



A M B R O S E

**DVST 210 International Community Development
(3 credit hours)**

Winter 2014

Class Schedule

Time: Tuesdays and Thursdays, 4:00 – 5:15 pm

Location: A 2133

Instructor Information

Co-facilitators:

Miriam Charter, PhD

Phone: 410-2000 ext. 6930

Email: mcharter@ambrose.edu

Office hours: Wednesday, mornings 9:30 to 11:00a.m. and Thursday afternoons 2:00 to 3:30p.m. (other times as arranged by phone or email).

Rebecca Brown, MA

Phone: 403-970-3843 (prefers email contact)

Email: rbrown@ambrose.edu

Office hours: By appointment

Course Description

This course offers an introduction to community development theory and practice with a focus on real world experience, applications, and impact. Definitions, principles and approaches to community development will be discussed, with an emphasis on holistic transformation from a Christian perspective. This course will also review best practices and relevant issues in the field of community development including literacy, health, environment, gender, and business development.

Topics to be covered in the course include:

- 1) The Biblical Basis/Theology of Development
- 2) The History of Development
- 3) Theories/approaches to Development
- 4) Sectors of Development
- 5) Evaluation of development/best practices

TEXTBOOKS:

Required reading and assignments:

Corbett, Steve & Fikkert, Brian. 2009. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor and Yourself*. Chicago: Moody Publishers

Moyo, Dambisa. 2009. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. Vancouver, B.C.: Douglas & McIntyre.

Readings will be assigned from the following: (on Reserve Shelf)

Myers, Bryant. 1999. *Walking with the Poor: Principles & Practices of Transformational Development*. Maryknoll, NY: Orbis Books.

Nutt, Samantha. 2011. *Damned Nations: Greed, Guns, Armies and Aid*. Toronto, OH: McClelland & Stewart

Haslam, Paul, Jessica Schafer, Eds. 2011. *Introduction to International Development: Approaches, Actors and Issues*. Oxford

In addition, assigned chapters from books on the reserve shelf in the library, news articles, guest speakers, simulation exercises and audio visual presentations will be used to supplement lectures and course materials.

Objectives: Participants will

- Be able to reflect biblically, theologically and historically about development and the challenges of poverty
- Develop a theoretical understanding of the basic principles and definitions of community development from the perspective of social scientific research and practice.
- Develop an understanding of poverty and integral development
- Understand some of the key approaches utilized by development practitioners in the field.
- Critically evaluate the issues associated with development approaches, including values, faith, goals and impacts.
- Understand the sectors of development and techniques used for implementing community development
- Develop a strong familiarity with best practices in the areas of health promotion, education, business development, environment and microfinance.
- Improve personal skills in research, analysis, writing and presentation

Course Requirements: A detailed description of each course requirement follows:

Class Participation	10%
Course Reading & Journals	25%
Critical Review of Moyo	15%
Final Exam (Take Home)	20%
Term Paper (2 parts)	30% (5/25%)

Class Participation (10%):

Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. In addition, the onus will be placed on each student to take initiative and contribute as much as possible to participatory class dynamics and activities. See Appendix #2 (Matrix for Evaluation of Classroom Discussion)

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the Miriam know in advance (via email) so that this can be taken into account, as absences from class will negatively impact a student’s individual participation grade. Attendance at all classes is mandatory.

Class participation will be evaluated based on the Matrix in Appendix #2 of this syllabus

Course Readings and Journals (25%):

Daily readings will follow the schedule on pages 5 and 6. It is essential that readings be completed for the day assigned, as often they will form the basis of lecture and discussion. Reading will usually include some response in a Reading Journal (to be explained in the first class).

- a. For each chapter in Corbett and Fikkert, student will complete the pre-chapter “Initial Thoughts” and the post-chapter “Reflection Questions and Exercises.” This should be done formally for submission on the 3 dates noted on the Reading Schedule. “Formally” is explained below.
- b. Some of the assigned chapters from other books will be accompanied by a Reading Guide prepared by the instructors; student responses will be a part of the Reading Journal.

By “Formal” journaling the following is implied:

- a. All journaling should be kept in a single place (file on the computer¹) and be consistent in its layout. At the assigned time for submission, all

¹ Typed journals in hard copy are preferable; hard copies will be submitted for evaluation; if this is a difficulty, speak with the professors.

pages in the journal should be printed off and submitted as a single submission.

- b. Each journal entry should include:
 - i. Date of journal entry
 - ii. Name of the book using correct bibliographic format following this example:

Spilsbury, Paul. *The Throne, the Lamb, and the Dragon: A Reader's Guide to the Book of Revelation*. Downers Grove: InterVarsity Press, 2002.

- iii. Title of chapter upon which a specific journal entry is written (with page numbers).
- iv. Journal Entry – Most often it will be a response to questions in Corbett & Fikkert. If not, directions will be given in class. Be sure to respond to the “Initial Thoughts” section (before reading the chapter) AND to the “Reflection Questions and Exercises” after reading the chapter, responding as best you can. To some degree, the comparison of the responses before and after the chapter are a part of the process of demonstrating what you have learned in the reading.

Critical Review of Moyo (15%):

This book will introduce readers to the current debate over international aid. Read the book carefully with a critical mind, using Appendix #1, “How to Write a Critical Book Review.” Various positions on the issue will be discussed in class and will inform your review. Write a 5 page (minimum) review of the book, using the direction in Appendix #1.

Term Paper (30% -- 5% for Part 1; 25% for Part 2):

The term paper will have two components, one to be completed by January 21st (Day #4) and the primary component due on April 10th (Day #24), the final day of class.

Kony 2012 – Invisible Children

- a. Kony 2012 Part 1 – (3 pages) After watching the half-hour YouTube video “Kony 2012,” write a reflection paper on your reaction to the movie. Did it inspire you? Why? Did it capture your attention? Why? Did it offend you? Why? What about this short movie motivates you to act on its call to action? What about it makes you want to ignore it? Did you know about the Kony 2012 movement back in 2012? Did you participate in it? Do you think it was effective? This part of the term paper will require no outside resources but will call for good reflection.

- b. Kony 2012 Part 2 – (6-8 pages) Write a critical review of/response to the Kony 2012 movement. Using the information you have acquired during the course and other research on the effectiveness of the Kony 2012 movement, critique the movement. Does it represent good development? Why or why not? What were its strengths? What were its weaknesses? Did it accomplish its goals?

A good website to download the Kony 2012 video is:

<http://digitaljournal.com/article/320762>

Final Exam (20%):

The final exam will be a take home exam, a task that will require you to integrate all that has been learned in the course. Further guidance will be given in class.

Due date: April 17th.

**DVST 210 – Winter 2014
Weekly Schedule (Provisional)²**

Date/Day	Class Topic	Reading Assignment /Student Involvement
Jan 9, Thurs Day #1	Welcome, Introductions, Kony 2012	
Jan 14, Tues Day #2	Thinking biblically about development and poverty	Fikkert and Corbett Introduction & Chapters 1,2 (Journaling should include a response to opening exercise on p. 19 as well)
Jan 16, Thurs Day #3	How do we define poverty?	Fikkert and Corbett Chapter 3 Haslam and Schafer pp. 245-252 http://www.desiringgod.org/blog/posts/work-is-a-glorious-thing
Jan 21, Tues Day #4	A brief history of development	Moyo Chapter 2 Inaugural speech of President Truman 1949 – Haslam and Schafer, p. 5 Haslam and Schafer p. 164-166; 262-276 (assigned reading) Due: Kony 2012 Personal Reflection
Jan 23, Thurs Day #5	The <i>Social Gospel</i> and contemporary thinking on development	Myers TBA
Jan 28, Tues Day #6	Perspectives on Development	Myers Chapters 5,6
Jan 30 Thursday	Program Day School of Ministry Retreat	No classes
Feb 4, Tues Day #7	Aid vs. Development	Fikkert and Corbett Chapter 4
Feb 6, Thurs Day #8	Needs Based vs. Asset Based Approach	Fikkert and Corbett Chapter 5

²Note: The dates and order of topics outlined in this schedule are subject to change at the instructor's discretion throughout the term. The dates, topics and assignments will be confirmed on the first day of classes.

Feb 11, Tues Day #9	Appreciative Inquiry and Participatory Learning and Action	Fikkert and Corbett Chapter 6 TBA Due: First Reading Journal submission
Feb 13, Thurs Day #10	Sectors: Microfinance	Moyo Chapter 9 Fikkert and Corbett chapter 9
Feb 17-21	Winter Modules	No classes
Feb 25, Tues Day #11	Sectors: Disaster Relief and Mitigation	Fikkert and Corbett Chapter 7
Feb 27, Thurs Day #12	Sectors: WASH (Water Sanitation and Health) & CHE (Community Health Education)	TBA
Mar 4, Tues Day #13	Sectors: Advocacy	Fikkert and Corbett Chapter 8
Mar 6, Thurs Day #14	Sectors: Community and Economic Development	TBA
Mar 11, Tues Day #15	Sectors: Education	Paulo Freire – TBA Haslam and Schafer – TBA
Mar 13, Thurs Day #16	Evaluation and Assessment	Myers Chapter 9 Due: Second Reading Journal submission
Mar 18, Tues Day #17	Best Practices	Myers Chapter 7
Mar 20, Thurs Day #18	Sachs vs. Moyo & Easterly: Development – Good or Bad?	TBA
Mar 25, Tues Day #19	Paved with Good Intentions	Nutt, Chapter 4
Mar 27, Thurs Day #20	Foreign Direct Investment (China) vs. Aid and Development	Moyo Chapter 7 Due: Critical Review of Moyo
April 1, Tues Day #21	The Girl Effect	TBA
April 3, Thurs Day #22	Current Development Issues: TBA	TBA Due: Final Reading Journal submission

April 8, Tues Day #23	Review/TBA	
April 10, Thurs Day #24	Review/TBA	Due: Kony 2012 Critical Review Due
April 17, Thurs		Final Exam (Take Home) is due

Appendix #1: How to Write a Critical Book Review

The critical review is, in reality, an exemplary essay that you might submit to a journal that does comprehensive book reviews/critiques for people interested in that field of study. Our field is "Relief and Community Development." The experience of writing the critical review provides an important skill which is as important in your academic development as reading and understanding the book for this assignment.

A critical review of a book should have two goals: first, to inform the reader about the content of the book, and second, to provide an evaluation/critique that gives your judgment of the book's quality.

Your introduction will include an overview of the book that incorporates both an encapsulated summary and a sense of your general judgment. This is the equivalent to a **thesis statement** for the essay.

Part I -- The Summary component:

Do NOT spend more than one-third of the paper summarizing the book. The summary should consist of a discussion and highlights of the major argument(s), features, trends, concepts, themes, ideas, and characteristics of the book. While you may use direct quotes from the book (make sure you always give the page number), such quotes should never be the bulk of the summary. Much of your grade will depend on how well you describe and explain the material IN YOUR OWN WORDS. You might want to take the major organizing themes of the book and use them to organize your own discussion. This does NOT mean, however, that you write a chapter-by-chapter summary. Your goal is a unified essay.

So, if not just a summary what is a "critical review?" Throughout your summary, you must provide a critique of the book. (Hence the title of this Appendix: "A Critical Book Review.") A critique consists of thoughts, responses, and reactions. It is not necessarily negative. Nor is it necessary to know as much about the subject as the author (because you will not). The skills you need are an ability to follow an argument and test a hypothesis. Regardless of how negative or positive your critique is, you need to be able to justify and support your position.

Part II -- Component of Evaluation/Critique that provides your judgment of the book's quality:

Here are a number of questions that you might address as part of your critique. You cannot possibly answer them all, but questions one and two are essential to any book review, so those **must** be included. And these are ABSOLUTELY NOT

to be answered one after another (*seriatim*). Don't have one paragraph that answers one, and then the next paragraph that answers the next, etc. The answers should be part of a carefully constructed essay, complete with topic sentences and transitions.

1. What is your overall opinion of the book? On what basis has this opinion been formulated? That is, tell the reader what you think and how you arrived at this judgment. What did you expect to learn when you picked up the book? To what extent – and how effectively – were your expectations met? Did you nod in agreement (or off to sleep)? Did you wish you could talk back to the author? Amplify upon and explain your reactions.

2. Identify the author's thesis and explain it in your own words. How clearly and in what context is it stated and, subsequently, developed? To what extent and how effectively (i.e., with what kind of evidence) is this thesis proven? Use examples to amplify your responses. If arguments or perspectives were missing, why do you think this might be?

3. What are the author's aims? How well have they been achieved, especially with regard to the way the book is organized? Are these aims supported or justified? (You might look back at the introduction to the book for help). How closely does the organization follow the author's aims?

4. How are the author's main points presented, explained, and supported? What assumptions lie behind these points? What would be the most effective way for you to compress and/or reorder the author's scheme of presentation and argument?

5. How effectively does the author draw claims from the material being presented? Are connections between the claims and evidence made clearly and logically? Here you should definitely use examples to support your evaluation.

6. What conclusions does the author reach and how clearly are they stated? Do these conclusions follow from the thesis and aims and from the ways in which they were developed? In other words, how effectively does the book come together?

7. Identify the assumptions made by the author in both the approach to and the writing of the book. For example, what prior knowledge does the author expect readers to possess? How effectively are those assumptions worked into the overall presentation? What assumptions do you think should not have been made? Why?

8. Are you able to detect any underlying philosophy of relief & development held by the author (e.g. for or against)? If so, how does this philosophy affect the presentation of the argument?

9. How does the author see relief/aid and development as being motivated: primarily by the forces of economics, politics, social factors, nationalism, class, race, gender, something else? What kind of impact does this view of relief/development have upon the way in which the author develops the book?

10. Does the author's presentation seem fair and accurate? Is the interpretation biased? Can you detect any distortion, exaggeration, or diminishing of material? If so, for what purpose might this have been done, and what effect does it have on the overall presentation?

Check-list:

- Provide bibliographic information (author, title, edition, publisher, place of publication, year of publication). It is usually presented as a heading or introductory sentence.
- Summary – (see above) includes a brief description of the contents, assessment of the author's authority/biases, evaluation of the strengths and weaknesses, using evidence to support your own argument; overall assessment.
- Does your essay have a **thesis statement**? **This is different from the thesis statement of the author.** Think about what the main point of your criticism will be. Consider the author's intention in writing the book and whether she achieved it. Organize your notes into an outline which incorporates this thesis.
- Read other opinions of the book Use all the information within the book itself.
- Use the title page, sub-title, table of contents or chapter headings to orient you to the organization and context of the book
- Scrutinize the Bibliography at the end of the book to determine what/who contributed to the author's conclusion;
- Often the author's intentions are clarified in the preface or introduction.
- AS YOU READ, take notes and flag passages that you feel illustrate the purpose, theme of the book.
- Note strengths as well as weaknesses
- Edit and revise the review/essay before submitting it, as though it was going to a publisher.

Much of this description of a Critical Book Review came from the website for Carleton College at

<http://apps.carleton.edu/curricular/history/resources/study/criticalbookreview/>

The 10 questions are derived from Robert Blackey, "Words to the Whys: Crafting Critical Book Reviews," *The History Teacher*, 27.2 (Feb. 1994): 159-66.

Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50%. Failure to submit an assignment or write an exam on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks reallocated to other components of the course grade.

All hand-in assignments and exams must include the student's name, ID number and school mailbox number.

Important Dates for Registration, Withdrawal, and Course Auditing

January 19th, 2014 is the last day to enter a course without permission or to withdraw from a course without incurring a financial penalty in terms of tuition refund. Also the last day to change to Audit.

March 21th, 2014 is the last day to voluntarily withdraw from a course or change to audit without academic penalty.

March 3, 2014 is the last day to request revised time for the final exam.

Course withdrawal forms are available from the Registrar. Students who do not follow the proper withdrawal procedures will be recorded as having failed the course.

In-class Use of Electronic Devices

The use of personal electronic devices by students in-class is purely at the discretion of the instructor. Typically, laptop or notebook computers may be utilized for taking notes or reviewing course materials if necessary. However, if laptop use becomes a distraction for other students in the class, or is used for activities that are not class-related (i.e. browsing the Internet, emailing, playing audio/video files, etc.), the instructor will ask a student to stop using the laptop and put it away. The use of cell phones, PDAs, music players, headphones or any other personal entertainment devices will not

be allowed in-class. Audio or video recording of class lectures is strictly prohibited without the prior expressed consent of the instructor.

Important Notes

It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar.

Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Ambrose is committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.