



Course Syllabus – Winter, 2019
“Theologies of Poverty and Development”
Wycliffe College
Toronto School of Theology

(Revision: June 2018)

Course Identification

Course Number: WYP 2625 HS
Course Name: Theologies of Poverty and Development
Classroom Dates: Winter term, 2019: Thursdays, 2:00-4:00 pm
(Jan 10th – April 4th. Reading week: Feb 18-22)
Campus: Wycliffe College, 5 Hoskin Ave, Toronto

Instructor Information

Instructor: David D. Kupp david.kupp@utoronto.ca 416-946-3535 x2561
Professor, Urban Community Development, Wycliffe College
Office hours: 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 among 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 and selected church traditions

2. Selected contemporary Christian voices on poverty, development and justice
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, evangelical 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, visiting experts and lectures.

Course Learning Outcomes

Wycliffe's MTS stream in Urban Community Development 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, numerous voices 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 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: two analytical papers (10%+10%) | 20% |
| 2) Champion case study, with classroom facilitation/presentation | 40% |
| 3) Final term project. Choose one: | 40% |
| o Research paper on specific question arising from course themes | |
| 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
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.
Two analytical papers on readings. Date due: day of the class session for assigned reading	At the beginning of term, each student chooses two different weeks, writes an analytical paper that covers at least two required readings from each weekly set, and presents the paper in class. These in total are worth 20% of your grade (10%+10%). The analytical papers must: • Be tightly written, concise and scholarly • Use U of T style guidelines • Be 600 words in length, plus bibliography • Be posted on the course website prior to the classroom time for which the readings are assigned In each analytical paper: 1) briefly summarize the content and themes from at least two of the week's readings;

Assignment & Date	Comments
	2) articulate the main argument for each reading; 3) identify the strongest supporting empirical evidence provided for each argument; and 4) identify a weakness with the empirical evidence and note the implications of that weakness for each argument (use additional sources, if appropriate); 5) conclude with your brief assessment. Bring your completed paper to class, and one or two students will be asked to lead off a discussion by reading aloud their analysis. Papers and discussions will be subject to peer assessment. _____
Champion case study and presentation: dates TBD. Final case study write-ups due by Friday 29th March.	Champion case study and presentation. Each student will: Choose a personality from list of Christian or faith-based champions of poverty & dev't, justice & peace. Or, students may also choose a Christian organization or movement with a well-developed and documented history and theology of poverty and development. Choices to be finalized with the instructor. - o Develop a plan for research, written report and classroom presentation. Draft a max. 3/4 page proposal for your case study project. Post on the course website, and bring a copy to class Jan 31st. - o Conduct document review, and develop a bibliography. - o If an organization, interview at least three qualified stakeholder representatives from the organization and its partners. - o Prepare a written analysis of the champion's or organization's theology of poverty and development, to an agreed framework. - o Bring together research, interviews, observation and analysis, and develop the case study. - o Prepare a 45-minute presentation, develop a required/optional readings list for the class and facilitate your colleagues using solid adult education approaches. - o Submit the final written case study on the course website by Friday 29th March.
Due before class February 28th	1-page proposal for final term project. See guidelines on the course website.
Due Wednesday April 10th	Final term project. See guidelines on the course website. Choose one: - o Develop a research paper on a focused research question from one of the course's key themes. - o Working within a defined context, develop a theology of poverty, development, justice and peace. - o Working within a defined context, design a five-session workshop on a theme within Christianity, Poverty and Development.

Course Resources

Required Readings

Students are not required to purchase textbooks for this course. Required readings of articles and chapters for the course will be posted online, drawn from:

- 1) A range of weekly readings from resources listed in the bibliography below, as well as additional online readings posted as links and .pdfs,
- 2) additional readings related to site visits or guest speakers,
- 3) and each student's own bibliography for their case study and term project.

Bibliography (additional bibliographies need to be built for each champion case study and each final project)

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- 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>
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http://www.unfpa.org/culture/docs/fbo_engagement.pdf
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Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Personal Website <http://individual.utoronto.ca/name>

Late Assignments and Grading

Students are expected to complete individual assignments by their due dates, and all course work by the final deadline of 10th April, 2019. One percentage point per day will be deducted from the course grade if an extension has not been approved before the stated deadline.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the final deadline scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

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 TST and Wycliffe College's grading policy.

TST Grading System - Basic Degree Students

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive
A	85-89	4.0	Outstanding	

A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post- baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

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

Integrity, Content, Format

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.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs 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.

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* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be 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>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.