

**Doctor of Missiology**  
**COURSE SYLLABUS**

**PROFESSOR**

Johan Mostert  
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B.S. Bethany Bible College  
B.A. (Hons) Stellenbosch University, South Africa  
B.A. (Social Work) University of South Africa  
M.A. (Psychology) University of South Africa  
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Johan Mostert started his career in pastoral ministry with the Apostolic Faith Mission (AFM) in South Africa and served churches in Johannesburg, Pretoria and Cape Town. After sharpening his academic skills he took a call to the church's national Welfare Department to serve as a counselor to 200 abused and abandoned children at the Villa Lubet Children's Village. Over the next 20 years his ministry grew as he progressively took over management responsibilities for community social work, geriatric and adoption services for the national Church. As far as could be ascertained, he was the only person in South Africa who was certified to function within all three these professions: an ordained minister, a counseling psychologist and a social worker.

From 1989 to 2000 he served as national Director of the AFM Welfare Department with its several hundred employees. The dawning of democracy in the country, and the severity of the AIDS crisis brought new challenges as he led his Department into full racial integration and attempted to steer the wider church toward increased sensitivity to the needs of the poor and the vulnerable of their communities. He was a co-founder of Chrisnet, a network of Christian churches involved in welfare and development that negotiated with the new government on new social legislation, funding priorities and the recognition of the role of Faith-Based Organizations.

He is widely recognized as a leading authority on local-church response to the global AIDS pandemic and travels frequently as a speaker and project consultant for faith-based development agencies both in the US and internationally. In 2004 he took up the position in the Counseling

Department at AGTS where he teaches Research Methods, Tests and Measurements, Cross-Cultural Counseling and Child and Adolescent Psychopathology. He also teaches an integration course (Bible and Social Science) as well as a course in the practical theology department, Pentecostal Perspectives on Justice, the Church and Society.

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## **COURSE DESCRIPTION**

The course will explore the global HIV/AIDS pandemic from various perspectives. It will look at the medical issues that the disease raises and its contribution to global poverty. It will explore the political, economic, social and security issues that its spread has created in Africa, and project future trajectories for the spread of the disease. The course will also attempt to formulate a Christian perspective on the proposed role of the church to prevent the spread of the pandemic, to provide services to minimize its affects and to minister to those infected and affected by the disease. The underlying assumption of these strategies will be to create interventions that are sustainable and community-based and have as their focal point the centrality of the local church in the areas that are most affected.

## **LEARNING OUTCOMES**

### **LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT**

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

### **THE PURPOSE, PROGRAM GOALS, SPECIFIC LEARNING OUTCOMES FOR THE DOCTOR OF MISSIOLOGY DEGREE**

1. The purpose of the D. Miss. is to prepare persons for denominational and interdenominational leadership roles in cross cultural ministries both in the United States of America as well as around the globe; to educate persons with specialized expertise in missiology and its cognate disciplines; and to train persons for research and teaching in those disciplines.

2. The D.Miss. program goals are to enrich the practice of missionaries serving with our denomination and other agencies through :
  - a. mastery of missiological and cognate disciplines
  - b. an advanced understanding of theological disciplines and their relationship to missiology
  - c. enhanced ability to provide leadership in cross-cultural ministries, and the capacity to engage in research and teaching
3. The specific learning outcomes for the D.Miss. program are that the upon completing the program the student will be able to:
  - a. express a deepening biblical and theological understanding of *Missio Dei* and the kingdom of God
  - b. articulate a distinctively Pentecostal theology of intercultural ministry
  - c. describe the historical development of the Christian movement and the participant's role in the contemporary world
  - d. discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel
  - e. establish priorities of evangelism, church planting, leadership formation, and compassion ministries
  - f. model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people
  - g. illustrate the close relationship between the local church and missions; and
  - h. make a scholarly contribution to the understanding and practice of intercultural ministry.

## **OBJECTIVES**

At the conclusion of this course the student should be able to:

- Know how to access the most recent statistics on the pandemic from UNAIDS
- Apply the theory of pre- and post-test counseling of a person receiving HIV testing
- Identify the most common opportunistic infections for people living with HIV/AIDS
- Design a community-based AIDS prevention strategy for a church which includes provision for all the elements of the ABC model and builds on the social capital which is resident in the local church of a community
- Design a community-based intervention strategy for a church to provide appropriate intervention strategies for children living with AIDS
- Design a community-based intervention strategy for a church to provide home-based care for persons living with AIDS

## **METHODOLOGY**

The course will include lectures (including visiting lecturers), practical demonstrations of assessment instruments, class discussions, and practical library research periods to initiate the literature review, which will in turn, provide the context for further class discussions.

## **PRESCRIBED BOOKS**

Ball, Marcia L. and Jennie A. Cerullo. *It Takes Courage!*. Harrisonburg, VA: Kerus Global Publishing, 2004.

Barnett, T. & Whiteside, A. (2006). *AIDS in the Twenty-First Century: Disease and Globalization (Second Edition)*. Palgrave/Macmillan: New York.

Green, Edward. *Rethinking AIDS Prevention: Learning from Successes in Developing Countries*. Praeger Publishers, 2003.

Ward, D.E. (1999). *The AmFAR AIDS Handbook: The Complete Guide to Understanding HIV and AIDS*. W.W. Norton & Company: New York.

## **COURSE REQUIREMENTS**

### ***Pre-Session***

You will be required to read Ward (1999) and pay particular attention to the chapters that Dr. JoAnne Butrin will be dealing with in class. They include chapters 2 (Testing), 3 (Transmission), 4 (Course of the disease), 5 (Treatment of the disease), 7 (Opportunistic infections), 9 (Prevention of HIV infection) and 13 (Living with the infection). You should have basic knowledge of the following chapters as well since it will be assumed that you understand their contents: 1 (Diagnosis and initial care), 6 (Drug development), 10 (Vaccines), 11 (Women), 12 (Children) and 21 (HIV as the cause of AIDS).

You will also be required to choose two group exercises from Ball and Cerullo (2004) which illustrate character development and lead the class in demonstrating this exercise. During the course of the week the late afternoons will be spent on the subject of character development as a strategy to build social capital, and the Ball and Cerullo exercises will be demonstrated as part of such a strategy.

### ***Post-Session***

You will be required to submit a research paper which incorporates the theories of AIDS intervention discussed in class and applies them to a specific geographical area of the world. Your paper should include the following components:

1. A description of the region you have chosen. In this section you will provide the normal demographic data, but concentrate on the sociological, political and/or geographic factors that contribute to the spread of the disease.
2. The HIV/AIDS statistics of the region. In this section you will identify the most vulnerable sectors of the population, the predominant means of transmission of the virus,

and the capacity and shortcomings of the government response (both politically and in the health care system) in dealing with the crisis.

3. An assessment of the social capital that resides in the church of the region. What is the size/influence of the church? To what extent do they have the capacity to respond to the AIDS crisis that faces them? What are the general attitudes toward HIV/AIDS?
4. Finally, you will construct an intervention strategy which is based on sound theoretical foundations, and addresses the specific deficits of that region's intervention strategy but builds on the social capital resident in the church.

Note: for those students who have not yet chosen a topic for their D.Miss. project, with certain adaptations to the research design and data collection elements, and the addition of a biblical framework and an appropriate literature review, this assignment could become the foundations of their project.

**General Guidelines for Formal Writing Assignments:** Each writing assignment should be typed, double-spaced in a 12 point font. It should contain your name and should conform to Turabian, APA, or other formal academic style manual. The paper must be well-structured, clearly written, and grammatically correct. Make sure someone proof reads your paper before you submit it to avoid typographical, grammatical and editorial errors. Papers which do not engage the appropriate bibliographic resources will be returned for rewrites (In future courses papers which have not done so will be rejected.)

**\*\*All work must be submitted electronically as Word Document attachments to Johan Mostert at AGTS by e-mail ([jmostert@agts.edu](mailto:jmostert@agts.edu)). Please include your last name as the first word in the file name.**

**Students with Disabilities:** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: [studentservices@agts.edu](mailto:studentservices@agts.edu). Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

**Non-Discriminatory Language.** All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

- General Principles: [http://www.randomhouse.com/words/language/avoid\\_guide.html](http://www.randomhouse.com/words/language/avoid_guide.html)
- Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>.
- Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.
- Disabilities: <http://www.apastyle.org/disabilities.html>.
- Age Discrimination: [http://www.randomhouse.com/words/language/avoid\\_guide.html](http://www.randomhouse.com/words/language/avoid_guide.html).

## **SPECIFIC DATA**

Prepared by Johan Mostert D.Phil., September 28, 2009.

## ADDENDUM 1

### AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
<b>A. TOPIC SELECTION/RATIONALE FOR STUDY 10%</b>					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There's evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
<b>B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%</b>					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
<b>C. CRITICAL THINKING SKILLS 30%</b>					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
<b>D. BASIC WRITING SKILLS 20%</b>					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					

3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

## ADDENDUM 2

### TIPS FOR WRITING BETTER PAPERS

\*The principles below should be applied to the preparation of the papers.

#### TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

#### WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

#### WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

#### GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such

- devices can be unnecessary and distracting in . Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
  5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
  6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
  7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
  8. If in doubt about a long sentence construction, break into two or more sentences.
  9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
  10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
  11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
  12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
  12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
  13. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
  14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.
  15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
  16. Gender inclusive language should always be used except when referring to the members of the Trinity.

