EM610
AID AND DEVELOPMENT
Semester 2, 2015

Brisbane School of Theology offers high quality, Bible-centred theological training in a diverse and supportive community, shaping the whole person for God’s purpose. Aiming for more than simply growing students’ knowledge of theology, BST is developing passionate, capable disciples who use what they know about God’s word to serve him in the church and the world.
### INFORMATION ABOUT THIS UNIT

#### Description
This subject is foundational to the study of aid and development. It considers biblical and theological perspectives of human need and poverty and the responses to poverty and suffering. The nature of poverty will be explored along with various approaches to aid and development. The subject includes an introduction to development practice and strategies as well as skills such as project design, planning, implementation and evaluation.

#### Teaching staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Ross Farley</td>
<td>MA, Grad Dip RE Ph: (07) 3348 7776</td>
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<tr>
<td></td>
<td></td>
<td>Email: <a href="mailto:ross@tear.org.au">ross@tear.org.au</a></td>
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#### Additional information

<table>
<thead>
<tr>
<th>Credit points</th>
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<tbody>
<tr>
<td>Co/pre-requisites</td>
<td>N/A</td>
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<tr>
<td>No. of teaching weeks</td>
<td>13</td>
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#### Assessment Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Details/Due Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Essay</td>
<td>2,000 words Due: 25th August</td>
<td>20%</td>
</tr>
<tr>
<td>Examination of two aid agencies</td>
<td>2,000 words Due: 22nd September</td>
<td>30%</td>
</tr>
<tr>
<td>Evaluation of an aid and development project</td>
<td>3,000 words Due: 6th November</td>
<td>50%</td>
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STUDENT LEARNING OUTCOMES AND UNIT CONTENT

Learning Outcomes
On completion of this unit, students should be able to:

a. Identify and explain within its context the biblical material that relates to aid and development, including its relationship to gospel presentation;
b. Apply biblical perspectives to the role of aid and development within the context of cross-cultural ministry while giving recognition to other views based on different hermeneutical perspectives;
c. Outline the general theories related to the issues impacting aid and development in the contemporary world in both urban and rural situations, and show how they affect implementation;
d. Understand the diversity of approaches to the concept of ‘holistic ministries’ and show how it impacts the delivery of aid and development in cross-cultural contexts around the world;
e. Appraise the issues involved in planning, implementing and evaluating community development projects.

Content
Section A: Philosophical and Theological Perspectives

1. Biblical perspectives on aid and development: creation, the people of God, divine provision for the poor and needy; the example and teaching of Jesus; those in need in biblical communities, eschatology.
2. Aid and development perspectives: descriptive analysis of international aid and agencies, Christian and secular; north-south debates; rural and urban situations; humanitarian relief; community development.
3. Economic issues: The nature and causes of poverty (local and in a country as a whole); third world debt; cycles of poverty; justice and social structures.
4. Theological analysis: philosophies of development and aid; participatory community perspectives; development programs in Christian missionary strategy; holism in current discussion.

Section B: Field Application

5. Understanding an area before beginning a project.
6. Developing and evaluating community projects and advocacy campaigns; equipping local people for leadership in aid and development projects; analysing and responding to their problems and needs.
7. The role of outside organisations: philosophy; financial and human resources.
8. Project evaluation; the people evaluating their own project; the outside organisation and its evaluation.
9. Detailed examination of one case study of an aid or development project.

NOTES

1. Student biblical reflection task: Students are encouraged to keep a journal of their thoughts in their notes and refer to them during this task. Time will be devoted to such sharing in the first half of each lecture.

   - Consider the course material covered each lecture. What were the key points for you?
   - Choose a biblical passage, story, character or theme. What does that biblical passage, story etc. say about those key points?
   - How might it challenge or encourage us?
   - What questions does it raise?
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Pre-reading</th>
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| 1    | Jul 21 | Introductions  
- Course and assessment.  
- Biblical reflection task brief (see notes)  
Bible: Creation to new creation  
Poverty and the poor (1) | Myers 2011 edition Ch. 1 |
| 2    | Jul 28 | Bible: Open-handed faith (Duet 14-15)  
- As years go by  
Poverty and the poor (2) | Myers Ch. 2 |
| 3    | Aug 4 | When Helping Hurts  
- Theology of good works  
- Inappropriate responses to poverty  
Aid and development organizations (1)  
- Basic focus  
- Where they spend their money.  
- Government funding | Myers Ch. 3, p.47-81 |
| 4    | Aug 11 | Bible: Evangelism and social action  
Aid and development organizations (2)  
- Individual or community solutions?  
- Evangelism  
- Donor driven or poverty driven aid?  
- ACFID membership | Myers Ch. 3, p.81-105 |
| 5    | Aug 18 | Bible: Micah 6  
Perspectives on development (1) | Myers Ch. 4, p.105-132 |
| 6    | Aug 25 | Bible: Jonah – People: good or bad.  
Perspectives on development (2) | Myers Ch. 4, p.133-148 |
| 7    | Sept 1 | Bible: Parable of the rich man and Lazarus (Luke 16)  
Principles, practitioners and programs (1) | Myers Ch. 5 |
| 8    | Sept 8 | Bible: Social justice and devotion to Jesus (Matthew 26:3-16)  
Principles, practitioners and programs (2) | Myers Ch. 6 |
| 9    | Sept 15 | Development projects (1) (based on an actual project in Kenya)  
Research (Baseline survey)  
Design and planning  
- Participants analysis  
- Problems analysis  
- Solutions analysis  
- Alternatives analysis | Myers Ch. 7 |
| Date | Oct 6  | Development projects (2)  
- Evaluation  
- Implementation issues  
- Risks  
- Funding  
- Timing  
Student workshop: Evaluate a project proposal. | Myers Ch. 8, p.239-271 |
| Date | Oct 13 | Guest lectures:  
- Advocacy (Michael Trafford)  
- Trafficking and modern slavery (Dr Scott Downman) | Myers Ch. 8, p.271-285 |
| Date | Oct 20 | Guest Lectures:  
- Orphans (Amy Sullivan)  
- Medical issues and the poor (Dr Paul Mercer) | Myers Ch. 9 |
| Date | Oct 27 | Guest Lecture:  
- Poverty and environment (Di Jeffs)  
Future professional implications workshop  
- Implications of this subject on future career paths. | Myers Ch. 10 |
| Date | Exam week | **Assessment 3 due 6 November** |
**ASSESSMENT DETAILS FOR EM610**

This applies to students who are enrolled at Master’s level.

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Item</th>
<th>Essay 2,000 words</th>
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<tbody>
<tr>
<td><strong>Details/ Due Date</strong></td>
<td>Choose one of the following sections of the Bible: the Pentateuch, the Prophets or the Gospels (or any one book in one of those sections). Identify three or four themes about poverty and the poor contained in that section of scripture and summarise the central teaching about those themes. Describe how Christians today might apply this teaching in our current global context making reference to contemporary aid and development literature.</td>
<td></td>
</tr>
<tr>
<td><strong>Due</strong></td>
<td><strong>Tuesday, 25th August, 5.00 pm</strong></td>
<td></td>
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<tr>
<td><strong>Weighting</strong></td>
<td>20%</td>
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<tr>
<th>Assessment 2</th>
<th>Item</th>
<th>Examination of two aid agencies. 2,000 words</th>
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<tbody>
<tr>
<td><strong>Details/ Due Date</strong></td>
<td>Choose two (2) aid organizations that are members of ACFID (Australian Council for International Development (<a href="http://www.acfid.asn.au">www.acfid.asn.au</a>). Briefly describe how each organisation came into being and the reasons for their existence. Examine and explain the aid and development approach of each organisation. Critically evaluate their respective aid and development approaches (including ethos and values) in the light of the Bible, the material presented during the intensive and current literature. Critically evaluate the two organisations and their approach to holism, including the place of religion and spirituality in their practice of aid and development.</td>
<td></td>
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<tr>
<td><strong>Due</strong></td>
<td><strong>Tuesday 22 September, 5.00 pm</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>30%</td>
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LECTURE ATTENDANCE

Please note the ACT policy (see also BST Student Handbook) on lecture attendance in the Undergraduate Handbook and the Graduate and Postgraduate Handbook. You are required to attend at least 80% of lectures. This means you can miss a maximum of two lectures. If you know that you will not be at a lecture, please phone or email the lecturer beforehand. If you miss more than two lectures, your enrolment for this unit may be ended.

HOW TO STUDY THIS UNIT

You should allocate approximately 7 hours outside of class each week to this unit.

LATE SUBMISSION OF WORK

Please note the ACT Late Penalties Policy (including extensions; see also BST Student Handbook). Failure to submit any individual assignment on time may result in either a late penalty or a zero mark for the assignment.

PASSING THIS UNIT

To pass this unit you must complete and submit each assessment item. You must also attain an overall percentage mark of 50% or more.

### Assessment 3

<table>
<thead>
<tr>
<th>Item</th>
<th>Evaluation of an Aid and Development project. 3,000 words</th>
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<tbody>
<tr>
<td>Details/Due Date</td>
<td>Choose a specific aid and development project of an organisation that is a member of ACFID. Describe the project, the reasons for its existence, the processes involved and the outcomes sought. Critically evaluate the project both from a biblical perspective and from the perspective of principles on aid and development drawn from insights gained from course material and academic reading. Appraise the planning, implementation and evaluation procedures used in the project. Suggest how the project could be improved so as to be more in line with these principles and current best practice in aid and development.</td>
</tr>
<tr>
<td>Advance notification</td>
<td>By Tuesday 8 September students are required to email the lecturer (<a href="mailto:ross@tear.org.au">ross@tear.org.au</a>) to notify him that you have chosen a project and have confirmed with the aid organisation that you are able to access the project information required. If you are unable to achieve this by this date, email the lecturer for assistance. The essay should show significant engagement with the literature on Aid and Development, as evidenced in the bibliography and footnotes.</td>
</tr>
<tr>
<td>Due:</td>
<td>Tuesday, 6th Nov, 5:00 pm</td>
</tr>
<tr>
<td>Weighting</td>
<td>50%</td>
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PLAGIARISM

Please note the ACT Academic Misconduct Policy (see also BST student handbook) on plagiarism. This is a serious issue and it is your responsibility both to understand what plagiarism includes and to avoid it completely. If you are found to have plagiarised, there will be serious consequences as specified in the BST student handbook.

Penalties for plagiarism are as follows (from ACT Academic Misconduct Policy).

First offence:

Students will be subject to academic counselling, with the maximum penalty being to fail the item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that students may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.

Second offence:

Fail unit, with no remedial opportunity.

Third or major offence:

Exclusion from any award of the ACT, or exclusion from the award for up to two years, or other outcome appropriate to the case but with an impact less serious than exclusion.

In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the ACT Academic Board. Colleges are required to immediately report to the ACT Director of Academic Services all offences of wilful academic misconduct, for recording on TAMS.

READING MATERIALS

* Books marked with an asterisk are on the Frozen Shelf in the library.

Prescribed texts


Other recommended texts


<table>
<thead>
<tr>
<th>Attribute</th>
<th>Emphases of Unit</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>1) Passionate discipleship</td>
<td>✓</td>
<td>The practical nature of this unit will challenge the students as to the reality of their love for Christ, as they consider the nature of poverty, options for response and the challenges facing both rich and poor. The unit will raise challenges to student’s lifestyles, attitudes to material things and beliefs about the poor and causes of poverty.</td>
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<tr>
<td>2) Sound knowledge of Bible</td>
<td></td>
<td>Students will be asked to rethink their understanding of the gospel and aid and development from a biblical basis. They will explore the theology of good works and examine numerous biblical passages that relate to poverty and response.</td>
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<tr>
<td>3) Humility and faithfulness</td>
<td>✓</td>
<td>The unit will emphasise that humility and faithfulness are essential qualities for responding to the poor. Faithfulness is required in view of the long-term nature of engagement and the difficult contexts. Humility is essential for overcoming our own ‘god complexes’ and developing the capacity to learn from the poor.</td>
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<tr>
<td>4) Communicating the Gospel</td>
<td></td>
<td>Students will be challenged to rethink the relationship between evangelism and aid and development. Many un-reached people groups are in countries where evangelism is illegal and Christians restricted. Aid and development can often provide access for Christians to serve in these countries. Students will consider when and how it is appropriate or inappropriate to combine aid with evangelism.</td>
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<tr>
<td>5) Commitment to mission</td>
<td></td>
<td>The students’ commitment to mission will be challenged as they consider the practical and costly nature of holistic mission. The unit will require students to explore how best to help the poor and to identify defective models of engagement as well as harmful motives.</td>
</tr>
<tr>
<td>6) Commitment to team ministry</td>
<td>✓</td>
<td>Students will be required to work in teams for various learning tasks. The unit content will emphasise the team nature of aid and development delivery. Aid and development workers need to work effectively with project staff that in turn, have to work effectively with local beneficiaries of projects.</td>
</tr>
<tr>
<td>7) Basic ministry skills</td>
<td></td>
<td>Students will gain experience in a range of basic skills such as project evaluation, baseline survey, project design and planning skills (E.g. participants, problems, solutions alternatives and risks analyses, log frame, funding, timing etc.).</td>
</tr>
<tr>
<td>8) Commitment to lifelong learning</td>
<td>✓</td>
<td>Students will be equipped with new ways of seeing the world in which they live and with skills that will enable them to understand, analyze and respond to issues and problems (local or global) more thoroughly and effectively.</td>
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</table>
GRADUATE ATTRIBUTES

1) They will be passionate disciples of Jesus Christ. Graduates will maintain a vibrant relationship with God, be passionate about following Jesus and walk by the Spirit in every area of life. They will seek to love God above all else and others as themselves in attitudes, words and deeds. They will be imitators of Jesus, obey His Word, deny themselves, take up their cross and follow Jesus wherever He may lead (Mark 8:34).

2) They will have a sound knowledge of the Bible. Graduates will have an in-depth and comprehensive knowledge of the Bible. They will be committed to the infallibility and authority of the Bible as God’s Word in everything pertaining to salvation and the Christian life (2 Tim 3:14-17). They will do their best to be good teachers of the Bible who correctly explain the word of truth (2 Tim 2:15).

3) They will have genuine humility and demonstrate faithfulness in life and ministry. Graduates will live lives of holiness, humility and faithfulness. They will be willing to acknowledge their shortcomings and mistakes, and be open to receive constructive criticism and advice. They will do nothing out of selfish ambition, but in humility will consider others better than themselves (Phil 2:3). They will be prepared to suffer for the sake of Christ, knowing that “we must go through many hardships to enter the kingdom of God” (Acts 14:22).

4) They will be effective communicators of the Gospel. Graduates will know the Gospel and will be eager and able to communicate the Gospel, especially in word, but also through writing and other media, in ways that are culturally sensitive and intelligible to others. They will have compassionate hearts, listening empathetically to people in their particular contexts. They will be ready to preach the Word at any time with patience and care (2 Tim 4:2), trying to persuade people to believe the Gospel and to become followers of Jesus (2 Cor 5:11).

5) They will have a great commitment to God’s mission. Graduates will be aware of the needs and opportunities of local and global mission. They will endeavour to see the coming of God’s kingdom in every sphere of life, strive for justice for the poor and work towards community transformation. They will be passionately committed to and will be active in working towards the fulfilment of the Great Commission, to make disciples of all nations (Matt 28:18-20).

6) They will be committed to team ministry and servant leadership. Graduates will be committed to the local church as the family of God and as their context for ministry and base for mission (Heb 10:24-25). They will work enthusiastically and cooperatively with others in ministry teams. They will be open to Christians across various evangelical denominations and churches (Luke 9:49-50). As leaders they will be disciple-makers, following the Lord Jesus in serving, leading by example, and training and mentoring other leaders (Mark 10:43-45).

7) They will be competent in basic ministry skills. Graduates will be competent in basic ministry skills, including preaching, teaching, leading and caring for people. They will use their gifts to implement constructive change in the church and community (1 Tim 4:6-16). They will be culturally attuned and flexible in dealing with a range of issues (1 Cor 9:19-23). They will embrace accountability and maintain professional standards in various contexts. They will be “salt and light” in the world (Matt 5:13-14) and be able to “prepare God’s people for works of service, so that the body of Christ may be built up” (Eph 4:12).

8) They will be committed to lifelong learning and personal growth. Graduates will be proactive in expanding their knowledge and abilities. They will be open to new challenges, be willing to face unfamiliar problems and accept wider responsibilities. They will continue to grow in faith, knowledge and maturity, “forgetting what is behind and pressing ... toward the goal for the prize of the upward call of God in Christ Jesus” (Phil 3:13-14).