

Course ID:	Course Title:	Fall 2022
LE 645	Principles and Practices of Community Development for Christian Leaders	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid: In class or on-line.	Instructor:	Gordon King B.Ed., M.Div., Th.M., D.Min.	First Day of Classes:	Monday 12 September 2022
Days:	Mondays	Email:	Gordon.King@ambrose.edu	Last Day to Add/Drop:	18 September.
Time:	6:20-9:20pm.	Phone:	403 970 3391	Last Day to Withdraw:	21 November
Room:	TBD	Office:			
Lab/ Tutorial:		Office Hours:	Arranged at students' convenience.	Last Day to Apply for Extension:	23 November
Final Exam:	No final exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course introduces principles and practices of community development for students who will be leaders within local congregations or organizations that respond to the social and spiritual needs of people on the margins. We will cover disciplines ranging from needs assessments, project planning, and evaluations of positive change. The emphasis will be on participatory approaches that treat people as participants in their own development rather than simply beneficiaries. The students will have opportunities to dialogue with community development specialists who work in different fields. There will be discussions of readings and each student will select a book for reading written by an important specialist who has contributed to the theory and practices of development. Students will present a summary of their reading to their classmates.

Expected Learning Outcomes

At the end of the course students will be able to:

- Identify different kinds of poverty and marginalization.
- Articulate a Biblical theology of poverty and marginalization.

- Explain basic approaches to community development.
- Develop a faith-based approach to community development that includes the role of the local church and Christian witness.
- Interact critically with readings and practitioner presentations on community development.
- Utilize participatory methods in conducting assessment, problem analysis, project planning, monitoring, and evaluations.

Required and Recommended Textbooks and Readings

Wayne Gordon and John M. Perkins. Making Neighborhoods Whole. A Handbook for Christian Community Development. Downers Grove: IVP. 2013. This will be the required textbook for the course.

Ward (Lee), L.M. & Eyber, C. (2009) Resiliency of children in child-headed households in Rwanda: implications for communitybased psychosocial interventions. Intervention 7(1), pp. 17–33. A copy of this article will be posted on Moodle.

Simon Gasibirege. “The Community-Based Approach to Mental Health after a Genocide.” From Regine King, Masengesho Kamuzinzi, Simon Gasiberege editors. Healing Life Wounds: Restoring Communities After Mass Violence. Toronto: Tyndale Academic Press. 2022. A copy of this chapter will be posted on Moodle.

Course Schedule

The following course schedule is subject to change based on the work demands of presenters from outside agencies. Students are asked to be flexible with some changes of dates within the syllabus.

Date	Themes
Sept. 12	<ul style="list-style-type: none"> • Introduction to Course • The Multi-Dimensional Nature of Poverty • Overview of the History of International Development
Sept 19	<ul style="list-style-type: none"> • Theories and Approaches to Community Development • Constructing a Christian Model of Community Development • Discussion of Textbook Chapter 4. Principle 1: Relocation
Sept 26	<ul style="list-style-type: none"> • Community Assessments • Problem Analysis for Project Design • Discussion of Article by Ward and Eber (posted on Moodle). This article illustrates how vulnerable children can participate in an assessment process and their needs be given priority in the problem analysis discussions.
Oct 3	<ul style="list-style-type: none"> • Agency Presentation: Katherine Millum. New Canadian Friendship Centre • Project Design • Discussion of Textbook Chapter 8: Principle 5: Listening to the Community.

Oct 17	<ul style="list-style-type: none"> Agency Presentation: Tim Dickau. Director of CityGate. Tim will be presenting on local congregations and the housing crisis in Canada. Discussion of Textbook Chapter 9: Principle 6: Being Church Based. Project Monitoring and Evaluations
Oct 24	<ul style="list-style-type: none"> Site Visit: The Mustard Seed
Oct 31	<ul style="list-style-type: none"> Human Resources: Working with Staff and Volunteers. Guest presenter. Sharlene Craig. Hunger, Nutrition, and Local Churches Discussion of Textbook Chapter 7: Principle 4: Leadership Development
Nov 14	<ul style="list-style-type: none"> People with Disabilities: Do they fit into development programs? Guest presenter. Dr. Dr Yahya El-Lahib, UofC Faculty of Social Work Budgets, Monitoring Expenses, and Fundraising. Discussion of Textbook Chapter 10: Principle 7: Being Wholistic
Nov 21	<ul style="list-style-type: none"> Discussion of Reading of Dr. Simon Gasibirege. This chapter treats the responsibility of the community for the mental health of its members. Agency Presentation: Ryan Anderson. Calgary Alliance for the Common Good. Mental Health Concerns, Community Development, and the Church.
Nov 28	<ul style="list-style-type: none"> Discussion of Textbook Chapter 5: Principle 2: Reconciliation Presentation on the Christian congregations and reconciliation with Indigenous people in Canada. Guest presenter Rev. Tony Snow
Dec 5	<ul style="list-style-type: none"> Student Presentations Discussion of Textbook Chapter 6: Principle 3: Redistribution
Dec 12	<ul style="list-style-type: none"> Gender and Development Discussion of Textbook Chapter 11: Principle 8: Empowerment Evaluation of Course

Requirements:

Final grades for the course will be based on five areas of student work.

Class attendance and participation in discussions.	20%
A written reflection on each assigned reading. The response should be no longer than two pages in length (double spaced). A suggested question for the readings from the text is: How do I respond to the development principle treated in this chapter? A suggested question for the readings of Ward/Eber and Gasibirege is: What can I learn from this reading that will be useful in my work? The readings will be sent to the instructor's email address or posted on Moodle before the class discussion.	20% (2% for each reflection) Due before the class discussion of the reading.
A paper that expresses your model of Christian community development. The paper should answer questions such as: What is the end goal for the community? What kind of needs will be addressed? Who are the people who are most vulnerable? What role can people from outside play? How does the church relate to the community? How is the community involved in the development process? The paper should be five to six pages in length (double spaced).	20% Due 17 October 2022

Students are encouraged to develop a diagram that explains their model of Christian community development.	
Book Review. Students will read a minimum of 125 pages from a book written by an influential practitioner of community development. The select bibliography in the syllabus provides a list of books with a descriptive summary of their contents. Students are encouraged to choose a book from this list. A student requires the instructor's permission to review a book that is not listed in the select bibliography. The reviews will be presented in class for the benefit of other student colleagues. A written form of the review will also be submitted to the instructor on Moodle. The review should be 6-8 pages double spaced. The paper should provide information on the author and a succinct summary of the theme of the book. Students are encouraged to use the review to answer the question: What can I learn from this author's approach or practices that will be useful in my future work?	20% Due 5 December 2022
Program Evaluation. Students are encouraged to choose a church or an organization whose work is in an area of interest. Three examples are helping people with employment (The Mustard Seed), action to end human trafficking (#Not In My City), and sustainable food production (YYC Growers). The paper will treat (1) the community issue or development problem, (2) the history of the organization, (3) the nature of its programs, (4) the underlying structure (employees, volunteers, annual budget, funding streams, (5) relationship to local churches/Christian witness (when applicable), and (6) an evaluation of its impact. It will be helpful for students to have some personal contact with the church or organization in addition to reading documents and website information.	20% Due 19 December 2022

Attendance:

Students are expected to attend all classes under normal circumstances. Unexpected events are unavoidable. Please seek the instructor's permission for any absences.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Select Bibliography

Banerjee, Abhijit V, and Duflo, Esther. Poor Economics. A Radical Rethinking of the Way to Fight Global Poverty. New York: Public Affairs. 2011. Banerjee and Duflo are spouses who teach economics at the Massachusetts Institute of Technology. They won the Nobel Prize in Economics in 2019. Their book questions some of the general assumptions of International Community Development and presents empirical research findings in areas such as health, education, micro-credit, and savings.

Black, Maggie. International Development. Illusions and Realities. Oxford: New Internationalist Publications. 2015. This book of 160 pages has small print. Black is a consultant to international organizations, an author of books on international development and human rights, and the editor of several UN publications. The book provides a critical perspective on the history of international development and its outcomes. Black favors small, local projects in which the poor play an important role in project design and monitoring of results.

Block, Peter. Community. The Structure of Belonging. Second Edition. Oakland: Brent-Koehler Publishers, Inc. 2018. The social capital approach to development will be treated in this course. This book is a brilliant read for students who are interested in this model of community development. In summary, this theory proposes that strengthening and nurturing community networks is the main objective of development programs. Individual projects will come and go, but the community will continue to evolve and face new challenges. Positive outcomes come through intentional work to deepen and extend networks of community relationships. Block offers practical wisdom based on his experiences. Block's work is primarily with communities in the USA.

Chambers, Robert. Whose Reality Counts? Putting the First Last. London: ITDG. 1997. This is a brilliant book by a British professor who taught at the University of Sussex. Chambers always maintained an active role as a development practitioner in Africa and Asia. His innovations with participatory methodologies for community development involving community members continue to present a challenge to top-down approaches favored by outside experts (who Chambers calls "uppers").

Cook, Derek. The Art of Hope. Healing in the Wounded City. Toronto: Tyndale Academic Press. 2022. This book stands out because it is written by a Canadian who has practiced community development in Canada. Derek Cook directs The Canadian Poverty Institute at Ambrose University. He previously directed the mayor's task force on poverty in Calgary. Cook argues that community development in Canada should nurture trust, resiliency, and a sense of abundance from which to address social needs.

Das, Rupen. Compassion and the Mission of God. Revealing the Invisible Kingdom. Carlisle: Langham. 2016. Rupen Das has extensive experience in international development and humanitarian relief programs. Some of his most recent field work was in the Middle East and Eastern Europe (including Ukraine). The book is written from the perspective of a development leader who wishes to establish the theological platform for the social ministries of the church. One of the important themes challenges the vocabulary of transformation and argues for a realistic and determined notion of Christian witness. Rupen Das is currently Executive Director of The Canadian Bible Society.

Das, Rupen. The God that the Poor Seek. Conversion, Context, and the World of the Vulnerable. Carlisle: Langham, 2022. This is the most recent publication of Rupen Das. It is an important book for Christians who are called to work among the poor. Das reminds us that vulnerable people respond to the message that they are loved and valued by God who hears their prayers. Development projects at their best simply bear witness to the nature of the God of compassion and grace. The book is helpful for students who are interested in the witness of the church within community development programs.

De Soto, Hernando. The Mystery of Capital. Why Capitalism Triumphs in the West and Fails Everywhere Else? New York: Basic Books. 2000. The author is Peruvian. He has been embraced by right-wing politicians and their supporters in the USA. De Soto's basic thesis is that property rights (formal land ownership) provide citizens the security required to apply for loans with which they can establish businesses in the formal sector of the economy. He is convincing that the lack of land titles makes people permanently vulnerable.

Easterly, William. 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. 2006. Easterly is a professor of economics at New York University and former was a senior researcher at the World Bank. The book could be considered as a critical response to the theories of Jeffrey Sachs (whose book is listed below). Easterly is suspicious of the mega-projects of social planners and advocates the small projects of searchers who respect the values of local cultures. He argues for homegrown solutions rather than outside ideas that are imposed on communities.

Farmer, Paul. Pathologies of Power. Health, Human Rights, and the New War on the Poor. Foreword by Amartya Sen. Berkley: University of California Press. 2005. The late Paul Farmer is one of the inspirational heroes of health work among the poor. He was a founder of Partners in Health, an international NGO that worked in the Global South. Farmer and his family lived for substantial periods in Rwanda and Haiti. He was on the faculty of Harvard Medical School while doing all his international work. Paul Farmer was a Christian who had a prophetic voice in our time. With great sadness we lament his loss. This is a good book for students interested in community-based health among the poor.

King, Regine Uwibereyeho, Masengesho Kamuzinzi, Simon Gasibirege eds. Healing Life Wounds: Restoring Communities After Mass Violence. Toronto: Tyndale Academic Press. 2022. Most chapters were written by Rwandans. The book treats the issue of reconciliation and mental health after the mass violence of the 1994 genocide. The two chapters by Gasibirege are particularly important in creating a foundation for community based mental health programs in post-genocide Rwanda. This book would be helpful for students interested in peacebuilding and the rebuilding of communities affected by mass-violence. Disclosure, King is the spouse of the professor of this course.

Myers, Bryant L. Walking with the Poor. Principles and Practices of Transformational Development. Revised and Expanded. Maryknoll: Orbis. 2011. Myers is professor of transformational development at Fuller Seminary. He previously was vice-president of World Vision International. He guided WV to move from community development to an area development focus. The contents draw on the work of other significant development practitioners such as Robert Chambers, Amartya Sen, and Jayakumar Christian. The book is used as a text in the undergraduate program at Ambrose.

Moyo, Dambisa. Dead Aid. Why Aid is Not Working and How There is a Better Way for Africa. New York: Farrar, Straus and Giroux. 2009. The author offers a stinging critique of decades of international development projects in Africa. She

has been critiqued for not offering a viable alternative beyond “let them figure it out” and for her participation on the boards of multi-national companies.

Padilla, Rene. The Local Church: Agent of Transformation. An Ecclesiology for Integral Mission. Buenos Aires: Kairos. 2004. The late Rene Padilla dedicated his life to Christian witness in Latin America. His work in development the theology and practice of integral mission provided an alternative to Liberation Theologies. Padilla’s doctoral work treated the social aspects of Paul’s mission. He was first and foremost a missiologist rather than a development practitioner. This book is important for articulating a missiology grounded in the realities of Latin American communities and churches.

Perkins, John M. Let Justice Roll Down. Grand Rapids: Baker Books. 2014. This book represents the autobiography of a civil rights leader, evangelist, and community activist. Shane Clairborne writes that John Perkins has been a prophetic figure who never severed personal conversion from soul conversion. Perkins was aa founder of the Christian Community Development Association. Students may also consider reading his book **Restoring At-Risk Communities**. These books are highly contextual in dealing with race relationships and impoverished communities in the USA.

Sachs, Jeffrey D. The End of Poverty. Economic Possibilities for Our Time. New York: Penguin. 2005. Sachs is currently the Director of the Earth Institute at Columbia University. He was called the most important economist of our time by the NY Times and Time recognized him as one of the most influential people in the world. Sachs was appointed chairperson of the UN Millennium Development Goal program and has acted as an adviser to the UN Development Program, the World Bank, and the U.S. Government. His Millennium Development Villages in Africa have been controversial in their approach and achievements.

Sen, Amartya. Development as Freedom. New York: Anchor. 2000. This was a seminal book that has influenced the historical trajectory of international development. Sen won the Nobel Prize in economics in 1998. He has taught economics at Cambridge and Harvard Universities. The book is based on lectures Sen gave to senior managers of the World Bank. He argues that development takes place when the freedoms and capacities of people and communities are expanded. Sen’s treatment of hunger issues is particularly important.

Robert J. Schreiter. The Ministry of Reconciliation. Spirituality and Strategies. Maryknoll: Orbis. 2008. This is a relatively short book (136 pages) by a Roman Catholic Priest and Theologian who has devoted much of his life to ministry and witness in East Africa. The book offers Biblical reflections and practical counsel for Christians working in contexts of suspicion, hatred, and violence. It is recommended for students who are drawn to ministries of reconciliation within a community development framework.

Yunus, Muhammad. Creating a World Without Poverty. Social Business and the Future of Capitalism. New York: Public Affairs. 2009. Yunus was awarded the Nobel Peace Prize in 2006. After completing a PhD in the USA, Yunus returned to Bangladesh and was a professor of economic at Chittagong College. He observed peasant women who borrowed money to purchase the material to make baskets to be sold. The loans were repaid with interest leaving little profit for the women. Yunus began a pilot project with micro-credit loans. The clients were expected to repay the loans at favorable rates and use the profits in ways that benefited the household. The small project led to the establishment of the Grameen Bank and the explosion of micro-credit programs around the world.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar 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 and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required 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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Note: Students are strongly advised to retain this syllabus for their records.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888