ethicsmodules/2011/04/25/sensitive-subjects-cubas-underground-economy/> [4:00]
6. View: “Research with Kids”: <http://sites.duke.edu/ethicsmodules/2011/01/24/children/> [1:30]
7. View: Photographing others: <http://sites.duke.edu/ethicsmodules/2011/01/24/images-of-suffering/> [1:41] and <http://sites.duke.edu/ethicsmodules/2011/01/24/japanese-skateboarders/> [6 min.]
8. View: “How to Ask”: <http://sites.duke.edu/ethicsmodules/2011/01/24/oral-consent/> [5:28] and <http://sites.duke.edu/ethicsmodules/2010/07/14/oral-consent-what-would-you-want-to-know/> [1:07]
9. Read: “Research Without Consent”: #51 at <http://sru.soc.surrey.ac.uk/SRU51.pdf>

**Discussion period for Topic 4: (SEE SCHEDULE).**

### **Topic 5: Doing Fieldwork: Literature Review**

Once the proposal has received instructor approval and supervisor acceptance, we next consider how to go about collecting the types of information that will answer the main research question or problem. These are our research methods. Primary emphasis will be given to discussing three of the most important sources of data: (1) *other*, similar studies that have been produced on the topic, (2) “participant observation” that immerses researchers into local situations in order to understand and document how things *really* are and not just what is said about what “is”, and (3) informal interviewing of persons in those situations in order to uncover “insider” perspectives related to the research question.

#### **Preparations**

1. Slimbach, “Real-World Inquiry” (carefully re-read Phase 7)

2. *Doing Development Research*, Ch. 22, 18
3. View: "Literature Review": [http://www.youtube.com/watch?v=t2d7y\\_r65HU&feature=related](http://www.youtube.com/watch?v=t2d7y_r65HU&feature=related) [9:40]
4. View: "Reading Effectively": <http://www.youtube.com/watch?v=HgwAmrSQZLo&feature=relmfu> [8:30]
5. Complete the following two tutorials: Internet searching tutorial: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html> Electronic database searching tutorial: [http://library.uwaterloo.ca/libguides/cdrom/introsrch\\_selection.html](http://library.uwaterloo.ca/libguides/cdrom/introsrch_selection.html)

**Discussion period for Topic 5: (SEE SCHEDULE).**

### **Project 4** **Literature Review**

It is hard to imagine any prospective topic *not* being researched before. Prior studies not only exist, but they are easily accessed via a combination of the Web and electronic databases. Our job is to identify them, study them, and allow them to model possible approaches to collecting topic-specific information. The "literature review" is completed *before* we start field research. This allows us to see what has and has not been investigated, to identify data sources that other researchers have used, and to identify potential relationships between concepts and your primary research question. Our work plan can then be refined and clarified on the basis of our review.

1. Complete an Internet search (using Google Scholar) and relevant electronic databases to locate at least 10 prior studies on your research topic. (APU subscribes to a number of electronic databases; consult with the research librarian to identify the most appropriate databases for your search.) Maintain complete bibliographic information in APA format.
2. In a 3-4 page typed "literature review", answer the following questions. Be sure to carefully reference ideas from specific prior studies.
  - After an extensive search of prior studies, what are my top five (5) textual sources?
  - What specific gaps in my knowledge of the subject do these studies help to fill?
  - What do these studies reveal as the most controversial *issues* surrounding the topic?
  - What data collection *methods* have other researchers used to study my topic? How appropriate are those methods to my proposed research?
3. Submit the Project 4 report to "Assignments" in Sakai by **(SEE SCHEDULE)**..

### **Topic 6: Doing Fieldwork: Participant Observation**

#### **Preparations**

1. Re-read Slimbach, "Real-World Inquiry" (refer to Phase 7)
2. *Doing Development Research*, Ch. 19
3. View: "Qualitative vs. Quantitative Research": <http://www.youtube.com/watch?v=ddx9PshVWXI&feature=related> [6 min.]
4. View: "Observing the Public Laundry Process": <http://www.youtube.com/watch?v=3Jydrbk55U> [2:33]
5. View: "Field Dressing": <http://sites.duke.edu/ethicsmodules/2011/04/25/field-dressing/> [3:38]
6. Read: "Field Notes: What, How & Why?" <http://anthroyogini.wordpress.com/2007/08/16/field-notes-what-how-why/>
7. View: "Writing memos in qualitative research": <http://www.youtube.com/watch?v=eXj4QiyZI50> [32 min.]

**Discussion period for Topic 6: (SEE SCHEDULE).**

**Note:** Final draft of Project 3 (Research Plan) due by **(SEE SCHEDULE)**..



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