

2012

Christian Engagement with Poverty, Government, and Foreign Assistance

Evangelical Advocacy: A Response to Global Poverty

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Bread for the World, Asbury Theological Seminary and Eastern University

Christian Engagement with Poverty, Government, and Foreign Assistance

Academic Program(s): Add text here
School or department: Add text here
Semester or term: Add text here

Instructor(s): Add name(s) here
Instructor contact: Add information here

Course Description:

Stemming from the May 2010 *Government, Global Poverty and God's Mission in the World* evangelical declaration (and consultation hosted at Wheaton College that originated the declaration), this course will explore four broad module categories that emerged: Theology of Poverty in Today's World, How Christians Engage Government, Government Initiatives against Global Poverty, and Christian Advocacy on U.S. Foreign Assistance. Each module will include a robust exploration of: 1) important topics; 2) contentious questions; 3) key resources; and, 4) questions for reflection and action.

Course Objectives or Outcomes:

Upon completion of this course, students should be able to:

1. Articulate how Scripture defines poverty, the causes of and potential solutions to poverty, and a biblical response.
2. Describe poverty in a modern context, outline the responses of Christian and secular actors, and evaluate the effectiveness of the various methodologies.
3. Articulate how the Scriptures address the role of government and the responsibilities of Christians as they engage the state through an examination of different traditions' historical models of engagement.
4. Outline the nature of foreign assistance by explaining the purposes, expenses, results, and efficacy of foreign assistance initiatives and describing the supporting arguments and critiques of the impact of government assistance, with a focus particularly on the U.S. government.

5. Analyze various strategies for Christian advocacy, delineating their effectiveness through case studies of Christian initiatives to influence government initiatives to reduce poverty.

Required Texts and Materials:

<MODULES 1 and 2 add your required readings to this list>

1. Online Library of Liberty (selections, links provided)
2. Bartholomew, Craig & Chaplin, Jonathan. *A Royal Priesthood? Use of the Bible Ethically and Politically* (selections). Storkey, Alan. *Jesus and Politics: Confronting the Powers*
3. Budziszewski, J. & Weeks, David L. *Evangelicals in the Public Square: Four Formative Voices on Political Thought and Action*
4. Freston, Paul. *Evangelicals and Politics in Asia, Africa and Latin America*
5. 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*. First ed. Penguin (Non-Classics), 2007.
6. Hawthorne, Stephen C. and Ralph D. Winter. *Perspectives on the World Christian Movement*. Pasadena: William Carey Library, 2009. (chapters 1, 5, 25, 28, 30, 93, 96, 97, 129).
7. Moyo, Dambisa. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Macmillan, 2009.
8. Kenny, Charles. *Getting Better: Why Global Development Is Succeeding and How We Can Improve the World Even More*. Basic Books, 2011.
9. Hunter, James Davison. *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World*. Oxford University Press, USA, 2010.
10. Menking, Wayne L. "Encountering Hunger and Poverty Through the Sermon." *Lutheran Partners*. November/December, 2005, volume 21, no. 6. 18-20, PDF file available on-line at <http://www.elca.org/ELCA/Search/>
11. Samuel, Vinay and Chris Sugden, eds. *Mission as Transformation*. Eugene Oregon: Wipf & Stock, 1999.
12. Yoder, John Howard. *The Christian Witness to the State*. 2nd ed. Herald Pr, 2002.
13. Volf, Miroslav. *Public Faith, A: How Followers of Christ Should Serve the Common Good*. Brazos Press, 2011.

Recommended or Optional Texts and Materials:

1. Cray, Graham. "A Theology of the Kingdom." *Transformation: An International Journal of Holistic Mission Studies*. October/December 1988. 5: 24-31.
2. Winter, Ralph and Steve Hawthorne. *Perspectives on the World Christian Movement: A Reader*.
3. Menking, Wayne L. "Encountering Hunger and Poverty Through the Sermon." *Lutheran Partners*. November/December, 2005, volume 21, no. 6. 18-20
4. Samuel, Vinay & Chris Sugden. *Mission as Transformation: A Theology of the Whole Gospel*. Regum Press. 1999.

5. Freston, Paul. *Evangelicals and Politics in Asia, Africa and Latin America*. 2001.
6. Alan Storkey. *Jesus and Politics: Confronting the Powers* (Grand Rapids, Mich.: Baker Academic, 2005).
7. Skillen, *With or Against the World? America's Role Among the Nations* (Lanham, Md.: Rowman and Littlefield, 2005).
8. Cromartie, Michael. *A Public Faith: Evangelicals and Civic Engagement*. Lanham, MD: Rowman & Littlefield, 2003. Print.
9. Drew, Charles. *A Public Faith: A Balanced Approach to Social and Political Action*. Navpress Publishing Group, 2000.
10. Rock, Stephen. *Faith and Foreign Policy: The Views and Influence Of U.S. Christians and Christian Organizations*. Continuum International Publishing Group, 2011.
11. Lumsdaine, David Halloran. *Moral Vision in International Politics: The Foreign Aid Regime, 1949-1989*. Princeton University Press, 1993.
12. Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. 1ST ed. Penguin (Non-Classics), 2006.
13. Barker, Ash. *Make Poverty Personal: Taking the Poor as Seriously as the Bible Does*. Grand Rapids, Baker Books, 2009.
14. Crouch, Andy. *Culture Makers: Recovering our Creative Calling*. Downers Grove, IL: InterVarsity Press, 2007.
15. Wright, Christopher J.H. Wright. *The Mission of God*. Downer's Grove: InterVarsity, 2006.
16. Mitchell, Kenneth R. *Justice and Generosity: The Teaching of the Bible Concerning the Poor*. Baltimore, PublishAmerica Inc., 2008.
17. Straub, Gerald Thomas. *When Did I See You Hungry?* Cincinnati: St. Anthony Messenger Press, 2002.
18. Straub, Gerald Thomas. "When Did I See You Hungry." Videorecording, written and photographed by Gerald Thomas, Straub. Burbank, CA: San Damiano Foundation, 2002.

Evaluated Learning Activities :

1. **Short Oral Report:** Choose one of three readings in the Winter and Hawthorne volume. Report should be five to ten minutes in length. Students are free to use multimedia during the presentation, but it is not required.
2. **Reflection on Poverty:** Students are to submit a reflection paper not more than one page in length on the nature of poverty. The most important part of this assignment is to establish a clear definition of poverty from a Christian perspective.
3. **Reflection on Christians and Government:** Write a 1-2 page reflection on a Biblical perspective of interaction between Christians and government. Feel free to quote Scripture extensively.

4. **Reflection on denominations and government:** Do some brief research on what your denomination teaches about interaction with government. Explain what you think about it.
5. **Denominational and/or Tradition Reflection:** (10%) Students are to provide a five page reflection on a particular denomination or Christian traditions history of government and political involvement (preferably your own). Reflections may be centered around a historical event, act of legislation, domes or global issue. Students are to give an overview of the situation, the various viewpoints, how their (or a) denomination or tradition engaged, what effect did it have, and how that influences their group today.
6. **Book Reflections** (Mandatory, but not calculated unless not completed) : By midnight of the due date, students must email a one-page single spaced reflection engaging the material assigned. These submissions should provide students a forum to reflect upon the content of the text, pose questions about the material, and state areas of disagreement, desire for further inquiry, or uncertainty that need clarification. These reflections should be grammatically well expressed and provide citation information, though the ideas should be personal and less formal. These reflections will NOT be graded for scholarly content, only for whether or not you handed them in and engaged the material. Each book reflection should also pose one question for in-class discussion. Failure to turn one or more of these assignments in will be grounds for a substantial drop in your final grade.
7. **Christian Organizational Taxonomy** (10%): Using the electronic matrix provided (for a visual of the matrix see Appendix A), each student will choose a Christian organization involved in advocacy to analyze and catalogue the agency's contact information, identity, advocacy efforts, advocacy typology, methodology, approach, level, monitoring and evaluation efforts, and funding sources.
8. **Theology of Advocacy** (15%): Each student will write a four page single-spaced paper outlining his/her theology of advocacy. This paper should include both a scriptural understanding of advocacy based on the student's biblical theology and a statement about the role of government, the civic responsibility of the Christian, and the rationale for advocacy efforts in foreign assistance.
9. **Research Paper, Presentation and Panel** (30%): Students will choose a topic related to one of the 4 modules and conduct scholarly research throughout the semester to culminate in a final 15 page, single-spaced paper. Each student will then make a formal 10 minute presentation of his/her research to the class on the date corresponding to the related module. The students researching modules one and two will serve on one panel, the students researching modules three and four on another panel, for questions and answers fielded from the class around the research and module-related issues.

Due Date	Assignment	Description and Notes
Week 7	Reading Reflection: Easterly	By the start of class, this one page single-spaced paper must be emailed to the instructor. See above for full description.
Week 8	Reading Reflection: Moyo	By the start of class, this one page single-spaced paper must be emailed to the instructor. See above for full description.
Week 9	Reading Reflection: Kenny	By the start of class, this one page single-spaced paper must be emailed to the instructor. See above for full description.
Week 10	Christian Organizational Taxonomy	By the start of class, each student will email an electronic copy of this assignment to the instructor. Please also bring a hard-copy of your organizational taxonomy to class.
Week 11	Theology of Advocacy Paper	By the start of class, each student will electronically submit this four page single-spaced paper to the instructor. See above for full description.
Week 12	Reading Reflection: Hunter	By midnight the day of class, this one page single-spaced paper must be emailed to the instructor. See above for full description.
Week 13	Module 1 and 2 Research Paper Presentations and Panel	Students who choose a research paper topic falling under Modules 1 and 2 will each present a 10 minute synopsis of their individual research topics and will participate in a panel discussion in a question/answer format with the class.
Week 14	Modules 3 and 4 Research Paper Presentations and Panel PLEASE NOTE: ALL research papers due this week regardless of module number	Students who choose a research paper topic falling under Modules 3 and 4 will each present a 10 minute synopsis of their individual research topics and will participate in a panel discussion in a question/answer format with the class.

Course Content

MODULE I: Theology of Poverty

Devotions: The class will be split up into small groups. Each small group will be assigned one-two dates to prepare a devotional for the beginning of each class. This will be part of your participation grade along with attendance.

Unit 1: Session Topic(s): **Biblical Foundations in Response to Poverty**

Readings due for this class	Assignments
<p>Samuel and Sugden: Chapter 3 <i>A Theology of the Kingdom</i>, by Graham Cray</p> <p>Samuel and Sugden, Chapter 9: <i>God's Intention for the World</i></p> <p>Menking, Wayne L. "Encountering Hunger and Poverty Through the Sermon"</p>	<p>Devotion (small group presentation)</p> <p>For next week prepare a short oral summary report (3 min. max.) on one of three Winter and Hawthorne readings</p> <p>In two weeks prepare a 5 minute testimony or motivational presentation integrating theology and poverty (see handout)</p> <p>Essay on poverty, due today at the end of class (1 page) written in class.</p>

Unit 2: Session Topic(s): **Theological Response to Poverty**

Readings due for this class	Assignments
<p><i>Winter and Hawthorne</i> (choose to read 3 of the following—chapters are short): 1, 5, 20, 25, 28, 30, 93, 96, 97, 129 (see descriptions below)</p> <p><i>Samuel and Sugden</i> Chapter 12 <i>What is Good News About Good news to the poor,</i></p> <p><i>Samuel and Sugden</i></p>	<p>Devotion (small group presentation)</p> <p>Reading Reflection Paper on Samuel and Sugden, Chapter 13 due next class meeting (<i>one page, 1 paragraph major points, one paragraph reflection and one paragraph missiological implications</i>)</p>

Chapter 16 <i>The Oxford Declaration on Christian Faith and Economics</i>	
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Unit 3: Session Topic(s): **Ecclesiastical Response to Poverty**

Readings due for this class	Assignments
Samuel and Sugden, Chapter 13 <i>Transformation The Church in Response to Human Need</i> Testimonies/motivational presentations (5 min.) Bring laptop computers to class if possible	Devotion (Small group presentation) Testimony/Motivational presentation 5 minute presentations (see handout), due today. Reading reflection: Samuel and Sugden, chapter 13. (one page, 1 paragraph major points, one paragraph reflection and one paragraph missiological implications) Due today.

MODULE 2: Christian Engagement with Government

Unit 4: Session Topic(s): **Christian perspectives in Early American History**
Reading or Other Assignments:

- *Submit a two page reflection on Sherwood and Langdon*
- *Prepare to discuss the writings of Wesley and Whitfield*

Bible- Exodus 5

Online library of Liberty (selected Reading

Samuel Sherwood, Scriptural Instructions to Civil Rulers

http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=816&chapter=69251&layout=html&Itemid=270 *Editor's Introduction to Part II, pp. 101-104*

Samuel Langdon, The Republic of the Israelites an Example to the American States

http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=816&chapter=69313&layout=html&Itemid=27

John Wesley, A Calm Address to our American Colonies

http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=816&chapter=69255&layout=html&Itemid=27

George Whitefield, Britain's Mercies, and Britain's Duties

http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=816&chapter=69226&layout=html&Itemid=27

Unit 5: Session Topic(s): **Biblical Perspectives on Christians and government**

Reading or Other Assignments:

- Write a two page reflection on readings
- Prepare to discuss in class

Bible- Nehemiah 2

Craig Bartholomew, Jonathan Chaplin, and Al Wolters, eds. *A Royal Priesthood? The Use of the Bible Ethically and Politically: (selections)*

- [ODonovans Reading of the Bible for Politics](#)
- [Justice, Truth and Life](#)

Alan Storkey. *Jesus and Politics: Confronting the Powers* (Grand Rapids, Mich.: Baker Academic, 2005).

Unit 6: Session Topic(s): **Evangelical Perspectives in the American and Global Context**

Reading or Other Assignments:

- Submit three page reflection on the history of your denominations and/or traditions engagement of government
- Prepare to discuss readings in class

[J. Budziszewski](#), [David L. Weeks](#) *Evangelicals in the Public Square: Four Formative Voices on Political Thought and Action*

Paul Freston. *Evangelicals and Politics in Asia, Africa and Latin America*

MODULE 3: Government Initiatives Against Poverty

Unit 7: Session Topic(s): **A History and Overview of International Development**

Reading or Other Assignments:

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*. First ed. Penguin (Non-Classics), 2007.

Assignment: One page single-spaced reflection with an integrated question for discussion

Unit 8: Session Topic(s): **Critique of Modern Foreign Assistance**

Reading or Other Assignments:

Moyo, Dambisa. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Macmillan, 2009.

Assignment: One page single-spaced reflection with an integrated question for discussion

Unit 9: Session Topic(s): **Supporting Arguments of and Successes in U.S. Foreign Assistance**

Reading or Other Assignments:

Kenny, Charles. *Getting Better: Why Global Development Is Succeeding and How We Can Improve the World Even More*. Basic Books, 2011.

Assignment: One page single-spaced reflection with an integrated question for discussion

Module 4: Christian Advocacy on US Government Assistance

Unit 10: Session Topic(s): **A History of Advocacy**

Reading or Other Assignments:

Yoder, John Howard. *The Christian Witness to the State*. 2nd ed. Herald Pr, 2002.

Assignment: Christian Advocacy Taxonomy

Unit 11: **A Kingdom Paradigm**

Volf, Miroslav. *Public Faith, A: How Followers of Christ Should Serve the Common Good*. Brazos Press, 2011.

Assignment: Four page single-spaced theology of advocacy paper

Unit 12: Session Topic(s): **Christian Advocacy Strategies and Case Studies**

Reading or Other Assignments:

Hunter, James Davison. *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World*. Oxford University Press, USA, 2010.

Assignment: One page single-spaced reflection with an integrated question for discussion

Unit 13: **Research Presentations and Panels for Modules 1 and 2**

Unit 14: **Research Presentations and Panels for Modules 3 and 4**

Assignment: Research papers due for all students!

Academic Policies

1. Student Disability Policy: Students with documented disabilities are encouraged to work with the Center for Counseling and Academic Support to submit a written request for accommodations specific to this course. To receive accommodations, the professor/instructor must receive a written request. A student must update accommodations requests with the school prior to each academic session.

2. Class Attendance Policy: Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.

It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. It is for these reasons that policies and procedures are established and published by the departments responsible for each program. Please consult your department or instructor for specific attendance policies for your program.

3. Copies of Course Assignments: Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

4. Academic Dishonesty: The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the School Catalog.

Assessment of Student Learning

General Grading Rubric: The following are the definitions of grade levels adopted by the faculty:

A Grade of A Represents

(1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

A Grade of B Represents

(1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course.

A Grade of C Represents

(1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3)

Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.

A Grade of D Represent

(1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material. (2) Very little competence in the techniques of scholarship. (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation. There is no grade of D in the Graduate School.

A Grade of F Represents

(1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course.

I – Incomplete. Awarded only under extreme circumstances and in accordance with the academic catalog.

W -- Withdrawn

Additional or Specific Rubrics:

1. Integrated Writing Rubric:

	High Point Range	Middle Point Range	Low Point Range
Content & Grasp of Issues	Paper is clear, focused, and interesting and includes relevant material or effective research. The writer demonstrates an understanding of the subject matter and the ability to link theories to practical experience.	The paper is clear and focused, though the writing is not particularly captivating. Efforts are made to use relevant material and research to support findings. However, understanding is limited, and the paper lacks substance, logic or originality.	The paper lacks a central idea or purpose, or forces the reader to make inferences based on very sketchy details. Information is limited or missing, and the writer fails to demonstrate a basic understanding of the subject matter.
Content and Completeness Analysis	Major components of analysis are identified and addressed with explanation and evidence of inter-relationship to other components. Impact of the component is explained and	Major components of analysis are identified. Explanation is sketchy or incomplete, inter-relationship to other components not explained adequately for understanding. Material	Components are missing which should be included to demonstrate a thorough analysis; support to explain relationships is incomplete.

	supported with concepts covered in materials and / or class. Analysis of material in charts, tables and/or exhibits is incorporated into the analysis.	is presented in charts and/or exhibits.	
Content and Critical Thinking	Thought and critical thinking is clear and easy to follow. Major points are identified clearly and linked to theoretical concepts and supported with specific details, examples. There is clear organization of thought. Conclusions and recommendations are identified and explained and supported by the analysis. The conclusions / recommendations directly address the initial problem/issue.	Major points are identified, however the explanation is not easy to follow and/or they are not linked to theoretical concepts from the course. There is not a clear link between the conclusion and/or recommendation and the analysis. Some part is missing (conclusion, recommendation, link to the analysis).	Major points are missing and explanation is sketchy. Not a clear link between conclusion / recommendation and analysis or parts are missing.
Organization	The paper's organization emphasizes the central theme or purpose that demonstrates an accurate audience analysis. Sequencing and transitioning of ideas are logical and in appropriate section. The introduction and conclusion lead the reader toward understanding.	The reader can readily follow what is being said, but the paper's overall organization is at times, too obvious or lacks consistent pace. Lack of appropriate support leads to reader confusion and the sequence of ideas is not as smooth as it could be.	The paper's organization is haphazard and disjointed. Writing lacks direction and continuity among ideas, details, and support material. The lack of organization distorts or obscures the paper's main point and leaves the read confused as to the paper's purpose.
Word Choice, Voice, Grammar	The words used convey the intended message in an interesting, precise and natural way. The	Although the language used does convey the message, it is quite ordinary and often	The writer struggles with a limited vocabulary and is unable to convey

	<p>writing is full and rich, yet concise, and the writer is writing for the reader, using action verbs, concrete nouns, and appropriate vocabulary. Sentences are well-built, with consistently strong, varied structure that makes reading easy. The writer demonstrates a strong grasp of standard writing conventions, including spelling, punctuation, word usage, and uses this ability to enhance the paper's readability.</p>	<p>contains overused or "generic" words and phrases. The writing lacks detail and precision, and although understandable, the language rarely captures the reader's attention. Sentences are more mechanical than fluid, and occasional awkward construction forces the reader to slow down and reread sentences. The writer shows good control over simple sentences, but struggles with complex syntax. Some problems with word usage and grammar are present.</p>	<p>meaning. Words seem imprecise, inadequate, or just plain wrong. Often the language is so vague, abstract, or redundant that only the broadest, most general messages are conveyed. Numerous errors in usage, sentence structure, spelling or punctuation repeated distract the reader. Irregular sentence patterns make the text difficult to follow. Many sentences seem disjointed, or awkward. Spelling and basic punctuation is often incorrect.</p>
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2. Participation: All 'talk' does not constitute good class participation. Participation that contributes to a positive grade is characterized by the following:
- It ties personal experience to the concepts that are being studied, giving an orderly, brief version of the experience, with a point that is stated clearly.
 - It avoids repeating in a different form points made by others.
 - It shows evidence of having been completed, understood, and applied to the readings.
 - It incorporates ideas shared by others and the instructor to create a 'fuller picture' of the concept under review.
 - It poses real-life questions or challenges that spring from the discussion material and attempts to shape an 'informed' conclusion.

Bibliography:

Banerjee, Abhijit, and Esther Duflo. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs, 2011.

Calderisi, Robert. *The Trouble with Africa: Why Foreign Aid Isn't Working*. Macmillan, 2007.

Easterly, William. *Reinventing Foreign Aid*. MIT Press, 2008.

_____. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. First ed. Penguin (Non-Classics), 2007.

Freedman, Jim. *Transforming Development: Foreign Aid for a Changing World*. University of Toronto Press, 2000.

Freire, Paulo. *Pedagogy of the Oppressed, 30th Anniversary Edition*. Translated by Myra Bergman Ramos. 30th Anniversary. Continuum, 2000.

Gonzalez, Justo L., and Virgilio Elizondo. *Who Is My Neighbor?: Christian Faith and Social Action*. Abingdon Press, 2007.

Gushee, David P. *The Future of Faith in American Politics: The Public Witness of the Evangelical Center*. Baylor University Press, 2008.

Hunter, James Davison. *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World*. Oxford University Press, USA, 2010.

Kenny, Charles. *Getting Better: Why Global Development Is Succeeding□: and How We Can Improve the World Even More*. Basic Books, 2011.

Lancaster, Carol, and Ann Van Dusen. *Organizing U.S. Foreign Aid: Confronting the Challenges of the Twenty-first Century*. Brookings Institution Press, 2005.

Maren, Michael. *The Road to Hell*. Simon and Schuster, 1997.

Moyo, Dambisa. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Macmillan, 2009.

Sider, Ronald J., and Diane Knippers, eds. *Toward an Evangelical Public Policy: Political Strategies for the Health of the Nation*. Baker Books, 2005.

Sider, Ronald J. *The Scandal of Evangelical Politics: Why Are Christians Missing the Chance to Really Change the World?* Baker Books, 2008.

Swartz, David R., and University of Notre Dame. *Left Behind: The Evangelical Left and the Limits of Evangelical Politics, 1965--1988*. ProQuest, 2008.

Volf, Miroslav. *Public Faith, A: How Followers of Christ Should Serve the Common Good*. Brazos Press, 2011.

Yoder, John Howard. *The Christian Witness to the State*. 2nd ed. Herald Pr, 2002.

Appendix A

Organization, Contact information, address, website[i]	Organizational Identity: mission, purpose, vision of change, philosophical, religious or political affiliation, theological underpinnings[ii]	Focus of efforts or target issues or groups they choose to work on or with and the primary audience or audiences for messages/action. Note also any key partnerships[iii]	Types of advocacy they engage in—public interest, policy, people centered, other or some combination[iv]	Methods, tools, approaches, or activities characterize their efforts[v]	Efforts with, by or for those affected (their role); approaches to assuring participation of those affected by the problem[vi]	Levels of advocacy—local, regional, national, international[vii]	Research, evaluation strategies and results they have seen. Changes they expect and/or how they have changed over time based on needs or new information gained[viii]	Sources of funding and other support (constituents) — individual donors, government support, foundations?[ix]

[i] This should include any individuals you spoke to or communicated with.

[ii] Include a mission statement here if possible and any brief information about why the organization does what it does (**in relation to advocacy ONLY**). If it is a “multipurpose organization” (doing more than advocacy) you might choose to leave out the mission statement and focus on any purpose statements about why it engages in advocacy.

[iii] You could include here specific objectives they have developed to guide their work and specific groups or beneficiaries they seek to help.

[iv] This could be a single type or multiple types. Use the definition sheet handed out in class (based on Tearfund, VeneKlasen and Cohen) for a more complete list of possibilities.

[v] This could include demonstrations, public mobilization, lobbying, education, research, etc. You can also describe here links they make between development programming and advocacy.

[vi] Here efforts could be at multiple levels but try to assess how they build accountability to and assure participation of those affected even if they say they work “with” those affected.

[vii] This refers to the level at which they seek some change as well as whether the change is in policy, laws, funding priorities, cultural practices, etc.

[viii] If they have a strategy you might add how they report on evaluation results. Note any indicators they report on regularly. Note the kind of change they are looking for—political, economic, social, etc.

[ix] You could include here any information about how they allocate resources.