Course Syllabus – Winter, 2018
“Theologies of Poverty and Development”
Wycliffe College, Toronto School of Theology

(Revision: 31 March 2017)

Course Identification

Course Number: WYP 2625 HS
Course Name: Theologies of Poverty and Development
Classroom Dates: Winter term, 2018: Thursdays, 2:00-4:00 pm
(Jan 11th – April 5th. Reading week: Feb 19-23)
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, personal journals, external events, 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**

1) Readings: two analytical papers (15%+15%) 30%
2) Student case study, with classroom facilitation/presentation 25%
3) Final term project. Choose one: 45%
   - Research paper on specific question arising from course themes
   - Design a 5-session workshop on a developing a theology of development
   - Develop a contextual theology of poverty and development

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<tr>
<th>Assignment &amp; Date</th>
<th>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.</th>
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| Two analytical papers on readings. Date due: day of the class session for assigned reading | Over the term, you are required to choose two readings from two separate weeks, and write two analytical papers. These in total are worth 30% of your grade (15%+15%). The analytical papers must:
   - Use U of T style guidelines
   - Be 600 words in length
   - Include on a separate page a bibliography
   - Be posted on BlackBoard prior to the classroom time for which those readings are assigned
   In each analytical paper:
   1) briefly summarize the readings for your chosen week;
   2) identify the main argument for that reading; |
### Assignment & Date

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<tr>
<th>Assignment &amp; Date</th>
<th>Comments</th>
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<td>3) identify the strongest supporting empirical evidence provided for the argument; and 4) identify a weakness with the empirical evidence and note the implications of that weakness for the argument; 5) conclude with your brief assessment of the piece. Bring your completed paper to class, and one or two students will be asked to lead off a discussion by reading aloud their analyses. Papers and discussions will be subject to peer assessment.</td>
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| Student case study presentation: dates TBD. Final case study write-ups due by 29th March. | Student case study and presentation. Small group of students will:  
- Choose either 1) a personality from list of Christian social justice champions, or 2) Christian organization or movement with a well-developed and documented history and theology of poverty and development.  
- Develop a plan for research, written report and classroom presentation.  
- Conduct document review.  
- If an organization, interview at least two qualified stakeholder representatives from the organization and its partners.  
- Prepare a written analysis of the personality’s or organization’s theology of poverty and development, to an agreed framework.  
- Bring together research, interviews, observation and analysis, and develop the case study.  
- Prepare a 45-minute presentation and facilitate your colleagues using solid adult education approaches.  
- Submit the final written case study on BlackBoard by 29th March. |

| Due before class March 1st | 1-page proposal for final term project. See guidelines on BlackBoard. |
| Due Friday April 13th | Final term project. See guidelines on BlackBoard. Choose one:  
- Develop a research paper on a focused research question from one of the course’s key themes.  
- Working within a defined context, develop a theology of poverty, development, justice and peace.  
- Working within a defined context, design a five-session workshop on 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


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


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.


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


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 yourUTORid and password. Once you have logged in to the portal using yourUTORid 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.
Academic research and writing. For helpful advice on academic research and writing see http://www.writing.utoronto.ca/advice.

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.

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).

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

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.

Late Assignments and Grading.

Students are expected to complete all course work by the posted deadlines. Under exceptional circumstances, with the written permission of the instructor, students may request an official extension (SDF = “standing deferred”) beyond the end of 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.

During the course, beginning on the day after any due date, one percentage point per day will be deducted from any assignment submitted late without permission. At the end of the course, one percentage point per day will be deducted from the overall course grade if an SDF extension has not been requested before the stated deadline.
Course grades. Consistent 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 scale

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<tr>
<th>Letter Grade</th>
<th>Numerical Equivalents</th>
<th>Grade Point</th>
<th>Grasp of Subject Matter</th>
<th>Other qualities expected of students</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0</td>
<td>Profound and Creative</td>
<td>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 knowledge base</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
<td>Outstanding</td>
<td>Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
<td>Excellent</td>
<td></td>
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<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
<td>Very Good</td>
<td>Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
<td>Good</td>
<td></td>
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<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
<td>Satisfactory at a post-baccalaureate level.</td>
<td>Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature</td>
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<tr>
<td>FZ</td>
<td>0-69</td>
<td>0</td>
<td>Failure</td>
<td>Failure to meet the above criteria</td>
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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 materials that are new to the student. 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](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](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](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.