



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

December 15 – 19, 2014

COURSE SYLLABUS

PROFESSOR

Johan Mostert, D.Phil.
Professor of Community Psychology

B.S. Bethany Bible College
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
SMP (Graduate Certificate: Senior Management Programme)
University of Pretoria

Johan Mostert started his career in pastoral ministry with the Apostolic Faith Mission (AFM) in South Africa and served churches in Johannesburg, Pretoria and Cape Town. After sharpening his academic skills he took a call to the church's national Welfare Department to serve as a counselor to 200 abused and abandoned children at the Villa Lubet Children's Village. Over the next 20 years his ministry grew as he progressively took over management responsibilities for community social work, geriatric and adoption services for the national Church. As far as could be ascertained, he was the only person in South Africa who was certified to function within all three these professions: an ordained minister, a counseling psychologist and a social worker.

From 1989 to 2000 he served as national Director of the AFM Welfare Department with its several hundred employees. The dawning of democracy in the country, and the severity of the AIDS crisis brought new challenges as he led his Department into full racial integration and attempted to steer the wider church toward increased sensitivity to the needs of the poor and the vulnerable of their communities. He was a co-founder of Chrisnet, a network of Christian churches involved in welfare and development that negotiated with the new government on new social legislation, funding priorities and the recognition of the role of Faith-Based Organizations.

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

THE PURPOSE, PROGRAM GOALS, SPECIFIC LEARNING OUTCOMES FOR THE DOCTOR OF PHILOSOPHY IN INTERCULTURAL STUDIES

1. The purpose of the Ph.D./ICS is to facilitate the development and academic certification of vocations in missiological and intercultural teaching and scholarship by:
 - a. providing an environment and essential tools that enable research and theological reflection,
 - b. creating a unique learning experience customized to each student's call, gifts and academic interest,
 - c. equipping missiologists for research, teaching and missional praxis in an increasing complex multicultural world, and
 - d. giving credible voice to scholar practitioner missionaries and national leaders before the academy and the Church.
2. The Ph.D./ICS program goal is to contribute to the discipline of intercultural studies by enriching research, teaching and the practice of those involved in the field.
3. The specific learning outcomes for the Ph.D./ICS program are that the upon completing the program the student will be able to:
 - a. demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies
 - b. competently innovate, defend and critique scholarly work and missional practice for the benefit of the academy and the broader community of faith
 - c. demonstrate ability to engage in original missiological intercultural research and writing that contribute to the discipline and to their research context for the sake of their tradition, the Church and the academy
 - d. make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth
 - e. demonstrate the ability to utilize research and theological/missiological reflection in specific contexts

- f. commit to the vocation of theological, missiological and intercultural scholarship in its dimensions of teaching, learning, and research

COURSE DESCRIPTION

This course facilitates the articulation of a Christian response to global relief and development. Classical and modern theories of economic development and poverty eradication will be examined from a Christian 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 Pentecostal perspectives on discipleship and development.

OBJECTIVES

At the conclusion of this course you should be able to:

- Formulate a biblical theology of development
- Identify the contributions and limitations of socialism, free-market capitalism, liberation theologians and Christian relief and development organizations in the war on poverty
- Evaluate the major historic economic theories from a Christian perspective
- Understand the global financial crisis and debate the theories that speak to its underlying causes
- 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
- Compare and contrast the utility of specific development strategies to combat poverty.

METHODOLOGY

The course will include lectures, class discussions, specialist guest speakers, 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.

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. The Divine Conspiracy (cnt'd): Willard & Black
 - e. Pursuing social justice
 - i. Keller: Generous Justice
 - ii. Cannon: Social Justice Handbook
 - iii. Sherman: Kingdom Calling
 - f. 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

PRESCRIBED BOOKS

Journal Articles (roughly 130 pages)

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

Mostert, J. (2012). Community psychology as socio-missional entrepreneurship. *Journal of Psychology and Christianity*. Vol 31(1), 66-77.

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

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)

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

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

Samuel, Vinay & Sugden, Chris (Eds.) (1999). *Mission as Transformation: A Theology of the Whole Gospel*. Carlisle, CA: 1999. Available from AGTS at reduced price (President's Office). Only the first 300 pages.

Schmidt, A.J. (2004). *How Christianity Changed the World*. Zondervan Publishing House: Grand Rapids, MI. 423p. Amazon: \$14.96. **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.

Willard, D. & Black, G. jr. (2014). *The Divine Conspiracy Continued*. NY: HarperOne. 326p. Amazon: \$18.92. ISBN: 978-0-06-229610-8.

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 (from December 15th to the 19th 2014) 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 these titles were not read as a requisite for another class
2. A brief 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” 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.
3. 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 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 **ONE WEEK before the class (December 8th)**. 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.

Course Week

PhD doctoral students will be required to make presentations to the rest of the class during the week of the course wherein they provide evidence of mastery of the work of one of the following authors. These titles will be allocated on a first-come-first-served basis:

Cannon, E.C. (2009).
Corbett, S & Fikkert, B. (2014).
Miller, D.E. & Yamamori, T. (2007).
Schmidt (2004)
Sherman, A.L. (2011).
Willard, D. & Black, G. jr. (2014).

Class presentations need to take about two hours and 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.

A part of your grade will also be allocated for the level at which you are proficient in teaching and able to capture the attention and interest of your classmates.

This presentation will constitute 50% of the grade in this class.

Post-Session

For the post-session paper the student will revisit their pre-session reading reflections and in the light of the class presentations and discussions produce a document which now reflects their revised understanding of the concepts of 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.

This document has no page limit (neither minimum nor maximum) and will account for 20% of the grade in the class. It will be graded on the level of insight that the student applies to the subject matter 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. A submission date will be determined during the class.

General Guidelines for Formal Writing Assignments: Each writing assignment should be typed, double-spaced in a 12 point font. It should contain your name and should conform to Turabian Parenthetical academic style manual. The paper must be well-structured, clearly written, and grammatically correct. Make sure someone proof reads your paper before you submit it to avoid typographical, grammatical and editorial errors. Papers which do not engage the appropriate bibliographic resources will be returned for rewrites (In future courses papers which have not done so will be rejected.)

****All work must be submitted electronically as Word Document attachments to Johan Mostert at AGTS by e-mail (mostertj@evangel.edu) . Please include your last name as the first word in the file name.**

GRADING PROCEDURE

The grade for this course will be constituted as follows:

- 30% for the pre-session report
- 50% for the quality of the student's class presentation and participation during the session at AGTS
- 20% for the post-session integrated reflection

SPECIFIC DATA

Students with Disabilities: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

Non-Discriminatory Language. All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. 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.

Prepared by Johan Mostert D.Phil., August 12, 2014