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COURSE INSTRUCTOR: John Marsden, MA, MSc & Kate Marsden, MB. ChB

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COURSE DESCRIPTION:

As this is a course looking at the social context of community development, we will begin our discussions by looking at society, its structure and a variety of social contexts. We will then examine poverty, worldviews, and a continuum of development practices. We will discuss a variety of tools and hopefully come up with a few new ones before our field visits toward the end of the course. There will be short writing assignments given through-out the course, each designed to help you think through the material presented. You will have a final project due at the end of the course. We will discuss topics for same during the first week of class. The last two class days will be dedicated to giving presentations based on your final papers.

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COURSE LEARNING OBJECTIVES:

1. To examine and understand a variety of social context.
2. To develop an understanding of how the interdependence of systems impacts communities and thus development.
3. To understand global development policy and underlying assumptions of same.
4. To explore the concept of poverty and develop new perspectives relative for practice
5. To develop an understanding of 'worldview' and how worldview impacts development practice; to consider and develop new perspectives on development from a Biblical perspective
6. To understand current and emerging models in secular development; in Christian-based development
7. To understand "restoration of relationship" and the implications for 'development' practice

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COURSE GOAL:

Students with a broader understanding of and vision for development as God would have it be.

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COURSE READINGS:

Myers, Bryant L. (1999) *Walking with the Poor*. New York: Orbis

Corbett, Steve; Fikkert, Brian (2012). *When Helping Hurts*. Chicago, IL: Moody

Specific articles to be provided. - All will be placed in course Dropbox folder.

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SECONDARY READING MATERIALS:

Isbister, John. *Promises Not Kept*. Bloomfield, CT: Kumarian, 2006.

Christian, Jayakumar (1999) *God of the Empty-Handed*. Monrovia, CA: MARC

Filbeck, David (1985) *Social Context and Proclamation*. Pasadena, CA: William Carey

Miller, Darrow L and Stan Guthrie. *Discipling Nations: The Power of Truth to Transform Cultures*. Seattle, WA: YWAM Publishing, 2001.

Elliott, Charles. *Locating the Energy for Change: An Introduction to Appreciative Inquiry*. Winnipeg: International Institute for Sustainable Development, 1999. Print, and Online at: <http://www.iisd.org/pdf/appreciativeinquiry.pdf>

Escobar, Arturo. *Encountering Development*. Princeton, NJ: Princeton University Press, 1995.

The course also draws extensively from:

Van Groningen, Jan. *The Theology of Development: A Biblical Understanding of Christian Mission and Community Development*. Communities First, 2005. A workbook.

All assignments and reading beyond the class text books will be posted in the course drop-box folder; students will be notified during classes of any and all new postings.

COURSE ASSIGNMENTS:

Class Participation: All students are expected to come to class prepared to participate in the discussions. This means that reading assignments will be completed by the day they appear in the syllabus. Read thoughtfully. Journal any interesting ideas, feelings and prompts to personal growth or action. Your class participation grade will depend on the quality as well as the quantity of your participation in class discussions. Discovering insights in the contributions of others is as important as speaking out. Seek to develop other student's contributions. Accurately summarising different people's contributions when feeding back from group work is particularly worthwhile.

Daily Journals: Each student will maintain a journal of their readings, reflections on learning in the classes, assigned out of class tasks and field experiences. This is not a travel log but a reflection journal. The journal will be evaluated upon the consistency (minimum of 5 entries per week) and level of engagement (description only will earn up to 65 for example; recording new ideas will gain additional marks; identifying concepts and processes could earn 85; and deducing impact on development situations and describing relevant personal application will earn 95 or higher). Journal evaluations will be conducted randomly throughout the course by inviting students to share their journals with individually with the course instructors.

Class Papers: Each student will prepare 2 short process papers, of 500 words each, in which they will demonstrate their understanding of developmental concepts, the role of culture, worldview and faith, in transformational development. The papers will also provide the student with an opportunity to develop a more comprehensive framework for assessing development.

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Field Visit Engagement: Students will be assessed on their engagement with local people during the field visits. Credit will be given for demonstrating listening skills, observation and selection of appropriate information gathering approaches.

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Project: Students will work in small groups. Based upon the field visit each group of students will present a community assessment and development case study during the last week of classes. Following a 30 minute presentation each group will review their own performance and seek feedback from other classmates. In addition each group will prepare a final paper regarding their assessment of the development organization's approach and impact, to be revised and submitted after the presentation.

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COURSE EVALUATION:

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Class Participation	10%
Daily Journals	15%
Class Papers x 2	2 x 15%
Field Visit Engagement	10%
Project: Presentation	15%
Final Report	20%
Total	100%

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GRADING SCALE:

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95-100 A	85-88 B	75-78 C	65-68 D
92-94 A-	82-84 B-	72-74 C-	62-64 D-
89 -91 B+	79-81 C+	69-71 D+	0-61 F

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COURSE POLICIES:

Attendance is required at all class sessions. Success in the course depends heavily on your attendance, preparation and participation. Students shall practice academic honesty. All academic dishonesty, cheating, and plagiarism is prohibited, including, for example:

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- giving or receiving aid during a quiz or examination;
- turning in written work prepared partially or wholly by another;
- presenting another's ideas or work as your own without proper citation;
- failure to cite sources used in a research paper or oral presentation.

If you are uncertain about how to comply with academic integrity standards, including how to avoid plagiarism, please ask. Students are expected to produce written work that is focused, well developed, organized, and relatively free of grammatical, punctuation and spell-

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ing errors. Papers that do not meet this standard will be returned to the student for revision within a reasonable time. At a minimum, the paper shall have:

- a clear thesis and maintain a focus;
- paragraphs that are well developed with topic sentences and adequate support;
- smooth transitions and flow of ideas;
- correct grammar and academic style;
- proper documentation of borrowed ideas using MLA (or other recognized) citation format.

Papers should be written with a logical flow, using headings and subheadings to organize your thoughts and the reader's attention. Additional criteria for papers will be discussed in class. All assignments are due on time. Late assignments will be penalized. Permission for extensions must be requested in advance of the due date, and the assignment is still subject to grade reduction. Assignments turned in late without a request for extension will not be graded.

TEACHING AND LEARNING METHODS:

This course will take advantage of several learning opportunities. The course instructors are passionately committed to a discovery learning approach to adult education, whether for illiterate mothers in a rural village or highly literate university students. The instructors aim to model this throughout the course. Both during and outside of class sessions, learning will therefore be through a series of group and individual tasks designed to connect ideas, feelings and actions. Assigned reading will be one way of adding new knowledge. Class exercises will enable praxis – action with reflection. Writing assignments are in place to assist the student in both processing information and in developing skills for clearly expressing new ideas. Field assignments are designed to expose students to specific community development situations so that practical application of class discussions and readings are possible. Group projects will allow students the opportunity to integrate learning into practical solutions. Journaling fosters personal reflection and integration.

COURSE OUTLINE

See calendar sheets sent to your email address. All dates are approximate. Lecture topics, reading assignments and due dates will be confirmed in class. This syllabus is intended to facilitate the exchange of information between the instructor and student and in no way should be construed as legal document or commitment.

Date	Topic	Prior Reading
Tues 31 st March	Introduction to the Course; Short introduction to transformational development; Cultural worldviews	

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Date	Topic	Prior Reading
Wed 1 st April	Biblical worldview – God's Plan of Restoration and Mankind's God-given Role	Myers: Ch1 p5, Ch2 p20-37. Corbett: Forwards P9-12; Pritchard, Sheila. <i>Digging Wells or Building Fences</i>
Thu 2 nd April	Biblical worldview – Salvation & Being Created in God's Image	Myers: Ch2 p37-56; Corbett: Intro & Ch1 p30-46
Fri 3 rd April (pm)	Biblical worldview - God's Plan to Bless the Nations and The Poor in God's Plan	Myers: Ch3; Corbett : Ch2.
Mon 6 th April	Wholistic transformational development 1	Meyers: Ch1 p4-11, Ch4; Corbett: Ch3.
Wed 8 th April (pm)	Wholistic transformational development 2	Meyers: Ch5; Corbett: Ch4. First class paper due.
Thu 9 th April	Assessing poverty & potential 1	Meyers Ch6; Corbett: Ch5.
Fri 10 th April	Assessing poverty & potential 2; Introduction to field visits.	Meyers Ch7; Corbett: Ch6.
Mon 13 th April	Preparation for field visits.	Second Class Paper Due: Wed 16 th April
Thur 16 th April	Field – Lahu rural village – travel and familiarization	
Fri 17 th April	Field – Lahu rural village – practical activities and interviews	
Sat 18 th April	Field – Lahu rural village – practical activities and interviews	
Sun 19 th April	Field – Lahu rural village – church and travel back	
Mon 20 th April	Review of Field Visit; The Development Industry & the Role of the Church	Meyers: Ch8; Corbett: Ch9.
Tues 21 st April	Application to my life as a North American	Corbett: Ch7&8.
Thu 23 rd April	Project presentations	
Fri 24 th April	Project presentations continued; Course review	
Mon 27 th April	Course wrap-up and evaluation	Final Project Reports due Monday 27 th 5pm