Global Missions Department
"Shaping Servant Leaders

MSS 921 Relief and Development in Mission: Theories and Strategies

Fall 2020

Faculty Information

Professor: Dr. Johan Mostert
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Office location: Off Campus

Course Information

Credit hours: 4
Course dates: December 14 – 18, 2020
Online meeting times: Monday to Thursday, 9:00am – 5:00pm
Friday: 9:00am – 12:00pm / All times are CDT.
Location: Online / Zoom

COVID-19 Response

Students and faculty will wear face coverings at all times in the academic buildings. Wearing a face covering, sitting in classroom designated seating, and following the social distancing guidelines is the best way to slow the transmission of the virus.

Required Texts

Students will choose to read 2500 pages from the following list of texts. Your choice cannot be from books that you have read for another class and you need to have read at least one book from each of the following three sections. Please note that doctoral students will be required to do a presentation in class of one of the books highlighted in RED. You can reserve your choice by communicating with the professor who will officially assign that book to you if you are the first to choose that book: First come, first served!

1. Theology of Relief and Development

Butrin, J. (2010). *From the Roots Up: A Closer Look at Compassion and Justice in Mission.* iBookPublishers. 214p. **ISBN-13:** 978-0736104333

Diamantes, P.H. & Kotler, S. (2014). *Abundance: The future is better than you think.* New York: Free Press/Simon & Shuster, 412p. **ISBN** 978-1-4516-1421-3.

Fikkert, B. & Kapic, K.M. (2019). *Becoming Whole: Why the Opposite of Poverty Isn't the American Dream".* Chicago, IL: Moody Publishers. 300 p.

Johnson, B. (2018). *Transforming Society (2nd Edition).* Indaba Publishing. 304p. www.inst.net **ISBN**: 978-1-947599-00-0

Keller, T. (2010). *Generous Justice.* New York: Penguin Group. 230p.

McNight, S. (2014). *Kingdom Conspiracy: Returning to the Radical Mission of the Local Church.* Grand Rapids, MI: Brazos Press (Baker Books). 289p.

Willard, D. & Black, G. jr. (2014). *The Divine Conspiracy Continued.* NY: HarperOne. 326p. ISBN: 978-0-06-229610-8.

Wright, D. (2013). *How God Makes the World a Better Place*. Grand Rapids: Christian's Library Press. 160p. ISBN 978-1-938048-17-6

2. Issues that Inform Best Practice Models

Cannon, E.C. (2009). *Social Justice Handbook: Small Steps for a Better World.* Downers Grove, IL: InterVarsity Press. 302p. **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.* Chicago, IL: Moody Publications. 230p. **ISBN-13:** 978- 0802409980

Lupton, R.D. Toxic Charity: (2011). *How the Church Hurts Those They Help and How to Reverse it.* New York: HarperCollins. 213p. **ISBN-13:** 978-0-06-207621-2.

Miller, D.E. & Yamamori, T. (2007). *Global Pentecostalism: The New Face of Christian Social Engagement.* University of California Press: Berkeley and Los Angeles. 263p. **ISBN-13:** 978-0520251946

Mostert, J.H. & Hancock, B. (2017). *CompaCare: Compassion Care System Manual*. CompACT Family Services (order through www.MyHealthyChurch.com). 90p. ISBN: 9780692894934

Myers, Bryant L. (2011). *Walking With the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books. 279p. **ISBN-13:** 978- 1570759390

Payne, R.K. (2014). *A Framework for Understanding Poverty: A Cognitive Approach* (5th Revised Edition). Highlands, TX: aha! Process Inc. 248p. **ISBN**: 978-1-938248-01-6

Seebeck, D. & Stoner, T. (2009). *My Business, My Mission: Fighting Global Poverty through Parnerships.* Faith Alive Christian Resources. 190p. **ISBN-13:** 978-1592555000

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. **ISBN**: 978-1-938948-16-9.

Sherman, A.L. (2011). *Kingdom Calling: Vocational Stewardship for the Common Good.* Downers Grove, IL: InterVarsity Press. 271p. **ISBN**: 978-0-8308-3809-7.

3.   Economics

Collier, P. (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It.* Oxford University Press. 224p. **ISBN-13:** 978-0195373387

Easterly, W. (2014). *The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor.* Basic Books. 418p. **ISBN**-13: 978-0465089734

Ellul, Jacques (2009). *Money & Power (Reprint).* Wipf & Stock. 173p. **ISBN-13:** 978-1606083000

Rhodes, M. & Holt, R. (2018). *Practicing the King's Economy: Honoring Jesus in How We Work, Earn, Spend, Save, and Give.* Baker Books. 322p.

Sachs, J. (2015). *The End of Poverty: Economic Possibilities for our Time.* New York: Penguin Books. 430p. **ISBN-13:** 978-1-101-64328-0

Evangel University Mission Statement

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Assemblies of God Theological Seminary Mission Statement

AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

Catalog Description

This course facilitates the articulation of a Pentecostal response to global relief and development. Classical and modern theories of economic development and poverty eradication will be examined from a Pentecostal perspective. Community development within a Christian worldview will be informed by the role of the developer on a personal, local, regional and global level. Special attention will be given to perspectives on an ecclesiology of discipleship and development.

Course Prerequisites

There are no prerequisites.

Course Purpose

The purpose of this course is to both understand theories and strategies as they relate to relief and development efforts within the missions context.

Learning Outcomes[1]

Upon completion of this course the student should be able to:

1. Formulate the outlines of a Pentecostal theology of development.
2. Identify the contributions and limitations of socialism, free-market capitalism, liberation theologians and Christian relief and development organizations in the war on poverty.
3. Evaluate the major historic economic theories from a Christian perspective.
4. Understand the global financial crisis and debate the theories that speak to its underlying causes.
5. 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 appropriate role of government in poverty relief and development.
6. 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.

This course supports, but does not assess any of the PLO, EU20 or F.W.E. Outcomes.[2]

Course Format

This course will include pre-session readings, research, and writing, the session lectures and discussion, and the post-session research, and writing. To accommodate international students in the context of the COVID-19 pandemic the course will be presented online via Zoom. The format from Monday to Thursday will consist of Zoom lectures and presentation from 9 am to 12 noon (Central Daylight Time). The afternoon sessions will consist of a mixture of student presentations, online interviews with specialists in the field, and reflective discussion. Friday the class will meet from 9 to 12.

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[1] All masters and doctoral PLOs, EU20 and FWE outcomes can be found at https://agts.edu/current-students/academic-policies/

[2] All AGTS Learning Outcomes can be found at: https://agts.edu/current-students/academic-policies/

Course Schedule
The course will follow the following themes over the course of the week:
1. Relief and Development: What it is, what it's NOT, what's the intended outcome?
2. The theology of development
3. The foundations of an integrative approach to Faith and Science to inform best practice
4. The essential components of a uniquely Pentecostal approach to development
5. Impediments to an understanding of an integrated Pentecostal Model of Development
6. An ecclesiological model for development

Schedule subject to change.

Course Policies & Requirements

Preparation
In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel email and Course Commons. This class will use Course Commons for all course communication, interaction, content, announcements, collaboration and assignments.

Participation
Students will be expected to regularly contribute to the class, collaborate with one another, and to "learn by doing."

Attendance
I will record attendance for each class session. Please be present, on time, and ready to go for each session, taking care to silence or shut down any distractions. If an absence is necessary (for a whole class session or any significant part of a class session), please communicate with me in advance. Because this is an accelerated course, students who miss more than a day and a half will be removed from the course (WP or WF).

Assignments

Pre-Session
Students will be required to read about 2500 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.

Please note that doctoral students will be required to do a presentation in class of one of the books highlighted in RED. You can reserve your choice by communicating with the professor who will officially assign that book to you if you are the first to choose that book: First come, first served! A list of books that have been chosen will then be put on Course Commons to avoid duplication.

Prior to the commencement of the class students will read their quota of pages from the books that they have chosen. They will submit a statement which lists the books that they have chosen to process, together with an affirmation that these titles were not read as a requisite for another class. This statement will account for 10% of the course grade.

Course Week
During the course of the week, students will be expected to display insight into the discussions while presentations on various themes and authors are being presented in the light of their readings. Active class participation in discussions, raising counter-arguments to opinions expressed, and challenging the assumptions of some of the prescribed authors would be expected of each student.

The level of participation of the student during this week will constitute 15% of the grade in the class.

At a point as determined by the professor, students will do a PowerPoint-type presentation on the book that they have chosen (and that was approved by the professor). The presentation should be a summary of the main themes and contributions of the author, and include appropriate, "pithy" quotes that the rest of the class can refer to when they interact with this content. The presentation should not exceed 45 minutes and leave room for questions from fellow students.

This presentation will constitute 20% of the grade in the class.

Post-Session
After the session students will submit two papers.

In the first the student will submit a reflection paper on the titles that they chose to read for this class (as submitted in the pre-session assignment). This reflection paper will contain the following:

1. A brief summary of the theme of each book followed by a reflection on the theme of that book. The summary and reflection should be done sequentially, one reflection on a book at a time. By terming this exercise a "reflection" it should be pointed out that 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.
2. After the summary and reflection on each book has been completed a summative reflection on the 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.
3. 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.

The grade on this report will constitute 20% of the grade in this class.

The second paper will be a report on the student's reflections, observations, and insights in the light of the class presentations and discussions. The student will produce a document which reflects their understanding of a Pentecostal approach to development and transformation. It will be expected of the student to ___liberally quote and reference the authors and contributors___ that were discussed during the session and presented by their fellow students.

This document has no page limit (neither minimum nor maximum) and will account for 40% of the grade in the class. It will be graded on the level of insight that the student applies to the subject matter, the extent to which they quote and reference the various authors, and the quality of integration that the student displays in applying the theories and opinions of the major theorists that were dealt with in the class.

The grade on this report will constitute 35% of the grade in the class.

NOTE: ALL REQUIRED WORK FOR THIS COURSE MUST BE SUBMITTED BEFORE JULY 1, 2021 (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

Research/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*, 9th 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. If you have any questions or concerns, please let me know.

Writing Style Guide
All formal papers (unless otherwise specified by the instructor) are to be formatted according to the AGTS Writing Style Guide.

Communication
Good communication is essential to success in college and beyond. If you know that you won't be able to access the course for more than 3 days, please communicate with me in advance.

If you have a question, comment or suggestion, feel free to contact me. You may contact me by phone, email, or through Course Commons. I will respond to emails/messages within 24 hours. I expect students to stay on top of communication that I send to them. Please be sure to set up your notifications so that you are daily connected to what's happening in our class.

Assessment

The grading rubrics for major assignments will be available with the assignment instructions. For most assignments, grades will be posted in Course Commons within 7 days to allow the professor time to provide detailed feedback along with the evaluation.

Grading Policy
Final grades will be assigned according to the following calculations:

Assignment	Weight
1. Statement with respect to reading	10%
2. Class participation	15%
3. Book presentation in class	20%
4. Interactive reflection on readings	20%
5. Summative Report	35%
Total:	100%

Late/Missed Assignment Policy
All assignments are due at the dates and times specified. Late assignments can be submitted 48 hours late for a deduction of 20% per day. No assignments will be accepted for any credit after being more than 48 hours late, unless prior arrangements have been made.

- Please be proactive in your assignment preparation and submission!
- If there are any difficulties in submitting an assignment, please email me immediately!
- Difficulties with an assignment? Contact me before the due date!

Missed quizzes/assignments may be made up at the discretion of the professor. If you know you will be unavailable to submit a quiz/assignment before the due date, please make arrangements for an alternative time. If a quiz/assignment is missed, the student has 48 hours to contact the professor for a possible make-up time.

Grading Scale
Grades will be based on the number of points accumulated by completing assignments, projects, and quizzes. The following grading scale applies:

100% ‣ 94%	93% ‣ 90%	89% ‣ 87%	86% ‣ 84%	83% ‣ 80%	80% ‣ 77%	76% ‣ 74%	73% ‣ 70%	69% ‣ 67%	66% ‣ 64%	63% ‣ 60%	59% ‣ 0%
A	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D+**	**D**	**D-**	**F**

Grade Access
All course grades will be recorded and shown through Course Commons. Simply click the "Grades" link in the course menu. For more information on how to check your grades and what you can do from this page, see [How Do I View My Grades?](#)

The Temporary Grade of Incomplete
An "I" (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* may be obtained from your administrative assistant in your department.

Specific Data
Syllabus prepared by Johan Mostert, October 1, 2020.

Academic Integrity

As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in the section IX. University Policies: Academic Integrity.

Accommodation Statement

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 by Evangel University 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 me 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 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.

Inclusive Language

The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God's will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7–9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.

Electronic Devices in the Classroom

It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment or promotes dishonesty or illegal activities is prohibited.

Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

University Resources

Evangel University Libraries

Klaude Kendrick Library's physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The **Cordas C. Burnett Library** is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit Evangel University Libraries. Evangel's libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place

The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see The Write Place Online.

The Center for Student Success

The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see The Center for Student Success.

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.edu.
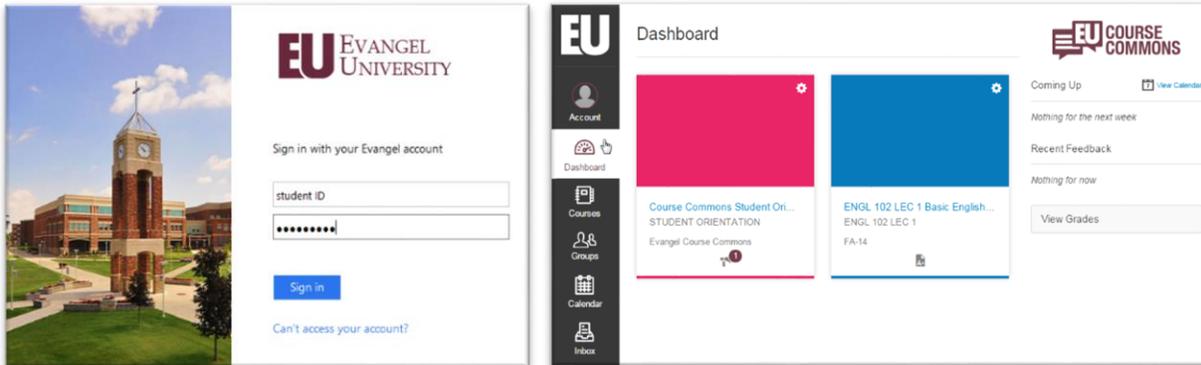
Use your Evangel username and password to login.

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. If students have not completed their financial registration by the first official day of class, their 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.
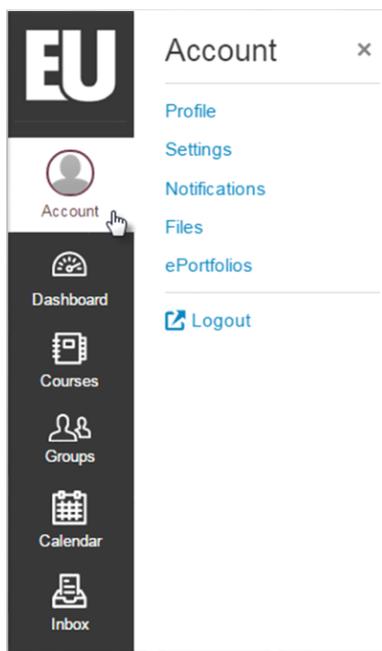
Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.
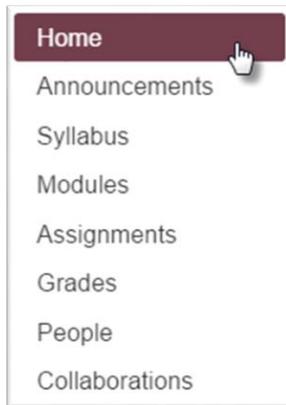
You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

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 Support menu from any page in Course Commons.

Click on the Support 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 Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the Canvas Student Guide for help on a specific topic.

Support ✕

Course Commons Student Orientation
This course provides on-demand video tutorials for using Course Commons.

The Center for Student Success
Your success is our goal! This course contains resources for career planning, student employment, tutoring and academic support.

The Write Place
Find resources and connect with tutors to help you hone your writing skills.

Ask Your Instructor a Question
Questions are submitted to your instructor

Search the Canvas Guides
Find answers to common questions

Report a Problem
If Canvas misbehaves, tell us about it

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 Support 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 studenthelp@evangel.edu (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.