# Course Syllabus – Winter, 2016
## "Theologies of Poverty and Development"
## Wycliffe College, Toronto School of Theology

## Course Identification

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| Course Number: | WYP 2625 HS |
| Course Name: | Theologies of Poverty and Development |
| Classroom Dates: | Winter term 2016 – Wednesdays, 11am-1pm |
| | (Jan 13th – April 6th. Reading week: Feb 15-19) |
| Campus: | Wycliffe College, 5 Hoskin Ave, Toronto |

## Instructor Information

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| Instructor: | David D. Kupp      david.kupp@utoronto.ca      416-946-3535 x2561 |
| | Professor, Urban & International Development, Wycliffe College |
| Office hours: | Wednesdays and Thursdays, by appointment |

## Course Prerequisites or Requisites

None

## Course Description

This course introduces participants to a range of historical and contemporary theologies of poverty, development, justice and peace, located among local and global community movements, faith-based organizations and church institutions of the global South and North. The theory and practice of international and community development are integrated with theological analysis and reflection on questions of the presence of God and God's people in the spaces of vulnerability, poverty, justice and transformation.

Participants in this course have opportunity to explore the biblical and theological underpinnings for several approaches to poverty and development, justice and peace. The course examines existing principles and potential theological frameworks for faith-based engagement in disaster response, development, advocacy and social change. The course has value for community leaders, development practitioners and church agencies that want to build solid biblical and theological foundations for community development.

The purpose of the course is to increase participants' capacities to reflect and act biblically, theologically and historically about their vocation, their organization and their daily engagement with poverty and injustice.

The course includes engagement, reflection and readings in:
1. Poverty, development and justice in the Bible
2. Poverty, development and justice in various church traditions

3. The apologies and confessions of the church
4. Toxic charity
5. Indigenous perspectives on poverty and development
6. Poverty, power and policy: the church as advocate
7. Faith-based NGOs
8. Constructing a contemporary theology of development
9. Integral mission and evangelical perspectives on poverty and development
10. Roman Catholic, Anglican and other perspectives on poverty and development
11. The religion and development dialogue
12. Creation care, poverty and development
13. Ethical and spiritual issues for development practitioners


## *Course Methodology*

The course is built around a range of adult and community-based learning methodologies. See in particular the additional notes below on pedagogy, seminar/workshop style classrooms and messy learning. Classroom sessions employ interactive discussions, workshop exercises, simulations, collaborative research, participatory activities, multi-media, mini-projects, readings, personal journals, external events, visiting experts and lectures.

## *Course Learning Outcomes*

Wycliffe's MTS-Urban & International Development degree gives opportunity for focused and advanced study of and integration between the fields of biblical theology and community development. This course is explicitly interested in that integration, especially as it explores how the church and faith-based NGOs historically and today theologically articulate and act their roles when engaging in poverty, development, justice and peace.

**1. Depth and Breadth of Knowledge.** Course participants will:
- Understand a diverse range of Jewish and Christian biblical texts on poverty, development and justice.
- Overview the issues and essential features of the topics listed above.
- Choose one core issue and develop deeper knowledge and application of its theological significance for the field of poverty, development and justice.

**2. Application of Knowledge.** Course participants will:
- connect various theologies with their corresponding strategies and activities in poverty and development.
- analyze and evaluate biblical, theological and historical insights for real-life situations as development practitioners.
- articulate their own theological understanding of poverty and development in a vocation of human empowerment and community transformation.

**3. Professional Capacities.** Course participants will:
- practice facilitation and co-facilitation.
- receive constructive coaching and feedback.
- conduct peer review and learning exercises in biblical, theological and historical reflection.

**4. Level of Engagement.** Course participants will:
- create a course project that demonstrates higher levels of Bloom's taxonomy of learning.
- demonstrate effective levels of discernment by appropriately matching theological approaches with distinct contexts.

**5. Awareness of Limits of Knowledge.** Course participants will:
- gain appreciation of the effect of their own traditions, beliefs, worldviews and contexts on articulating theology and action.
- evaluate anew the importance of gathering, understanding and reflecting on the traditions and worldviews of others.

**6. Research and Scholarship**. Course participants will:
- employ human, organizational, library and knowledge database information resources in developing their course project.
- demonstrate techniques of primary and secondary research, information gathering, interpretation and analysis.
- evaluate critically the features and effectiveness of biblical and theological approaches to poverty, development and justice.

## *Evaluation*

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| 1) Readings: three analytical papers (5%+10%+10%) | 25% |
| 2) Joint case study, with classroom facilitation/presentation | 25% |
| 3) Participation | 20% |
| 4) Final term project. Choose one: | 30% |
|     o Design a 5-session workshop on a developing a theology of development | |
|     o Develop a contextual theology of poverty and development | |

| Assignment & Date | Comments |
|---|---|
| **Three analytical papers on readings. Date: prior to the class session for which that reading is assigned** | Over the term, you are required to choose three readings on three separate weeks, and write three analytical papers. These in total are worth 25% of your grade (5%+10%+10%). The analytical papers must: <br>• Use U of T style guidelines <br>• Be two pages in length, double-spaced, 12 pt font <br>• Include on a separate page a bibliography <br>• Be posted on BlackBoard prior to the classroom time for which that readings are assigned <br>In each analytical paper: <br>1) briefly summarize one of the readings for your chosen week; <br>2) identify the main argument for that reading; <br>3) identify the strongest supporting empirical evidence provided for the argument; and <br>4) identify a weakness with the empirical evidence and note the implications of that weakness for the argument; <br>5) conclude with your brief assessment of the piece. <br>Bring your completed papers to class, and one or two students will be asked to lead off a discussion by reading aloud their analyses. <br>_____ |

| Assignment & Date | Comments |
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| **Due Feb. 10<sup>th</sup>** | **Small group case study proposal** |
| **Small group presentations** during three classroom sessions.<br>**Small group case study write-up due by end of Friday** of presentation week. | **Small group case study and presentation.** Each small group of 2-3 students will:<br>○ Choose an existing, major faith tradition, denomination/church, development organization or champion exemplar that has a well-developed and documented theology of poverty and development.<br>○ Choose a local Toronto neighbourhood in which the stresses of poverty are evident, and where your selected organization or tradition is present.<br>○ Prepare a written analysis of the selected theology of poverty and development.<br>○ Interview at least two qualified stakeholder representatives from the organization and its clients.<br>○ Conduct a brief neighbourhood assessment on foot, and with data.<br>○ Bring analysis and observation together and develop a neighbourhood exegesis case study.<br>○ Prepare a 45-minute presentation and facilitate your colleagues using solid adult education approaches.<br>○ Submit the group's written case study on BlackBoard.<br>○ See further guidelines on BlackBoard. |
| Weekly | **Participation.** Punctual attendance and full participation is essential in all classroom sessions and scheduled events. Participation assumes evidence of thorough engagement with assigned readings, exploration into arising issues, full engagement in small group projects, classroom learning activities, and completion of in-class, extra-class and online assignments.  A variety of participatory learning technologies will be explored and employed together by professor, TA and students. |
| **Due before class Feb 24<sup>th</sup>** | **Final Project proposal.** See guidelines on BlackBoard. |
| **Due Wednesday April 13<sup>th</sup>** | **Final term project.** See guidelines on BlackBoard. Choose one:<br>○ Working within a defined context, develop a theology of poverty, development, justice and peace.<br>○ Working within a defined context, design a five-session workshop on Christianity, Poverty and Development. |

## *Course Resources*

### Required Readings

Required readings for the course will be drawn from:

1) A range of weekly readings drawn from resources listed in the bibliography below,
2) additional readings chosen by occasional guest speakers,
3) and each student's own bibliography for their case study and term project.

### Bibliography

Balchin, Cassandra. "Avoiding Some Deadly Sins: Oxfam Learnings and Analysis about Religion, Culture, Diversity and Development". Oxfam GB: 2011. http://policy-

practice.oxfam.org.uk/publications/avoiding-some-deadly-sins-oxfam-learnings-and-analysis-about-religion-culture-d-140450

Barnett, Micheal and Janice Stein, eds. *Sacred Aid: Faith and Humanitarianism.* Oxford University Press, 2012.

Belshaw, Deryke, Robert Calderisi and Chris Sugden (eds.). "Faith in Development: Partnership between the World Bank and the Churches of Africa." World Bank, 2001. http://documents.worldbank.org/curated/en/2001/08/1631691/faith-development-partnership-between-world-bank-churches-africa

Berger, Julia. "Religious Non-Governmental Organizations: An Exploratory Analysis." *International Journal of Voluntary and Nonprofit Organizations* 14:1 (March 2003), pp.15-39.

Bevans, Stephen B. *An Introduction to Theology in Global Perspectives.* Maryknoll: Orbis Books, 2009.

Blomberg, Craig. *Neither Poverty nor Riches: A Biblical Theology of Material Possessions.* Eerdmans, 1999.

Brueggemann, Walter. *The Land: Place as Gift, Promise, and Challenge in Biblical Faith.* Second edition. Minneapolis: Augburg, 2002.

*Canadian Journal of Development Studies* – forthcoming 2013-2014 special edition, "Religion and International Development."

Christian, Jayakumar. *God of the Empty-Handed: Poverty, Power and the Kingdom of God.* Monrovia, CA: MARC, 1999. (Out of print, available as a pdf).

Clifford, Paula. *Theology and International Development: Poverty.* Oxford: Christian Aid, 2010.

Corbett, Steve, and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor and Yourself.* Chicago: Moody Publishers, 2009. (Reading: Preface through Chapter 3.)

Crossan, John Dominic, *God and Empire: Jesus Against Rome, Then and Now.* San Francisco: Harper, 2007.

Doupe, Andrew. "Partnerships between Churches and People Living with HIV/AIDS Organizations: Guidelines." World Council of Churches, 2005.

Eastern University. Video and podcast resources on Theology of Poverty. http://www.eastern.edu/academics/programs/school-leadership-and-development/sld-leads/theology-poverty

Escobar, Samuel, *The New Global Mission: The Gospel from Everywhere to Everyone.* Inter-Varsity Press, 2003.

Freire, Paulo. *Pedagogy of the Oppressed.* Continuum, 2000.

Groody, Daniel. *Globalization, Spirituality and Justice.* Orbis, 2007.

Gutiérrez, Gustavo. *A Theology of Liberation*. 15th anniversary edition. Orbis, 1988.

Gutiérrez, Gustavo. *We Drink from our Own Wells.* 20th anniversary edition. Orbis, 1984/2003.

Hauerwas, Stanley. *After Christendom? How the Church Is to Behave If Freedom, Justice, and a Christian Nation Are Bad Ideas.* Abingdon Press, 1991.

Hoksbergen, Roland, Janel Curry, and Tracy Kuperus. "International Development: Christian Reflections on Today's Competing Theories." *Christian Scholars Review* 39 (1, 2009), pp.11-36.

Hoksbergen, Roland. *Serving God Globally: Finding Your Place in International Development.* Baker, 2012.

Hope, Ann, and Sally Timmel. *Training for Transformation: A Handbook for Community Workers.* Four volumes. Mambo Press, 1984.

James, Rick. "Handle with Care: Engaging with Faith-Based Organisations in Development." *Development in Practice* 21 (1, 2011), pp.109-117.

King, David P. "World Vision: Religious Identity in the Discourse and Practice of Global Relief and Development," in *Review of Faith and International Affairs,* special issue on Religion and Globalization (Fall, 2011), pp.21-28.

Lausanne Movement, *Cape Town Commitment* (2010), on the web page of the Lausanne Movement. http://www.lausanne.org/en/documents/ctcommitment.html

Leurs, Robert. "Are Faith-Based Organisations Distinctive? Comparing Religious and Secular NGOs In Nigeria." Special Issue: Religion and Development. *Development in Practice* 22: 5-6 (2012), pp.704-720.

MacDonald, Mark. "The Mississauga Declaration." September, 2011. www.anglican.ca/im/foundational-documents/mississauga

McLaren, Brian. *Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road?* Jericho Books, 2012.

Micah Network, *Micah Declaration on Integral Mission* (2001). On the website of the Micah Network: http://www.micahnetwork.org/sites/default/files/doc/page/mn_integral_mission_declaration_en.pdf

Myers, Bryant. *Walking with the Poor: Principles and Practices of Transformational Development.* Revised and expanded edition. Orbis, 2011.

Narayan, Deepa, editor. *Moving Out of Poverty.* 4 volumes. World Bank: 2007, 2009, 2009, 2010. https://openknowledge.worldbank.org/handle/10986/11836

Nurser, John. *For All Peoples and All Nations: Christian Churches and Human Rights.* Geneva: WCC Publications, 2005.

Padilla, C. René, *Mission Between the Times: Essays on the Kingdom.* Carlisle, Cumbria: Langham Monographs, 2nd ed., 2010.

Pallant, Dean. *Keeping Faith in Faith-Based Organisations.* Wipf and Stock, 2012.

Plant, Stephen, J. "Freedom as Development: Christian Mission and the Definition of Human Well-Being." In Henry Martyn Seminar. Westminster College, Cambridge Henry Martyn Centre, 2002.

Pope Benedict XVI. *Caritas in Veritate (Charity in Truth).* http://www.vatican.va/holy_father/benedict_xvi/encyclicals/documents/hf_ben-xvi_enc_20090629_caritas-in-veritate_en.html

Pope Francis, Evangelii Gaudium, 2013. http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html

Pope John Paul II, *Centesimus Annus,* Vatican website.

Pope Paul VI, *Populorum Progressio*. Vatican website.

Rowland, Christopher, ed. *The Cambridge Companion to Liberation Theology.* Cambridge University Press, 1999.

Taylor, Michael. "Christianity, Poverty and Wealth: The Findings of 'Project 21'." Geneva: WCC Publications, 2001.

Tomalin, Emma. "Thinking about Faith-Based Organisations in Development: Where have We Got To and What Next?" *Development in Practice* 22:5-6 (2012), pp.689-703.

Williams, Rowan. Video of speech: "New Perspectives on Faith and Development."  YouTube: http://www.youtube.com/watch?v=lNiu4PDGBSw . 37 minutes.

Woolnough, Brian and Wonsuk Ma, eds. *Holistic mission: God's plan for God's people* (Eugene, Or.: Wipf & Stock, 2010)

Wright, N. T. *Surprised by Hope: Rethinking Heaven, Resurrection, and the Mission of the Church.* New York: HarperOne, 2008.

Yamamori, Tetsunao, and C. René Padilla, eds., *The Local Church, Agent of Transformation.* Buenos Aires: Ediciones Kairos, 2004.

Yoder, Richard, Calvin Redekop and Vernon Jantzi, eds. *Development to a different drummer: Anabaptist/Mennonite experiences and perspectives.* Good Books, 2004.

UNFPA, "Guidelines for Engaging Faith  Based Organisations (FBOs) as Agents of Change." http://www.unfpa.org/culture/docs/fbo_engagement.pdf

UNFPA, "Partnering with Faith-Based Organizations" - http://www.unfpa.org/culture/fbo.html "

## *Course Website*

- Blackboard https://weblogin.utoronto.ca/

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask for further help.

## *TST: Late Assignments and Grading*

Students are expected to complete all course work by the deadlines listed for each assignment. All work in total must be submitted by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than two weeks before the completion of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

**One percentage point per day will be deducted from the course grade if an extension has not been requested before the stated deadline of any particular assignment**.

**Course grades**. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or the TST and Wycliffe College grading policy.

> A+ (90-100)
> A (85-89)
> A- (80-84)
> B+ (77-79)
> B (73-76)
> B- (70-72)
> Failure

Please see the basic degree handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

## Policies

**Accessibility**. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

**Integrity.**

- **New readings.** The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

- **New work.** The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

- **Written assignments will follow the style and format guidelines** provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style,* 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition). See http://www.writing.utoronto.ca/advice/using-sources/documentation. See the "Quick Guide" to this style at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

- **Terms relating to sex and gender** will follow the TST writing guidelines. See chapter 14 "Elimination of Stereotyping in Written Communication" in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with

disabilities." See also the guidelines for unbiased language on the University website (go to http://www.writing.utoronto.ca/advice and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

**Plagiarism**. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/content/handbooks) and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. Students are assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

**Other academic offences**. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).