



CHRISTIAN HERITAGE COLLEGE

**CD240**

## **COMMUNITY AID AND DEVELOPMENT**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	CD240														
<b>Unit name</b>	Community Aid and Development														
<b>Associated higher education awards</b>	Bachelor of Applied Social Science														
<b>Duration</b>	One semester														
<b>Level</b>	Intermediate														
<b>Core/Elective</b>	Elective Required for Community Aid and Development specialisation														
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240														
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	<b>TOTAL</b>	<b>150 hours</b>	Engagement with study materials	90 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>Delivery mode</b>	Face-to-face on site External														
<b>Prerequisites/ Co-requisites/ Restrictions</b>	Nil														
<b>Rationale</b>	<p>Although the practices of international aid and development stem back to ancient times, governments, organisations, groups and individuals, particularly from the West, have become increasingly involved in these activities since the close of the Second World War. Many of the organisations and individuals who have been involved in financing and delivering aid have done so from the basis of their Christian faith, often in association with the ideals of Christian mission and a desire to enact the Christian gospel. Many commentators, aid practitioners and scholars, however, have questioned the capacity of these approaches to increase economic development, alleviate poverty or promote social health.</p> <p>Research has identified only tenuous links between development and positive outcomes for local communities and very few programs have outlasted donor support or achieved lasting improvements. The purpose of this unit, therefore, is both to critique traditional approaches to aid and development delivery and to introduce students to evidence-based models that emphasise collaboration with and empowerment of recipients.</p>														

<b>Prescribed text(s)</b>	<p>Andrews, D. (1998). <i>Building a better world</i>. Sydney, NSW, Australia: Albatross.</p> <p>Jack, K. (Ed.). (2009). <i>The sounds of worlds colliding</i>. Phnom Penh, Cambodia: Servants to Asia's Urban Poor.</p>
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Community Praxis Co-operative. (2007). <i>Living community: An introductory course in community work</i>. West End, QLD, Australia: Tafina Press.</p> <p>Corbett, S., &amp; Fikkert, B, (2014). <i>When helping hurts: How to alleviate poverty without hurting the poor and yourself</i>. Chicago, IL: Moody.</p> <p>Easterly, W. (2006). <i>The white man's burden: Why the west's efforts to aid the rest have done so much ill and so little good</i>. New York, NY: Penguin Press.</p> <p>Ehrenreich, J. (2005). <i>The humanitarian companion: A guide for international aid, development and human rights workers</i>. Dunsmore, UK: Practical Action.</p> <p>Gibson, C.C., Andersson, K., Ostrom, E., &amp; Sujai Shivakumar, S. (2005). <i>The Samaritan's dilemma</i>. UK: Oxford University Press.</p> <p>MacLachlan, M., McAuliffe, E., &amp; Carr, S.C. (2010). <i>The aid triangle: Recognising the human dynamics of dominance, justice and identity</i>. London, UK: Zed Books.</p> <p>Mavrotas, G. (2010). <i>Foreign aid for development: Issues, challenges, and the new agenda</i>. UK: Oxford University Press.</p> <p>Moyo, D. (2009). <i>Dead aid: Why aid is not working and how there is another way for Africa</i>. New York, NY: Farrar, Straus and Giroux.</p> <p>Ramachandra, V. (2008). <i>Subverting global myths: Theology and the public issues shaping our world</i>. Downers Grove IL: IVP.</p> <p>Tesoriero, F. (2010). <i>Community development: Community based approaches in an age of globalization</i>. Frenchs Forest, NSW, Australia: Pearson.</p> <p><b>Journal Articles</b></p> <p>Wydick, B., Glewwe, P., &amp; Rutledge, L. (2013). Does international child sponsorship work? A six-country study of impacts on adult life outcomes. <i>Journal of Political Economy</i>, 121 (2), 393-436.</p> <p><b>Journals</b></p> <p><i>Development</i></p> <p><i>World Development</i></p> <p><b>Reports</b></p> <p>World Bank. (2015). <i>World development report 2015: Mind, society, and behaviour</i>. Washington, DC: Author. doi: 10.1596/978-1-4648-0342-0. Retrieved from <a href="http://www.worldbank.org/content/dam/Worldbank/Publications/WDR/WDR%202015/WDR-2015-Full-Report.pdf">http://www.worldbank.org/content/dam/Worldbank/Publications/WDR/WDR%202015/WDR-2015-Full-Report.pdf</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil

<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Introduction to the dilemma of poverty</li> <li>2. Causes of poverty</li> <li>3. A history of aid</li> <li>4. A pathology of addiction</li> <li>5. Some theories of development</li> <li>6. A biblical view of aid and development</li> <li>7. Crucial Christ-like strategies in development</li> <li>8. Case study of a Christian aid agency – planning and evaluation</li> <li>9. Visitor from an aid agency support group</li> <li>10. Sensitivity to culture and religion in development</li> <li>11. Struggling for love and justice in development</li> <li>12. Taking an appreciative and participatory approach to development</li> <li>13. Thinking about integral mission, aid and development</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. considered biblical content and principles related to aid and development;</li> <li>2. analysed general theories related to aid and development in the contemporary world in both urban and rural situations;</li> <li>3. described the issues involved in planning and evaluating aid and development projects;</li> <li>4. appreciated and personally applied Christian responses which enhance human dignity, community, solidarity and effective witness;</li> <li>5. reflected on the principles and practices of Christian service and mission in the context of aid and development programs; and</li> <li>6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>
<p><b>Assessment tasks</b></p>	<p><b>Task 1: Book Review</b></p> <p>Read and reflect on the book <i>The sounds of worlds colliding</i>. What lessons can you learn from the articles in this book about the task of mission, aid, and development?</p> <p>Word Length/Duration: 1,250 words  Weighting: 25%  Learning Outcomes: 1-2, 4-6  Assessed: Week 7</p> <p><b>Task 2: Reflection on an Agency</b></p> <p>Visit an aid and development agency and reflect on the approach which that agency takes to aid and development.</p> <p>Word Length/Duration: 1,750 words  Weighting: 35%  Learning Outcomes: 1-6  Assessed: Week 11</p> <p><b>Task 3: Analytical Essay</b></p> <p>Examine the relationship between mission and aid and development. Refer to the nature of integral mission and its relationship to aid and development theory and practice.</p> <p>Word Length/Duration: 2,000 words  Weighting: 40%  Learning Outcomes: 1-6  Assessed: Week 13</p>

<b>Unit summary</b>	This unit introduces students to historical and current perspectives and models of international aid and development. In particular students will be enabled to critique such practices from a range of positions including that of a Christian worldview, to assist in the development of their own developing framework of community work.
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