



***MSS 921: Relief and Development in
Mission: Theories and Strategies
Doctor of Philosophy Program***

December 11 – 15, 2017

COURSE SYLLABUS

PROFESSOR

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B.S. Bethany Bible College, Santa Cruz, CA
B.A. (Hons) Stellenbosch University, South Africa
B.A. (Social Work) University of South Africa
M.A. (Psychology) University of South Africa
D.Phil. (Psychology) University of Pretoria
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COURSE DESCRIPTION

This course facilitates the articulation of a Pentecostal response to the subject of poverty relief and development. The tensions between a traditional “evangelism-only” orientation and the popularity of current social justice themes will be explored. Classical and modern theories of economic development and poverty alleviation will be examined from a general Christian perspective, with special reference to the role that Pentecostalism has contributed to this discussion.

OBJECTIVES

At the conclusion of this course, the student should be able to:

- Articulate a cogent, biblically-based theology regarding the Kingdom of God. This theology must consider the effect of social engagement for Christians while avoiding the two conceptual extremes of “social gospel” (which limits the necessity of spiritual transformation) on the one hand and spiritual isolationism (which limits the transformational power of the gospel) on the other
- Compare and contrast the utility of specific development strategies to combat poverty.

- Evaluate appropriate personal and corporate social and community responses for the local Church to address the poor, the disenfranchised and the foreigner. Determine what criteria are appropriate for the church or a social service agency to determine if their activities conform to evidence-based developmental criteria
- Evaluate the relative merits of the various economic philosophies that have been submitted as the solution to poverty. This will include both classic Marxist and Socialist theories as well as modern Capitalist approaches (with special reference to Keynes and Hayek) in the light of the 2008 global financial collapse
- Evaluate the call of the missionary (one who has been called to preach the gospel) to determine how it is different in quality or strategic value to the call of the lay person. This will include an understanding of the sacred/secular divide debate and a Theology of Work
- Evaluate the views of current economists such as William Easterley, Dambisa Moyo and Jeffrey Sachs with respect to the utility of international development aid and the role of governments in poverty reduction
- Evaluate the contributions of current Christian authors and activists on issues of international development and poverty reduction with special reference to a Pentecostal understanding of the subject

METHODOLOGY

The course will include lectures, class discussions, student presentations, appropriate audio visual presentations (both PowerPoints as well as DVDs) and a case study approach to apply the theory of the course to specific global contexts. It will also involve library (and possible field research) in the preparation of a final assessment document.

PRESCRIBED BOOKS

Journal Articles (roughly 150 pages)

Johnson, A. (2011). Mission as word and deed: Transcending the language of priority. *International Journal of Frontier Missiology*. Vol. 28(2), 67-73.

Klaus, B. (2004). *Enrichment Journal Spring 2004: A Revival of Compassion*. Springfield, MO: Gospel Publishing House.

Mostert, J. (2014). Ministry of Mercy and Justice. Chapter in Ma, Karkheinen & Asamoah-Gyadu, *Pentecostal Mission and Global Christianity*, Regnum Edinburgh Centenary Series, Volume 20, Regnum Books International: Oxford, UK, p. 162 – 181.

- Mostert, J. (2014). The social justice debates in psychology and theology: Thoughts on “turning the world upside down”. *Journal of Psychology and Christianity*. Vol. 33(2), 127-138.
- Moyo, D. (2009). Why foreign aid is hurting Africa. *Wall Street Journal*, Saturday, March 21, 2009
- Myers, B. L. (2015). Progressive Pentecostalism, Development, and Christian Development NGOs: A Challenge and an Opportunity. *International Bulletin of Missionary Research*, Vol. 39(3), 115-120.
- Satyavrata, I. (2010). J. Philip Hogan’s Spirit-led vision and the globalization of Pentecostal missions in the twenty-first century: Inaugural lecture. *Encounter: Journal for Pentecostal Ministry*, Summer 2010, Vol. 7, 1-22.
<http://www.agts.edu/encounter/articles/2010summer/satyavrata1.pdf>
- Satyavrata, I. (2009). “Mission made to travel in a world without borders” and “Friends in Mission” the second and third Hogan Lectures at AGTS:
http://www.agts.edu/news/news_archives/2009_16satyavrata_lecture.html
- Winter, R.D. (2007). The future of Evangelicals in mission: Will we regain the vision of our forefathers? *Mission Frontiers*. September-October 2007, 6-15.

Prescribed Texts (choose 1500 to 2000 pages) (choose ONE as approved by the professor to present in class)

- Butrin, J. (2010). *From the Roots Up: A Closer Look at Compassion and Justice in Mission*. iBookPublishers. 214p. Amazon: \$14.15. **ISBN-13:** 978-0736104333
- Cannon, E.C. (2009). *Social Justice Handbook: Small Steps for a Better World*. Downers Grove, IL: InterVarsity Press. 302p. Amazon: 15.83. **ISBN-978-0-8308-3715-1**. (Only first 118 pages will be directly addressed in class, the remainder of the book is an excellent catalog of social justice projects, definitions, and resources).
- Corbett, S & Fikkert, B. (2014). *When helping hurts: How to alleviate poverty without hurting the poor...and yourself*. Moody Publications: Chicago. 230p. Amazon: \$11.87. **ISBN-13:** 978-0802409980
- Ireland, J. (2015). *Evangelism and Social Concern in the Theology of Carl F.H. Henry*. Pickwick Publications: Eugene, OR.. 256 p. Amazon: \$28.50. ISBN 978-1498209502
- Keller, T. (2010). *Generous Justice*. New York: Penguin Group. 230p.
- Miller, D.E. & Yamamori, T. (2007). *Global Pentecostalism: The New Face of Christian Social Engagement*. University of California Press: Berkeley and Los Angeles. 263p. Amazon: \$20.98. **ISBN-13:** 978-0520251946

- Myers, Bryant L. (2011). *Walking With the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books. 279p. Amazon: \$18.05. **ISBN-13:** 978-1570759390
- Schmidt, A.J. (2004). *How Christianity Changed the World*. Zondervan Publishing House: Grand Rapids, MI. 423p. Amazon: \$17.11. **ISBN-13:** 978-0310264491.
- Self, C. (2013). *Flourishing Churches & Communities: A Pentecostal Primer on Faith, Work, and Economics for Spirit-Empowered Discipleship*. Grand Rapids, MI: Christian's Library Press. 139p. Amazon: \$9.00. **ISBN:** 978-1-938948-16-9.
- Sherman, A.L. (2011). *Kingdom Calling: Vocational Stewardship for the Common Good*. Downers Grove, IL: InterVarsity Press. 271p. Amazon: \$13.69. ISBN: 978-0-8308-3809-7.
- Tizon, A. (2008). *Transformation after Lausanne: Radical Evangelical Mission in Global-Local Perspective*. Wipf & Stock: Eugene, OR.. 310 p. Amazon: \$38.00. ISBN: 978-1606081099.
- Willard, D. & Black, G. jr. (2014). *The Divine Conspiracy Continued*. NY: HarperOne. 326p. Amazon: \$18.92. ISBN: 978-0-06-229610-8.

CLASS TOPICS AND THEMES

1. A biblical theology of development
 - a. Schmidt: How Christianity changed the world
 - b. "Mission" and "missions"
 - i. Samuel & Sugden: Mission as transformation
 - ii. Satyavrata: mission as *missio dei*
 - c. The primacy debate:
 - i. Nelson: Priority of proclamation
 - ii. Mostert: The social justice debates
 - iii. Johnson: Mission as word and deed
 - d. Tizon (2008): Radical Evangelical Mission
 - e. The Divine Conspiracy (cnt'd): Willard & Black
 - f. Pursuing social justice
 - i. Keller: Generous Justice
 - ii. Cannon: Social Justice Handbook
 - iii. Sherman: Kingdom Calling
 - g. Redefining discipleship: Flourishing churches and communities (Self)
2. Understanding basic economics from a Christian perspective
 - a. Marxism and Capitalism

- b. Understanding the global financial crisis, both the 2008 crisis, the Euro-zone crisis and the present global crisis
 - c. Understanding the Keynes vs. Hayek debate
- 3. Addressing poverty and development
 - a. Myers: “Walking with the poor”
 - b. Corbett & Fikkert: “When helping hurts”
 - c. Poverty issues
 - i. Millennium Development Goals (MDGs)
 - ii. Foreign Aid
 - iii. Food aid
 - iv. Jubilee 2000: Drop the debt
 - v. The Poverty Cure (Acton)
- 4. Pentecostalism and development
 - a. Miller & Yamamori: “Global Pentecostalism: The new face of Christian social engagement”
 - b. Satyavrata’s two megatrends: Adapting our strategy to “The Wind and the Wave” (Globalization and Pentecostalism)
 - c. Mostert: Socio-missional entrepreneurship
 - d. Butrin: From the roots up
 - e. Meyers (2015): “Progressive Pentecostalism”

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one’s own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students,

when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial and Ethnic Identity: <http://www.apastyle.org/race.html>

Disabilities: <http://www.apastyle.org/disabilities.html>

Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

DISABILITY ACCOMODATION

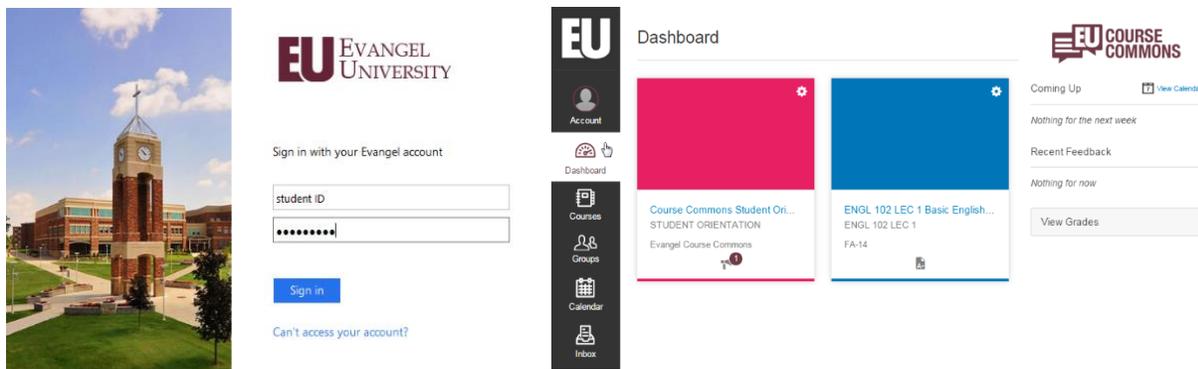
Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA).

Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

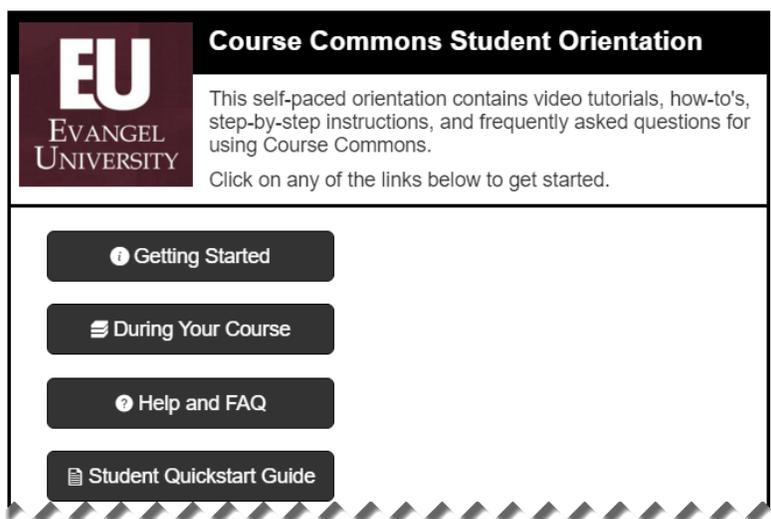
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

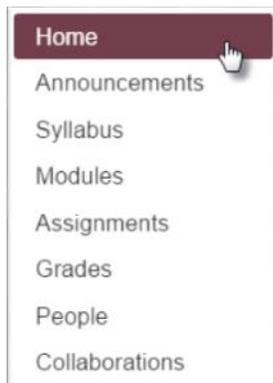
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

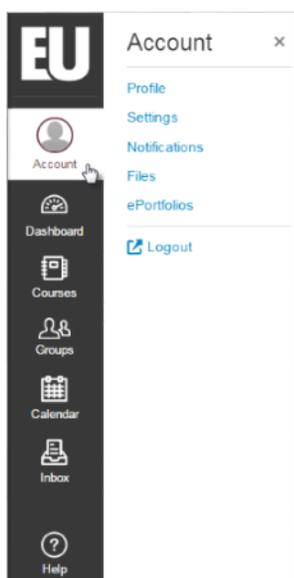


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

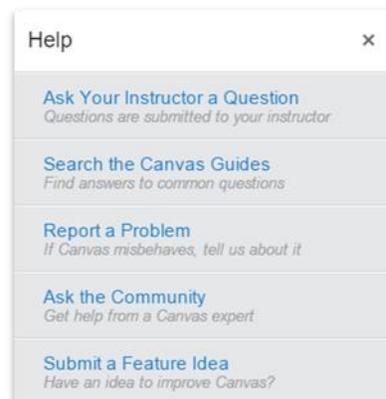
For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.



You can browse and search the Help Guides using the following link:
<https://community.canvaslms.com/community/answers/guides/>.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

COURSE REQUIREMENTS

Pre-Session

In addition to the list of articles, students will be required to read about 1500 to 2000 pages from the prescribed books in preparation for this class. If you have already read some of these books for other classes, you need to choose different titles to expand your understanding of the subject field.

Prior to the commencement of the class (Monday, December 11th) students will submit a reflection paper on the titles that they have chosen to read for this class. This reflection paper will contain the following:

1. A list of the books chosen together with a statement reflecting that all the articles have been read and that these book titles were not read as a requisite for another class
2. A summary of the theme of each book followed by a reflection on the theme of that book (in sequence, one reflection on a book at a time). By terming this exercise a “reflection” a mere “book report” format would not be acceptable. Reflecting on this book would imply that the student has interacted with the material and has succeeded in providing insights in their paper on how the material impacts their perceptions, attitudes and/or knowledge of themselves and/or their ministry. This is obviously done in the first person.
3. After the summary and reflection on each book has been completed a summative reflection on all the chosen readings should be made on how they interact with one another and with the general literature required for the course. Some of these authors can be expected to augment one another while others are in direct conflict with one another in their opinions.
4. There is no page limit or minimum requirement for this assignment. You can budget roughly three to five pages of summary and reflection for each of the books that you have chosen and another few pages of summative reflection.

5. For the professor's planning purposes, it is important that these reflections reach him **before the class (December 11th)**. This will allow him to schedule the week in such a manner that all the books will be adequately reviewed by someone.

The grade on this pre-session report will constitute 30% of the grade in this class.

Prior to the commencement of the class students will inform the professor which of the prescribed books they would like to present as their class presentation. Books will be allocated on a first-come-first-served basis.

Course Week

- a. **Attendance & active contribution to class:** Attendance at all class sessions and activities is required. During the course of the week students will be expected to participate in class discussions in the light of their pre-session readings and their own experiences. Class participation that contributes insight and integrative content will constitute 15% of the grade in this class.
- b. **In-class presentation:** Each student will be required to make a presentation to the rest of the class during the week of the course wherein they provide evidence of **mastery of one of the works on the list of prescribed books**. These titles will be allocated on a first-come-first-served basis and students should inform the professor of which book they would like to present by emailing him their choice.

The student will make a 40-minute class presentation that should include a PowerPoint presentation on the major thesis of this author and make room for discussion and interaction with your colleagues. Integrating this specific author with the rest of the prescribed works would be important, showing how they complement, augment or adapt the thinking of the others. In order to facilitate the writing of the post-session summative paper you should **provide your colleagues with copious specific quotes** from your author that illustrates his/her theory, perspective or criticism.

This in-class presentation will constitute 25% of the grade in this class.

Post-Session

Students will prepare a Summative Reflection paper of **12 to 15** pages for submission before midnight 60 days after the last class (February 18, 2018). This Reflection will require students to produce a document that submits their understanding of a theology of the Kingdom; their understanding of an integrated, holistic gospel, and explain how this concept of *missio dei* is likely to influence their future course of action within their ministry context.

In the paper the student will be expected to integrate the course material, *quote liberally* from the authors and significant researchers, refer to the literature prescribed for the course, interact with the contents of the Book Report Summaries that other students have submitted

and reflect on the presentations of their fellow students. The point of a “reflection” is for the student to **use quotes from the various authors** that we dealt with in the semester and then to engage the author’s thinking while applying it to his/her own ministry. This is not an opportunity to write a sermon; it is a first person theological reflection and encounter with the authors.

Here are some examples of what is meant by the types of comments that should be included in a summative reflection:

- a. “Corbett & Fikkert (2009) challenged me to think about the reason why Jesus came to die for me, not just the way that the church in the West has perceived salvation”
- b. “Samuel & Sugden’s volume (1999) traces the history of our Pentecostal movement’s dealing with issues of compassion and transformation”
- c. “Johnson (2010) challenged me to reassess my eschatological pessimism and to engage the systems that oppress the people I minister to”
- d. “Klaus (in Enrichment Journal, 2004) allowed me to see that the Great Reversal was a uniquely Western phenomenon”

Some critical elements in this paper:

- a. **More than half of your grade** will be based on your engagement with the various authors that have been presented in this course: from the theology, from the history, from the economics, from the development theory. I will be looking for names. I will be looking if you know what that author said and that you are reflecting that accurately. Number of authors? Hard to say. But 8 or 10 is on the low end of what I have in mind since the prescribed journals already represent 7 different authors.
- b. The second most important thing I will be looking for is **YOUR OPINION**. Engaging the author is not enough. I want to know how the author impacted your thinking on the various subjects we dealt with. How has your thinking evolved? How has your perceptions changed? Where have you had difficulty “swallowing” some of the positions of these authors? What did you learn in the course? How will the works of the authors in 1 (above) influence your future thinking, your decisions, your ministry?
- c. The last section of the grade will be about clarity of expression, academic writing style, vocabulary usage, sentence construction, etc.
- d. This Summative Reflection Paper will count 30% of the grade for the class.

NOTE: ALL REQUIRED WORK FOR THIS COURSE MUST BE SUBMITTED BEFORE JULY 1, 2018 (the first day of class of the next set of modules).

It is highly recommended to complete the post-session work (i.e. all assignments) within 90 days of the last day of class in order to begin pre-session work for your next course. However, all assignments **MUST** be completed before **July as a grade of failure may be issued**. If additional time is required, the student must request an extension prior to this date. If merited, a 90 day extension can be granted (a fee applies). Please note the following policy for this class:

Incomplete Grades

Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of “IP” (In Process) will be issued if the professor’s due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an incomplete “I” grade may be given at the discretion of the instructor for a 90 day extension for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. If the work is not submitted before the expiration of the 90 day extension, a grade of failure may be issued. No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses. *Note: A \$50 fee will be charged to the student’s account for every extension granted and a \$30 fee applies to every grade change even if the instructor has approved an extension for completing the work.*

General Guidelines for Formal Writing Assignments: The papers should be written carefully and adhere to the source documentation method set out in Kate L. Turabian, et al., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. As per GMD requirements, the use of text notes is required, but for annotations footnotes should be used for clarity. The papers will be graded on cogency, clarity, comprehensiveness, and proper formatting (See Addendum One for the “AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing” (The rubric which will be used for the grading of your papers)). Given the close time frame for distributing the papers to all participants there will be a grade reduction for lateness.

All work must be submitted electronically via course commons. **NOTE:** include your last name as the first word in the file name. Please submit your work as soon as you complete it so as to avoid the accumulation of work (and stress) at deadline dates.

GRADING PROCEDURE

Final grades will be assigned according to the following calculations:

Pre-session Reflection Paper

30%

General class participation	15%
Class presentation of one prescribed book	25%
Summative Reflection Paper	30%
Total	100%

***NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary.**

GRADING SCALE

A+ (10)	publishable	A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

Syllabus constructed by Johan Mostert, October 1, 2017