



Course Syllabus
Winter 2013

**GOD'S WORD AND GOD'S WORLD: LITERACY, EDUCATION, DEVELOPMENT
CHED 0612**

JANUARY 7-11
MONDAY TO FRIDAY, 8:30 AM – 4:00 PM
INSTRUCTOR: DR. TOM MCCORMICK
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Office Hours:

To access your course material, please go to <http://mytyndale.ca>

I. COURSE DESCRIPTION

Studies the relation of the Gospel to the need for holistic human and community development and the core areas of education and literacy. Many of the uneducated are from minority unreached people groups. Looks at the world situation in terms of mission, minority language groups, literacy, education, and developmental issues. Looks at governmental and non-governmental movements, especially the engagement of Christian agencies in meeting these challenges. Some sub-topics include: gender issues, HIV/AIDS, the environment, globalization, kids at risk, conflict resolution. Considers cultural learning and teaching styles, critiques of Western models of education as applicable to non-Western context, and other relevant education specific concerns.

The Gospel of the Kingdom announces the King's blessings in all areas of life. Globally, the need for holistic human and community development is great, as almost half of the human race lives on less than two dollars per day. Integral to holistic development is education, and at the heart of education is literacy. Many of the uneducated are from minority unreached people groups. This course will look at the world situation in terms of mission, minority language groups, literacy, education, and development issues. We will consider the Kingdom theology that impacts these issues. We will also look at governmental and non-governmental movements, especially the engagement of Christian agencies in meeting these challenges. Some sub-topics include: gender issues, HIV/AIDS, the environment, globalization, kids at risk, conflict resolution. We will also consider cultural learning and teaching styles, critiques of Western models of education as applicable to non-Western context, and other relevant education specific concerns.

II. LEARNING OUTCOMES

By the end of the course, students should be able to:

1. Construct a personalized “Kingdom Theology” adequate to the task of being salt and light in the current world situation;
2. Describe the global situation with respect to poverty, education, development and mission;
3. Explain a more detailed understanding of a particular Millennial Development Goal (MDG);
4. Compare and contrast what governmental and non-governmental movements are doing to meet these challenges, especially the engagement of Christian agencies ;
5. Value a willingness to consider God’s personal call to each of us in light of the world situation;
6. Participate and grow together through prayer, worship and community through the duration of the course, including the post-class time given for assignments.

III. COURSE REQUIREMENTS

A. REQUIRED TEXT

Fikkert, Brian, and Steve Corbett. *When Helping Hurts: Alleviating Poverty Without Hurting the Poor. . .and Yourself*. 2nd ed. Chicago, IL: Moody Publishers, 2009. ISBN-10: 0802457053 [WHH]

B. ASSIGNMENTS AND GRADING

The assignments are meant to foster the acquisition of competencies and objectives outlined above in at least three dimensions: information, transformation, and motivation.

1. **Involvement** (10%). Punctuality, attendance, participation and completion of readings.
2. **Daily Reading Questions from WHH** (5x3 = 15%). Due dates: Monday through Friday during Class Meeting Times. (2-5 pages each).
 - **For Monday:** “Opening Exercise” (p. 19); “Initial Thoughts” (p. 30)
 - **For Tuesday-Friday:** “Initial Thoughts” prior to each assigned chapter
3. **Book Review** (20%). Due date: 1 February 2013. Choose one of the following books:
 - i. Goudzwaard, Bob, Mark Vander Vennen, David Van Heemst, and Desmond Tutu (Foreword). *Hope in Troubled Times: A New Vision for Confronting Global Crises*. Grand Rapids, MI: Baker Academic, 2007. ISBN-10: 0801032482.
 - ii. Myers, Bryant L. *Walking With the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books, 1999. ISBN-10: 1570752753.
 - iii. Sider, Ronald J. *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*. Nashville, TN: Thomas Nelson, 2005. ISBN-10: 0849945305.
 - iv. Sider, Ronald J. *The Scandal of Evangelical Politics: Why Are Christians Missing the Chance to Really Change the World?* Grand Rapids, MI: Baker, 2008.
 - v. Pontifical Council for Justice and Peace. “[Compendium of the Social Doctrine of the Church](#).” Vatican City, 2004.

Write a book review of 7-10 pages in length. Follow this outline: Part 1: Include the major ideas of the book (What?); Part 2: Some theological reflection and analysis (Do you dis/agree? Why [not]?); Part 3: Recommended application to the Church-Mission context as you know it (So what?).

4. **Going Deeper: (15%). Due date:** 8 February 2013. (via email)

100 pages from 2 of the following 3 sites. At least 3 different documents/site. 1-3 pages per document: Part 1: What are the major ideas?; Part 2: Are these “Kingdom Ideas”? Why or why not?; Part 3: What implications might there be for (a) ‘Christian Life: mission’ and/or education’ (b) for you personally? Include a bibliography of sites.

- [Language Development & Holistic Mission](#)
- [Global Economic Crisis: Theological Responses and Resources](#)
- [Creation Care Reading Room](#)

5. **Internet Research and In-Class Presentation (10%). Due date:** Friday January 11, 2013.

A preliminary exploration of your topic for your “Topic Paper” assignment (see next point).

6. **Topic Paper: (30%) Due date:** 1 March 2013, 8:00 a.m. (via email)

Following standard Seminary Paper Guidelines, write a 12-15 page paper on one of the MDGs (or what you consider to be a missing “MDG”; approval from Prof required). Structure your paper as follows: (i) What is the MDG about? Include a “Fact Sheet”; (ii) What is the Biblical Basis for that MDG as a “Kingdom Concern”? (iii) Who are the important players responding to the situation and what are they doing? (focus on both GPOs, but especially on NGOs, Christian and non-Christian); (iv) What resources are available for getting involved? (v) What, if any, gaps in the response do you notice? (not just ‘more of the same’ is needed, but especially something else not covered by others that you think needs to be covered; say why?) (vi) What might your church do; what might you do; what implications are there for “us”; where will you go, what will you do with regard to this topic after the course is over? 200 additional pages of reading is expected; include a bibliography.

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. In addition to the guidelines mentioned above, assignments 3, 4 and 6 should demonstrate the following characteristics: Student work should be font size 12, double spaced, single-sided and conform to the assigned page limits. Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straight-forward style of academic prose (cf. the guidelines in Strunk and White, *Elements of Style*). Written work ought to betray a clear organization, argument and coherent thought. (All written assignments are due at the beginning of the class falling on the due date). Ensure that you have accurately and fully documented source used in your paper (footnotes are preferred, endnotes or, in the case of a review, parenthetical references may be used). Consult the [Chicago-Style Quick Guide](#) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

2. Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

3. Students should consult the current *Academic Calendar* for Academic Policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The *Academic Calendar* is posted on <http://www.tyndale.ca/registrar/calendar> .

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Involvement	10%
Daily Reading Questions from WHH	15%
Book review	20%
Going Deeper	15%
Internet In-Class Presentation	10%
Topic Paper	30%
TOTAL GRADE	100%

IV. SELECTED BIBLIOGRAPHY

1. [Language Development & Wholistic Mission](#)
2. [Global Economic Crisis: Theological Responses and Resources](#)
3. [Creation Care Reading Room](#)
4. See Bibliographies in the texts

V. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS (as follows)

Adjustments Possible	Monday	Tuesday	Wednesday	Thursday	Friday
A. 8:30-10	Introductions *Worship *Personal Introductions * Expectations * Introduction: course Our Framework: <i>"The Gospel of the Kingdom of God"</i> "What on Earth are You Doing?"	Worship <u>Meditation:</u> "The Kingdom of God is Righteousness " Discussion of Readings (Response Papers)	Worship <u>Meditation:</u> "The Kingdom of God is ... Peace " Discussion of Readings (Response Papers)	Worship <u>Meditation:</u> "The Kingdom of God is ... Joy. " YOU and the Kingdom: Children of the King? Discussion of Readings (Response Papers)	Worship <u>Meditation:</u> " <i>Thy Kingdom come, thy will be done...</i> " Discussion of Readings (Response Papers)
10-10:20	Break	Break	Break	Break	Break
B. 10:30-12	The Situation <u>Whole Gospel, Whole Church, Whole World</u> <u>Integral Mission</u> MDGs <u>Why language matters for the Millennium Development Goals</u>	Discussion of Readings (Response Papers) The Situation 1. DVD: "MLE: Intro-1" 2. <u>Case Study:</u> Dong 3. Basic Ed/Literacy Facts 4. "MLE: Intro-2"	Discussion of Readings (Response Papers) The Situation Video Clips (MP) "Transformations" <u>Fact Sheet</u>	Discussion of Readings (Response Papers) The Situation "The Story of Stuff" "Corporation" Fact Sheet	<u>Reports on Web Site Assignment</u>
12-1	Lunch	Lunch	Lunch	Lunch	Lunch
C. 1-2:45	<u>Groups:</u> <u>Case Study</u> The Yali Guests: The Wilsons	<u>Groups:</u> <u>Case Study</u> MLE: Lubuagan Guest: Diane Dekker (OISE)	<u>Groups:</u> <u>Case Study</u> PIC Case Studies Guest: Brent Mitchell	<u>Groups:</u> <u>Case Study</u> "Blessed are the Poor" Guest: Leah McMillan (UC)	<u>Reports on Web Site Assignment</u> Verbal Evaluation
2:45-3:00	Break	Break	Break	Break	Break
D. 3-4:00	(Yali Discussion Continued) " <u>Micah Declaration on Integral Mission</u> " <u>WHAT IS INTEGRAL MISSION?</u>	<u>Discussion (cont)</u> <u>Buffer</u> **"A Go(o)d idea?" * <u>Save the Children: language and education policy</u> * <u>Improving Learning Outcomes through Mother Tongue-Based Education</u>	<u>Discussion (cont)</u> <u>Buffer</u> " <u>Creation Care</u> " " <u>Creation Stewardship</u> " <u>Fact Sheets</u> <u>MLE & Biodiversity</u>	<u>Discussion (cont)</u> <u>Buffer</u> ** <u>Reconsecration to a Wartime, not a Peacetime, Lifestyle.</u> <u>Children do better at school in more equal societies</u>	("Seeds of Martyrs") Summary, Conclusions, and Prayer Evaluations

Homework

(for Day 1)

1. WHH, pp. 9-47; "Opening Exercise" (p. 19); "Initial Thoughts" (p. 30)
2. "As an atheist, I truly believe Africa needs God" (5 pages)
 - a. <http://old.richarddawkins.net/articles/3502-matthew-parris-as-an-atheist-i-truly-believe-africa-needs-god> or <http://www.voiceofrevolution.com/2008/12/30/as-an-atheist-i-truly-believe-africa-needs-god/> (Dec. 27, 2008)
 - b. Follow-up 1: <http://www.anglican-mainstream.net/?p=6153> (Stephen Noll responds)
 - c. Follow-up 2: <http://www.anglican-mainstream.net/?p=6165>
3. Browse (1 hour total):
(1/2 hour): <http://www.undp.org/content/undp/en/home/mdgoverview.html>;
(optional: <http://www.un.org/millenniumgoals/>);

(1/2 hour): <http://micahchallenge.ca/>; <http://www.micahchallenge.org/>;
www.micahnetwork.org/
4. **What do you think is the most important MDG to achieve globally? Bring you answer and reason to class on Monday, Day 1.**

(OPTIONAL)

Piper on Mission and Worship (25 pages)

http://www.desiringgod.org/media/pdf/books_bnat/nations_ch1.pdf

(for Day 2)

1. WHH, pp. 48-95 (47 pp); "Initial Thoughts" prior to each assigned chapter
2. <http://www.basiced.org/> See "Basic Facts," "Key Issues," and "Resources" Tabs ... and just add 'imagination' (within a missional framework). (approximately ¼ - ½ hour browsing)
3. <http://mlenetwork.org/caseformtbtmle> (approximately ¼ -½ hour browsing)

(for Day 3)

1. WHH, pp. 98-148 (50 pp); "Initial Thoughts" prior to each assigned chapter
2. (Browse: 30 min) http://www.lausanne.org/en/blog/1876-this-is-my-fathers-world.html?utm_source=October+2012&utm_campaign=Oct+2012+LCP&utm_medium=email

(for Day 4)

1. WHH, pp. 150-201 (50 pp); "Initial Thoughts" prior to each assigned chapter
2. www.inequality.org and/or <http://www.equalitytrust.org.uk/>
3. (approximately ¼ -½ hour browsing)
4. Research your Topic: to be reported on in class Friday

(OPTIONAL): [LOP 20: An Evangelical Commitment to Simple Life-style](#)

(for Day 5)

1. Your Proposed Topic: (prepare for your in-class presentation)
2. WHH, pp. 204-259 (55 pages); "Initial Thoughts" prior to each assigned chapter

Completion of Assigned Readings

Please turn in the following form with your signature, acknowledging your completion of the assigned readings. Please be sure to turn in this sheet on Friday, the last day of class with reference to the assigned readings for January 7-11, 2013.

Check one of the following two boxes.

I affirm that I have completed the assigned texts **CHED 0612**

OR

I have not finished reading the assigned texts. I have completed _____ % of the readings.

(your signature)

(date)