



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

December 12 – 16, 2011

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)  
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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.

He is widely recognized as a leading authority on local-church response to the global AIDS pandemic and travels frequently as a speaker and project consultant for faith-based development

agencies both in the US and internationally. His book, “How to become HIV+: Guidelines for the Local Church” was published by Kerus Global Education this past year. Since 2004 he has been with the Counseling Department at AGTS where he teaches Research Methods, Psychological Tests and Measurements, Cross-Cultural Counseling and Child and Adolescent Psychopathology to prospective Licensed Professional Counselors (LPCs). He also teaches two subjects in the practical theology department, Advanced Pastoral Counseling and Pentecostal Perspectives on Justice, the Church and Society. He is the Relief and Development Track leader in the Intercultural Studies Doctoral Program at AGTS. In the past few years he has also taught graduate courses for Northwest University, Evangel University and Providence Seminary in Winnipeg, Canada.

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## 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.

## OBJECTIVES

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

- 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 such as Sider, Miller and Fujimori, Wallis, and Bono on issues of international development and poverty reduction
- Compare and contrast the utility of specific strategies such as relief programs, housing construction, job creation and micro-loan programs as 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. 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
2. Understanding the theories of development
  - a. Marxist perspectives
  - b. Capitalist perspectives
  - c. Keynesian vs. Hayekian perspectives
3. The Gospel as Transformation
  - a. Historic perspectives
  - b. The god of Mammon
  - c. Biblical holism and evangelism debate
  - d. Sacred vs. Secular debate
  - e. Relief vs. Development

## PRESCRIBED BOOKS

### Basic Texts

Corbett, S & Fikkert, B. (2009). *When helping hurts: How to alleviate poverty without hurting the poor...and yourself*. Moody Publications: Chicago. 230p. Amazon: \$9.97. ISBN-13: 978-0802457059

Myers, Bryant L. (2004). *Walking With the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books. 279p. Amazon: \$16.98. ISBN-13: 978-1570752759

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).

Sider, Ronald J. (2005). *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*, 5<sup>th</sup> Edition. Nashville: Thomas Nelson. 368p. Amazon: \$10.87. ISBN-13: 978-0849945304

### Development Theory

Butrin, J. (2010). *From the Roots Up: A Closer Look at Compassion and Justice in Mission*. iBookPublishers. 214p. Amazon: \$15.95. ISBN-13: 978-0736104333

Easterly, William (2007). *The White Man's Burden: Why the West's Efforts to Aid the Rest have done so much ill and so little good*. New York: Penguin Press. Amazon: \$11.56. ISBN-13: 978-0143038825

Moyo, Dambisa (2010). *Dead aid: Why aid is not working and how there is another way for Africa*. Douglas & McIntyre Ltd. 188p. Amazon: \$15.26. ISBN-13: 978-1553655428

Payne, Ruby K. (2005). *A Framework for Understanding Poverty (4<sup>th</sup> Edition)*. aha! Process: Highlands, TX. 199p. Amazon: \$15.79. ISBN-13: 978-1929229482

Sachs, Jeffrey D. (2006). *The End of Poverty: Economic Possibilities for our Time*. New York: Penguin Books. 416p. Amazon: \$11.56. ISBN-13: 978-0143036586

### Money and Economics

Ellul, Jacques (2009). *Money & Power (Reprint)*. Wipf & Stock. 173p. Amazon: \$20.00. ISBN-13: 978-1606083000

Richards, J. W. (2010). *Money, Greed, and God: Why Capitalism is the Solution and Not the Problem*. HarperOne. 272p. Amazon: \$11.19. ISBN-13: 978-0061900570.

Sowell, T. (2008). *Applied Economics: Thinking Beyond Stage One (2<sup>nd</sup> Edition)*. Basic Books. 352p. Amazon: \$23.03. ISBN-13: 978-0465003457

### General

Schmidt, A.J. (2001). *Under the Influence: How Christianity Transformed Civilization*. Zondervan Publishing House: Grand Rapids, MI. 423p. Amazon: \$19.99. ISBN-13: 978-0310236375

Stearns, R. (2009). *The Hole in Our Gospel: What does God Expect of Us?* Thomas Nelson. 239p. Amazon: \$9.20. ISBN-10: 0785229183

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: \$23.45. ISBN-13: 978-0520251946

## COURSE REQUIREMENTS

### *Pre-Session*

Students will be required to read about 1500 to 2000 pages 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.

- From the Basic Texts, Corbett & Fikkert (2009) and Samuel & Sugden (1999) are required in preparation for the class.
- In Development Theory Butrin (2010) is a requirement for the class.
- From Money and Economics Ellul (2009) is a requirement for the class.

Prior to the commencement of the class (from December 1<sup>st</sup> to the 9<sup>th</sup> 2011) 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 prerequisite 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. 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.

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:

Easterly (2007)  
Moyo (2010)  
Richards (2010)  
Sachs (2006)  
Schmidt (2001)  
Sowell (2008)

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. 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 money, power, 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.

**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 ([jmostert@agts.edu](mailto:jmostert@agts.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](mailto: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](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](http://www.randomhouse.com/words/language/avoid_guide.html).

Prepared by Johan Mostert D.Phil., August 10, 2011