

ROMANIAN LANGUAGE, CULTURE AND HISTORY



CLASS TIME:

Romanian Language and Culture – (20 Hours)

Teacher: Delia Kandut, BA Spanish Language, BA English Language
delia_kandut@yahoo.com

Meeting Time: See Calendar

Meeting Place: IMPACT Building

Dates: Aug 29 – Sept 30

Culture and History – (32+ Hours)

Teacher: Florin Gheorghe Ghetau; Ph.D. Romanian History, MBA Foreign-Affairs,
floringhetau@yahoo.com

Meeting Time: MWF, Time is yet to be determined

Meeting Place: IMPACT Building

Dates: September 26 -October 23



OVERVIEW:

While lectures and readings will provide the context for your learning in this class, your day-to-day life and interactions in the Jiu Valley and other regions of Romania are key components to your learning. This class will explore Romanian culture and history through visits to historic sites and museums, home stays with Romanian families, language study, readings, and lectures. Lectures will focus on gaining insight into the historical and social development of Romania's cultural values, especially the values Communism attempted to propagate and the devastating wake left by the realities of this failed ideology. Exploring the social legacy of Communism (low social capital, civic apathy, corruption) is imperative to understanding the purpose behind the work of New Horizons Foundation (adventure education and service-learning as strategies for social capital development).



COURSE OBJECTIVES:

1. Participants will gain an appreciation for the Romanian language by acquiring fundamental language skills and practice during home stays, IMPACT program participation, and daily life in the Jiu Valley.
2. Students will be able to understand and participate in a simple conversation on a variety of everyday life topics and situations (e.g. weather, meeting new people, ordering at a restaurant, shopping, etc.)
3. Participants will gain an understanding of their own culture by reflecting on and experiencing the “other” via home stays, excursions, etc.
4. Students will gain an understanding of the features of Romanian history, civilization, and culture. Additionally, they will understand the crucial moments of Romanian history, as well as Romania's interactions with neighboring peoples. Students will have a grasp on Romania's current situation, as well as its background in Eastern Europe.
5. Students will be able to provide general information about Romania (e.g., geography, size, weather, forms of address – formal and informal, customs). In many cases they will be able to identify the way culture has specifically influenced the Romanian language, and how the logistical aspect of the Romanian language demonstrates and informs cultural dynamics.
6. Students will understand that language is not a neutral construct but an active agent in the creation of what is perceived as reality. Within many Christian communities in the USA and even at American Christian Colleges there is specific language used when we talk about God and theological concepts. In Romania, the words they use in Orthodox services and in everyday life are different, or if they are the same they can have a different meaning.
7. Students will be able to indicate political-geographic areas in Central and Eastern Europe, and will be able to explain the formation of those peoples and their evolution to their current state as a nation.
8. In addition, students will understand, through extrapolation of the Romanian case, the perverse effects of the doctrine of communism on the body of a nation. Students will be able to indicate the role played by national minorities in the development of the Romanian state and will understand the defining elements of the construction of Europe, as well as Romania's role in the New Europe.

SELECTED COURSE ACTIVITIES:

LOCAL AND REGIONAL CULTURAL EXCURSIONS:

Within easy driving distance from Lupeni are historic ruins, castles (one of the largest castles in



all of Europe from the Austro-Hungarian empire), Orthodox monasteries, medieval towns and citadels, and more. South of Lupeni is Târgu Jiu, home to many of Constantin Brancuși's famous sculptures such as the Tower of Infinity and The Kissing Gate. We will visit Sarmizegetusa Regia and Ulpia Traiana Augusta Dacica Sarmizegetusa, important and ancient ruins. Furthermore, via the home stays, every day will be a cultural immersion experience.

BUCHAREST CULTURAL EXCURSIONS:

In Bucharest (upon departure) students will visit the Village Museum, the People's Palace (second largest building in the world after the Pentagon) and the National History Museum. Students can also visit the offices of the Patriarch, the head of the Romanian Orthodox Church.



NATIONAL CULTURAL EXCURSIONS:



Trips will be taken to Sinaia, Cluj, Sighet, Târgu Mures, and Horezu. During these trips we will explore some of Romania's cultural heritage, as well as experience some regional cultural differences. Students will learn about Romania's relations with other countries as well as the complex issues surrounding minorities within its borders. Excursions will also be connected with the Sustainable Development class by becoming more familiar with national NGOs and the specific social concerns of Romania.

GRADING:

10% Language Proficiency

You will receive 20 hours of Romanian language instruction. This instruction is meant to help you communicate with your homestay family, IMPACT students, and Lupeni townspeople. You will have two assignments, each worth 5%. The first is a written exam testing your vocabulary, written Romanian, and verb conjugation. The second is an Oral assignment, which will test your spoken Romanian. You will create a story/dialogue in Romanian and present it to your classmates; you will be graded on pronunciation and correctness of grammar. The dialogue must be at least 8 minutes long and you need to have practiced and memorized it with the help of your Host family.

15% Participation

Attention will be given particularly to students who provide thoughtful questions and reflections during class time. For the language section, students who attempt conversation during class time will be considered active in participation.

10% Blog Posting

Each student is expected to write 3 posts of 300-500 words each. Each posting will be graded on its ability to articulately communicate experiences, spelling and grammar, use of pictures or video, and timeliness. Students may use content from their personal blogs or reflective papers as long as it is communicated clearly to a North American audience. The blog address is <http://romania-semester.blogspot.com> (You will receive an invitation to this blog shortly. If you do not have a Google email account and do not wish to have one, you can send your blog posts to janellessilva@gmail.com and I will post for you.) Due dates: September 23, October 7 & October 18

15% Presentation

Each student will prepare a small 15-minute presentation to be given on-site at one of the cultural and historical sites we visit during our excursions. These projects are achievable through online searches, interviews with Romanians, and through books at the office, Apt. 8, or the Bates' home. The following are options for student presentations:

- Densus Church (circa 1000 a.d. near Hunedoara)
- Hunedoara Castle (Hunedoara)

- Lainici Monastery (Monastic life in Orthodoxy) (Lainici)
- Hungarian Population (Cluj)
- Constantin Brancuși: Sculptures (Table of Silence, The Kissing Gate, Tower of Infinity, etc) (Târgu Jiu)
- Constantin Brancoveanu: Horezu Monastery (architecture) (Horezu)
- The Memorial to the Victims of Communism and the Resistance (Museum and Memorial) (Sighet)
- Elie Wiesel's House: His life and the lives of Jews in Romania (Sighet)
- Wooden Architecture and Churches of Maramureș Region (Sighet)

25% Cultural Essay

A quarter of the grade will consist in writing an essay about a subject from Romania's recent history with cultural, social, economic, or political implications. The professor will provide a list with possible subjects and bibliographic sources accessible to the students, and will coordinate the drafting of the essay. Of course, students can propose other subjects which they would like to cover in their essays. This essay must be between 5 and 7 pages long. Through the essay, the student must demonstrate the acquisition of some basic elements of understanding of the history and culture of the Romanian people, as well as the ability to understand what is specific to the Romanian nation in the context of the ethnic mosaic and denominationalism of Southeastern Europe. Essay is due October 24th.

25% Oral Presentation of Cultural Essay

A quarter of the course grade will be dependent on a public presentation of the student's essay in front of the other students. The student will use a powerpoint presentation, which should include cartographic material and photographs in addition to text. The presentation does not need to exceed 15 minutes. The student must prove competency in oral presentation, preparation, and fluency in expression, as well as an understanding of the complexities of the chosen theme and a clear delivery of their personal opinion about the subject covered. Presentations will be done November 5.

TEXTS AND RESOURCES:

Barbara Jelavich, *History of the Balkans*, Cambridge University Press, 2009.

Ion Bulei, *A Short History of Romania. Third Edition*, Editura Meronia, București.

Neagu Djuvara, Iulia Banica and Constantin Banica, *A Concise History of Romanians*, Create Space, 2012, 302 p.

Nicolae Klepper, *Romania. An Illustrated History*, Hippocrene Books, 2002, 322 p.

Otilia Hedeșan, Elena Jebelean, Florentina Leucuția, Nicoleta Mușat, Dana Percec & Corina Popa, *Bun Venit în România! Manual de Limbă Română și de Orientare Culturală Pentru Străini*, MIRTON Timișoara, 2008.

Peter Siani-Davies, *The Romanian Revolution of December 1989*, Cornell University Press, 2007, 328 p.

Stoica Dan, *Romania 1989-2005. A Chronological History*, Editura Meronia, București.

Vlad Georgescu, *The Romanians History*, Ohio State University Press, 1991.



COURSE CALENDAR (ORGANIZED BY WEEK)

ROMANIAN LANGUAGE SCHEDULE: CLASS IN IMPACT BUILDING

*ADDITIONAL HOMEWORK HANDOUTS AND ASSIGNMENTS ARE GIVEN BY TEACHER AT CLASS TIMES

AUGUST 30

Topic: Hello! Introducing Myself

- Alphabet
- Phonetics: ă, ț, ea, oa, ua, ia, ie, ci.
- Vocabulary: Moments in a day, words describing yourself.
- Articulate and inarticulate nouns.
- Affirmative and negative verb forms.

- Nonverbal communication in Romanian culture

Reading/homework: Page 1-3

SEPTEMBER 9

Topic: Let's Get to Know Each Other

- Phonetics: ș, io, ei, ui, eu, ai, ioa, ci, i
- Vocabulary: learn continents and countries, "I am from America"
- Pronouns - personal, reflexive, demonstrative, interrogative, affirmative, negative forms.

Reading/homework: Page 4-6

SEPTEMBER 11

Topic: Where I Live

- Phonetics: î, ce
- Vocabulary: geographical terms, cities, landforms etc
- Numbers 1-10
- Possessive adjectives

Reading/homework: page 7-10

SEPTEMBER 23

Topic: Food and Eating

- Phonetics : ghe , ghi
- Vocabulary: food, meal, preparation and serving of food, kitchens, food buying (dialogue in groups of three to four)
- Nouns: gender and number
- Adjectives expressing taste, temperature and quality of food
- Conjunctions: deoarece, pentru că, fiindcă

Reading and Homework: Page 11-15

SEPTEMBER 25

Topic: My Home

- Phonetics : che , chi, ii

- Agreement of the adjective with the noun
- Prepositions
- Adverbs and adverbial phrases of place
- Vocabulary: description of a sequence of actions - making meals, preparing a dish

Reading and Homework: Page 16-19

SEPTEMBER 27

Topic: How I Dress

- Phonetics: iau, iei
- Vocabulary: items of clothing and footwear, seasons, months, days of the week, description of clothes
- Letters and groups of letters: j , h , t , v , w , z , x , k, che , chi, ghe , ghi - J , H , T , V , W , Z , X, K

Reading and Homework: Page 20-23

SEPTEMBER 30

Topic: The City. The Pharmacy.

- Nouns - singular and plural, articulate and inarticulate
- Telling Time
- The four present tense conjugations
- Cardinal numbers - tens, hundreds, thousands

Reading and Homework Page 24- 31

OCTOBER 2

Topic: The Body

- Vocabulary: Body Parts
- Singular and Plural Nouns, articulate and inarticulate
- Adjectives, agreement of adjective with the noun
- Active Voice, reflex Voice
- Verbs

Reading and Homework: Page 32-40

OCTOBER 4

Topic: Hello! Taxi Please?

- Conjugation forms, learning the past tense
- Expressions of time
- Learning to order a taxi by phone

Reading and Homework: Page 41-49

OCTOBER 7

Topic: The Doctor

- Imperative Nouns and Adjectives
- Expressing Order
- Medical Vocabulary

Reading and Homework: Page 50-55

OCTOBER 7

Written Exam and Oral Presentation

ROMANIAN CULTURE & HISTORY

SEPTEMBER 26

Guest Speaker: Minda Petruta

Topic: Women, Men and Gender Relations in Communist Romania

SEPTEMBER 27

Guest Speaker: Minda Petruta

Topic: Collective Memory and Social Relations in a Multicultural Town

SEPTEMBER 30

Topic: Introduction to Romanian history

Romanians have a long history – rich, complex, and full of paradoxes. Romanians, Albanians, and Greeks are the oldest peoples in Southeast Europe. In addition, the Romanian people are the only neo-Latin people in Eastern Europe and the only neo-Latin Orthodox people. On the other hand, Romanians have been trapped for centuries in conflict with Islam. The past

illuminates the present, and yet for an external observer of Romanian history, it is difficult to understand and truly grasp.

Readings: Vlad Georgescu, *The Romanians History*, Ohio State University Press, 1991.

OCTOBER 2

Topic: Forays into the history of the Jiu Valley: its history, people, occupation, customs, and economic life

The Jiu Valley has long been a region on the margins of Romanian history. The colonization of the Jiu Valley happened relatively late, in the 17th century, and in the 19th century this region was caught in the vortex of the industrial revolution. From that moment on, the history of the Jiu Valley was based on coal mining. The fall of communism in 1989 produced various signs of socioeconomic unrest in this area which, unfortunately, were echoed in the international press.

Readings: TBD

OCTOBER 4

Topic: Titans of Romanian culture: Mihai Eminescu, Constantin Brâncuși, George Enescu, Nicolae Gîrgorescu, Nicolae Iorga, Eugen Ionescu, and Mircea Eliade

Romanian culture imposed itself on the European level relatively late, as its development was slowed by the immense gap between West and East. But although it started a bit later, Romanian culture has offered Europe and the world remarkable personalities who have claimed places of reference in fields such as poetry, sculpture, music, painting, history, drama, philosophy, and so on.

Readings: Nicolae Klepper, *Romania. An Illustrated History*, Hippocrene Books, 2002, 322 p.

OCTOBER 7

Topic: The Balkan peninsula: “the powder keg of Europe;” why the Balkans are the way they are

The Balkan peninsula has been one of the most tumultuous regions on the planet. In the 20th century the Balkans offered the whole world a shocking image of a political-geographic area crushed by inter-ethnic violence. The two Balkan wars which occurred in 1912 and 1913, as well as the violent conflict produced after the collapse of Yugoslavia in Croatia, Bosnia-Herzegovina, Kosovo, and Macedonia, are conflicts impossible to understand without a recourse to history.

Readings: Barbara Jelavich, *History of the Balkans*, Cambridge University Press, 2009.

*Second blog post due

OCTOBER 11

Topic: Romanian dictators: King Carol II, Marshal Ion Antonescu, Gheorghe Gheorghiu-Dej, and Nicolae Ceaușescu

The contemporary history of Romania was marked by four totalitarian regimes. The first dictatorial regime was that of King Carol the Second. Then came the military dictatorship of Marshal Ion Antonescu (1940-1944), one of the allies of Adolf Hitler. After this followed two communist dictators: Stalinist Gheorghe Gheorghiu-Dej (1948-1965) and neo-Stalinist Nicolae Ceaușescu (1965-1989). The eccentricities of the latter made him extremely well-known around the world, and the revolution of December 1989 contributed decisively to the recognition and knowledge about this dictator internationally.

Readings: Ion Bulei, *A Short History of Romania. Third Edition*, Editura Meronia, București.

OCTOBER 14

Topic: Romania in the communist period (1948-1989): politics, repression, economic life, international relations, etc.

Between the years of 1948 and 1989, Romania experienced the nightmare of communism. Romania was organized after Soviet principles, which included the nationalization of businesses and the collectivization of agricultural areas, as well as centralized economic planning. The population was subject to brutal repression which took as victims, firstly, the political elite and intellectuals of the country. Yet the communist period was not 100 percent negative, as some successes existed in economic planning and international relations.

Readings: Ion Bulei, *A Short History of Romania. Third Edition*, Editura Meronia, București.

OCTOBER 16

Topic: Private life in the communist period

The dictatorial regime claimed to control everything, from political and social life to intimate, private life and even the thoughts of every individual. The communist regime in Romania insinuated power in the daily life of simple citizens. This aspect of control created a type of social aberration, one whose consequences have not been totally eliminated even today. The daily life of a Romanian citizen in the communist period is an extremely relevant part of understanding the dangers posed by totalitarianism.

Readings: Ion Bulei, *A Short History of Romania. Third Edition*, Editura Meronia, București.

OCTOBER 18

Topic: The December 1989 revolution

In the year 1989, the communist regimes of Eastern Europe fell one by one. Poland, Hungary, Czechoslovakia, the German Democratic Republic (East Germany), and Bulgaria all broke from their communist pasts, orienting themselves towards democracy. This so-called “Velvet Revolution” bypassed only Romania, where dictator Nicolae Ceaușescu refused to accept any change, which would curtail his absolute authority. However, in December 1989 the dissatisfied populace erupted, and the Ceaușescu regime was felled. Unfortunately, the overthrow of this brutal and oppressive regime was achieved through bloodshed.

Readings: Peter Siani-Davies, *The Romanian Revolution of December 1989*, Cornell University Press, 2007, 328 p.

* Final blog post due

OCTOBER 21

Topic: The return of democracy (1989-2013): dilemmas, failures, and achievements

The transition from a regime characterized by political repression and economic centralization to a democratic system and a market economy regulated through supply and demand was extremely difficult. The process of transition was accompanied by unemployment, bankruptcy, social unrest, etc. In the last two decades Romania has been confronted with numerous problems, but has oriented itself decisively towards the West, succeeding in joining NATO (2003) and the European Union (2007). But even with all this, Romania still has a long road to travel in order to offer its population a truly functional state and a Western level of prosperity.

Readings: Stoica Dan, *Romania 1989-2005. A Chronological History*, Editura Meronia, București.

OCTOBER 23

Topic: Aspects of the history of national minorities who have lived in Romania

Eighty-nine percent of today’s Romanian population is composed of Romanians, while the remaining 11 percent is composed of national minorities including Hungarians, Germans, Jews, Roma, Serbs, Ukrainians, etc. All these national minorities have brought contributions to the development of modern Romania. Because of this, it is natural to examine their roles in the

history of Romania. Romania is one of the most advanced countries in the EU regarding the provision of minority rights, a fact little-known in foreign countries.

Readings: Stoica Dan, *Romania 1989-2005. A Chronological History*, Editura Meronia, București.



Experiential Education: *Theoria* and *praxis* for transformation

Instructors: Dana Bates and Jack Organ

Location: Tuesdays and Thursdays 2:30-5 (unless otherwise noted) at the IMPACT building

Course Description:

This class has two principle aims. The first is to dig deeply into the theoretical (including theological) and historical foundations of experiential education. This class will therefore investigate the classical virtue and “wisdom” (*phronesis*) tradition, as well as its later refinements with Dewey and his desire for a transformative praxis. The second main aim is to explore experiential education—*adventure education and service learning*—in, and as applied in post-Communist Romania. Thus the basics of adventure education will be addressed including a wilderness back-packing trip in the beautiful Carpathians of Transylvania, and working in solidarity with Romanian youth who are striving to improve their communities. All of this is embedded within the context of an NGO that leads Romania’s largest movement of youth activists.

Former Student quote:

** Before...I was hearing all these concepts of social capital, outward bound, adventure education, service-learning, and pedagogy but I wasn't listening. I was hearing but I wasn't listening. It wasn't until I went to Romania and saw those topics in action, and working, did I understand what they meant. “*



Course Objectives:

1. Understand the concepts of and put into practice the basics of adventure education, both hard and soft skills.
2. Understand the concepts and practice of service learning; participatory development, as well as an introduction to Theatre for Social Change;
2. Understand the background to experiential education and its linkages with virtue theory, *phronesis* (practical reason), and *eudaimonia* (happiness or well-being);
4. Understand why experiential education is such a powerful transformational tool for post-communist cultures;
5. Struggle with Romanian youth for the development of their community through the implementation of specific community service projects.
6. Gain leadership experience through developing and presenting a workshop for the IMPACT (*See description below) service-learning clubs.
7. Explore a theology of transformative praxis built on the core Christian beliefs such as the Trinity and Incarnation.



Assigned Texts:

1. A reader will be given.
2. Making Social Science Matter
3. Outdoor Leadership

Course Activities:

1. Week long wilderness expedition in the famous Retezat National Park;
2. Weekly discussions of readings;
3. A full two day initiation into the unique IMPACT methodology;
4. Participation with and leading aspects of the IMPACT service-learning program;
5. Developing and delivering a training or workshop and resources for IMPACT youth that will be part of the permanent heritage of the New Horizons foundation and contribute to the growth of the service-learning movement in Romania.

Course Structure:

WILDERNESS EDUCATION

Early in the course, due to the approach of winter, there will be a week-long backpacking expedition in Retezat National Park, a splendid wilderness classroom. Emphasis will be placed not only on wilderness hard-skills, such as trail technique and cooking in the wilderness, but also on learning soft-skills such as debriefing and other general outdoor leadership skills such as decision-making. This wilderness excursion will also be used as a debriefing time of the student's transition to a new culture. **It is not necessary to be a "rock-jock" or super athlete to participate in this experiential education course.**

SERVICE-LEARNING (IMPACT CLUB) COMPONENT:

After the Retezat wilderness excursion the course shifts away from adventure education to the service-learning and theoretical components. The service-learning (or the IMPACT club involvement) component consists of IMPACT club leader training, participation in clubs, and three assignments. The theoretical component will consist of academic readings, reflections, discussions and a two day IMPACT training.

A normal week will include students participating in two IMPACT clubs meetings. Translators will be provided when needed (many young Romanians speak good English). Students throughout the semester will work closely with their IMPACT club, getting to know them on a personal level, and learning about Romanian culture and the objectives and activities of IMPACT as a community development model. Each student is expected to:

- Research, lead and effectively debrief a teambuilding type activity with the group.
- Research, share and debrief a moral story with the group.
- Develop and implement one lesson plan to improve the IMPACT model. (We will provide examples and helpful templates for these.)

All of these "inputs" will become part of the permanent resources of the IMPACT service-learning model. This work will help grow service-learning throughout Romania and internationally as a tool for transformational development.

There will be a thorough introduction to the IMPACT model and an overview of student assignments in the clubs. In general, there will be 2 students working with one IMPACT club. There are generally anywhere from 8 – 20 youth ages 13-18 in a single IMPACT club. As emphasized, students will be helping New Horizons develop a national movement of service as a strategy for transformational development in solidarity with Romanian youth and the challenges they face.

More on New Horizons IMPACT service-learning model:

*IMPACT is New Horizons innovative and highly replicable youth development club (empirically proven to develop social capital) that creatively combines fun, learning and service to continuously improve both self and society. Meetings usually have the following modules and students will contribute to each:

1. Adventure education—e.g. teambuilding game(s)
2. Moral narrative and debrief
3. Service learning component—project development or skills training

Grading:

25% Participation during class meetings

40% Retezat participation and reflection paper (20%) and
Virtue Reflection (20%)

35% Impact Club involvement

- Participation grade (participating in the club meetings)
- Final project/report (containing student contribution to IMPACT)



Assignments:

The post Retezat paper is a chance to reflect on the trip and the lessons learned. Please answer the three following questions in your paper. The paper should be 3-5 pages and include a bibliography of any resources used. **Due Date: Tuesday, October 2nd** (email or turn paper into Alice- alice_mcfarlane@new-horizons.ro).

- a. **WHAT?** What happened on the trip that had an impact on you? Describe what influenced you? (Conversations, life stories, hiking, views, questions, solo time, challenge, etc).
- b. **SO WHAT?** What significance was there to what happened on the trip? How did the events impact you? Explain why the event, conversation, etc had importance for you.
- c. **NOW WHAT?** This is the most important part of the paper. Please give detail to what you will now do/think/implement differently because of the “WHAT” that happened on the trip. What change was brought about on the trip and how will you live it out?

The purpose of the **IMPACT lesson plan** is to strengthen both the local IMPACT clubs as well as the IMPACT model as a whole. It will consist of a needs assessment on your IMPACT club (using the Frankena Boxes) and completing a lesson plan template. You will only be graded on the Frankena Boxes and Lesson Plan. It may not fit to actually use the lesson plan with your club, depending on where they are with projects, but often they do.

Moral Story: Research, share and debrief a moral story with the group. You will be evaluated by the IMPACT leader of your club with a rubric for evaluating sharing stories.

Teambuilding Activity: Research, lead and effectively debrief a teambuilding type activity with the group. You will be evaluated by the IMPACT leader of your club with a rubric for evaluating facilitating teambuilding activities and a debrief.

Due Date(s): Friday November 9th - e-mail/turn-in completed Frankena Boxes to Alice

Wednesday December 12th - e-mail/turn-in completed IMPACT Lesson Plan to Alice and have completed presenting both the Moral Story and Teambuilding Activity for your IMPACT club.



Course Calendar:

(SEPTEMBER 2ND – 8TH)

This week we will begin our preparations for the Retezat trip. We will meet three times at the building for discussions and to practice hard skills (i.e. setting up tents, using stoves, packing packs, clothing selection, etc.)

(SEPTEMBER 9TH-15TH)

Backpacking in the beautiful Retezat National Park. Trip leader is Alice Macfarlane as well as a local mountain guide.

(SEPTEMBER 16TH-22ND)

This week is dedicated to language acquisition and Romanian culture and history.

(SEPTEMBER 24TH – 25TH)

There will be a full two day training on IMPACT led by key NHF staff. this will be at the IMPACT building from 10 am until 5 pm.

Orientation lecture of IMPACT by Dana Bates focusing on the international development implications.

Frankena Model led by Alice McFarlane. A tool to help one operationalize curricular ideas.

We will never solve the problem of development without the development of more problem-solvers.

SEPTEMBER 27TH

GO OVER SYLLABUS, AIMS OF CLASS. HOW IT RELATES TO SD

This class principle's aim is to go over the syllabus, explain basic concepts of experiential education (adventure education and service learning), and begin the foundation stones for a theology of social transformation. It is also aimed to begin to get a sense of the appropriateness of experiential learning for post-communist contexts.

Readings/etc:

A Trinitarian Framework for social transformation by Dana Bates

Eric Digest 128: SL, more than community service

Go over Kurt Lewin's 12 learning principles if time.

OCTOBER 2ND

This class will focus on virtues or *aretai* and the notion that what is required is not mere knowledge of the good, but to become good through practice. The classical background of the virtues in Homer, Plato, Aristotle, and the Christian transformation of the virtues, and their marginalization in the Reformation. The positive psychology approach will be examined, including the "CSV" list, and the role of heroes and human exemplars. Also, the foundational question of whether there is a universal list applying for all, or if virtues are relative to cultures or worldviews.

READINGS:

Have read intro and chapter one of *Reverence*.

"Why SL is Such a Good Idea: Explanations from the Research,"
Shelley Billig (2+pages)

Chapter 7, "The Pedagogy of Action and Reflection," in *Empowering the Poor*, Robert C. Linthicum. (6 pages)

"Virtue is the best expression of Christian notions of moral growth."
Stanley Hauerwas

Exercise: At the entrance to the Delphic Oracle was written "Know Thyself". Fundamental to being a virtuous person is self-awareness. In this light, students will spend some time reflecting about what virtue(s) they wish to

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cultivate during their time in Romania, and turn these into SMART goals. At the end of the semester, a reflective paper will be written in light of the progress or emendation of the virtues.

OCTOBER 4TH

Keeping in mind that experiential education is fundamentally about transformative praxis, this class will examine the charioteer of the virtues, *phronesis* or practical reason, or wisdom. At the core of experiential learning is a “learn by doing” philosophy of action that can be correlated with the action of the Incarnation.

Have read chapter 3 and chapter 4 of *Reverence* as well as Dana Bates article on *phronesis*. Come prepared for discussion.

Also, a 1.5 hour presentation on Augusto Baol’s “**Theatre of the Oppressed**” will be given.

OCTOBER 9TH

This class will focus on *eudaimonia*, often translated as happiness, or human flourishing. This class will deal primarily with what is called Subjective Well-Being. (SWB). It will be co-taught with Kadie Becker.

Have read chapter 5 and 6 of *Reverence*.

In 50 Facts, “More people die each year from suicide...”

WHO report on Happiness;

Layards Happiness: Lionel Robbins Memorial Lectures 2002/3

OCTOBER 11TH

This class will discuss twentieth century key figures in experiential education, namely Kurt Hahn, Paulo Freire, and John Dewey. Also discussed in further detail is the rift between transformative praxis and theology.

Have read chapters 7 and 8 of *Reverence*.

Read Dana Bates’s article on Dewey and a theology of Transformative Praxis.

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Paulo Freire: “At this point in history, we must favor the dream of changing the world, rather than adapting to it.”

OCTOBER 16TH

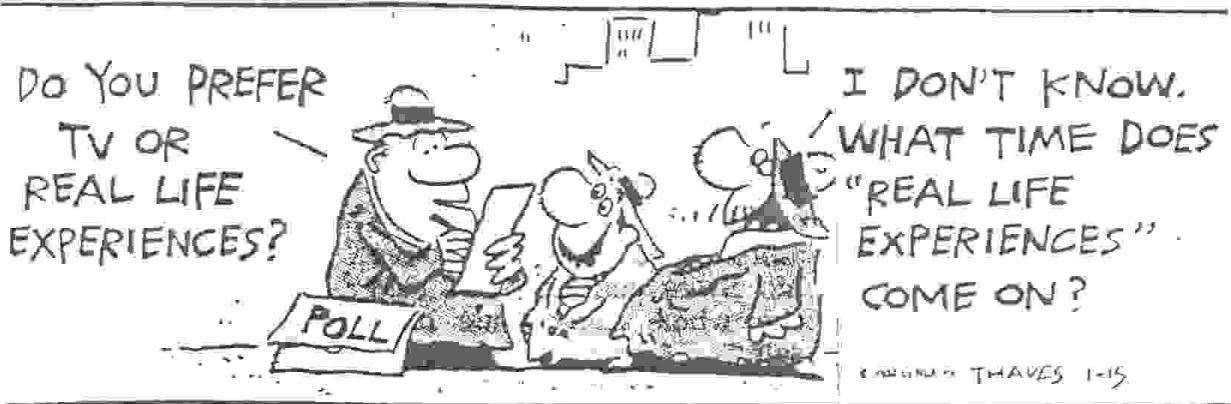
Have read chapters 9 and 10 of *Reverence*;

And Roland Hoksbergen's Building Social Capital in Romania.

IMPACT club meetings twice a week. Student(s) will collaborate with their IMPACT club leader(s) to establish their role in the club meetings that week.

Frank and Ernest

by Bob Thave



OCTOBER 18TH

Have read chapters 11 and 12 of Reverence.

My IMPACT: multidimensional and upstream solution.

Viata/Adventure education presentation by Ilie Popescu, Viata program director

(NOVEMBER 7TH-11TH)

No regularly scheduled class: Cluj/Sighet Trip

New Horizons staff member Mihaela Todoca will present a lecture on the classic 1938 text *Homo Ludens*, "Man the player" by Dutch historian and cultural theorist Johan Huizinga.

14. (NOVEMBER 14TH-18TH)

IMPACT club meetings twice a week. Student(s) will collaborate with their IMPACT club leader(s) to establish their role in the club meetings that week.

15. (NOVEMBER 21ST-25TH)

IMPACT club meetings twice a week. Student(s) will collaborate with their IMPACT club leader(s) to establish their role in the club meetings that week.

16. (NOVEMBER 28TH- DECEMBER 2ND)

IMPACT club meetings twice a week. Student(s) will collaborate with their IMPACT club leader(s) to establish their role in the club meetings that week.

BY DECEMBER 12TH, A 6 PAGE REFLECTION PAPER ON VIRTUES.

A 6 page reflection paper on your growth in (an understanding of) the virtues is due. This can include reflection on the nature of virtues in general, whether there is a different Christian shape to the virtues, and if so, how different? Are virtues context dependent in the sense that certain situations call forth more of certain type of virtue? What do you think the virtues are required for commitment to “development” work?

Rubrics for deliverables in the IMPACT club:

A. Moral/spiritual development story and debrief

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously planned.	Student seems pretty prepared but might have needed more planning.	The student is somewhat prepared, but it is clear that planning was lacking.	Student does not seem at all prepared to present.
Presentation	Student knows the story well and gives a clear presentation, whether video, reading or telling; participants can hear and/or see the story well.	Student is familiar with the story and presents it in a way that most participants can hear and/or see the story.	Student loosely knows the story and only a few students can hear and/or see the story well.	Student does not know the story well and participants can not hear and/or see the story well.
Appropriate Story	The story and application to life were a great fit for the group.	The story and application to life was ok for the group.	The story and application to life was either too high or too low for the group.	The story and application to life did not fit the group at all.
Debrief	Student was well prepared with questions, had clear connections to life and drew out responses from all students	Student had prepared some for the debrief, had some thoughts of how the story connects to life, and drew out responses from some students.	Student did not prepare much for the debrief, had loose connections between the story and life, and drew out only a few responses from students.	Student was not prepared to debrief, could not link the story to life, and did not draw out the students.

Rubric for teambuilding game/activity and debrief:

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously planned.	Student seems pretty prepared but might have needed more planning.	The student is somewhat prepared, but it is clear that planning was lacking.	Student does not seem at all prepared to present.
Explanation	Student clearly explains directions and rules for the team building activity, asks if anyone has questions, provides examples if needed.	Student explains the activity well but does not ask for questions or provide examples.	Student explains the activity, but participants seem confused at the start.	Student poorly explains the activity, does not ask for questions and provides no examples.
Appropriate Activity	The activity and level of challenge were a great fit for the group.	The activity and level of challenge was ok for the group.	The activity and level of challenge was either too high or too low for the group.	The activity and level of challenge did not fit the group at all.
Debrief	Student was well prepared with questions, had clear connections to life and drew out responses from all students.	Student had prepared some for the debrief, had some thoughts of how activity connected to life, and drew out responses from some students.	Student did not prepare much for the debrief, had loose connections of the activity to life, and drew out only a few responses from students.	Student was not prepared to debrief, could not link the activity to life, and did not draw out the students.

Eastern Orthodoxy, EO101



Professors: Ibrian Caramidaru BA, MA, Ibrian_caramidaru@noi-orienturi.ro
Father Ciocan, BA in Theology, and Priest at the local Orthodox Church
Class time: Tuesdays & Thursdays 10 a.m. - 1 p.m.
Location: IMPACT Building
Dates: October 1 - November 28, 2013

Course Overview:

This is an introductory course to give Western students a good understanding of Eastern Orthodox faith, dogma, aesthetics, liturgics, and lifestyle. Even though the Christian Church started in the East, the Eastern Orthodox Church is largely unknown to Western audiences. This course will explore both theologically and culturally the national faith of Romania, Eastern Orthodoxy. Expert Orthodox authorities will speak on behalf of their Church, thus facilitating an authentic approach to Romanian Orthodoxy. There will be a focus on lived experience of the Sacraments, the role of the Church Calendar, the effects of Communism on the social engagement of the Church, among other things.

Course Objectives:

1. Understand the main concepts such as theosis and the central importance of the Trinity and the Incarnation in Eastern Orthodoxy;
2. Understand both theoretically and experientially the importance of and canons for “beauty” in Eastern Orthodoxy theology through their art (especially iconography), liturgy, and architecture;

3. Understand some of the similarities and differences between the East and the Western orientations to the Christian faith, thus gaining a better understanding of faith and culture as well as that of “otherness”;
4. Experience the multi-dimensional nature of Orthodox worship in the liturgy (sights, smells, taste, teaching) by Church visits;
5. Understand some of the internal diversity within EO, reform movements, the effect of Communism on religious life, culture, etc.

Course Texts:

Farley, Lawrence R. *Let Us Attend: A Journey Through the Orthodox Divine Liturgy*, Conciliar Press

K.P. Aleaz. *Some Distinctive Features of Eastern Christian Spirituality* (IJT 4212 (2000), pp. 178-191)

Meyendorff, John. *Byzantine Theology, Historical Trend and Doctrinal Themes*, Fordham University Press, 1987

Taniloae, D. *The Orthodox Doctrine of Salvation and Its Implications for the Christian Diakonia in the World*, in the volume *Theology and the Church*, SVSP, 1980

Ware, Kallistos. *The Orthodox Church*, Penguin Press, 1997 (hereafter - Ware OC)

Ware, Kallistos. *The Orthodox Way*, St. Vladimir Seminary Press, 1998 (hereafter Ware OW).

Grading Breakdown:

20% Church visit write-ups

Outside of the group church visits scheduled, students are required to attend 3 Sunday liturgies (English/Romanian copies of St. John Chrysostom’s liturgy will be made available.) Following a church visit, students are asked to write a short, 1 page reflection on their experience. Include your observations, your general thoughts/reflections and any questions you have. Send these write-ups electronically to Ibrian Caramidaru, ibrian_caramidaru@noi-orienturi.ro. Due at class time on: October 15, 2013 & November 21, 2013.

5% Class activity & involvement

Participation grades will be based on bringing questions from readings to class and attempting to answer questions in class.

25 % Mid-term – multiple choice & short answer test

Students will take a short 30-minute quiz based on both the lectures and readings covered up until this point. Test date: October 22

50 % Final paper on a given topic

Each student will be given a different topic selected by the professor. Students are required to write a 7-10 page paper on their given topic. In order to increase the quality of each paper students will be given resources (books and articles) about their topic by their professor. Papers are graded on quality of research; demonstration that the student has read and thought critically about their given topic. Papers are due Monday December 2, 2013.



Course Calendar:

Tuesday October 1

Topic: General Context

- The scope and contents of the course
- The geographical and historical setting: Byzantium and Orthodoxy
- Autonomous Orthodox Churches
- The meaning of theology in the East
- Tradition and Scripture
- Sources of theology

Reading: Meyendorff – Introduction, Ware OC– Chapter 10

Thursday October 3

Topic: On God in Himself

- Apophaticism and the language on God
- The meaning of the debate
- 6 fundamental questions concerning God and man
- The possibility of the knowledge of God as given in Revelation
- The energies and the Being of God
- The Trinity: terms and relation with the Greek background

Reading: Ware OW –Chapter 1

Tuesday October 8

Topic: On the Holy Trinity

- The first Ecumenical Council
- The formulation of the Creed
- The second Ecumenical Council- the role of the Holy Spirit
- The Holy Trinity in the Church Fathers view – options: numeric and generic unity, the idea of relationship, the monarchy of the Father and *filioque*
- The economic Trinity, personal characteristics, perichoresis and appropriation

- Different heresies

Reading: Ware OC – Chapter 11 pp. 208-218, Ware OW – Chapter 2, Meyendorff – Chapter 14

Thursday October 10

Topic: On Creation

- The Creator/creature distinction, *logoi* and human reason
- An eternal creation or an act of the divine will
- Matter and spirit, movement and chance vs. immutability
- The creation of the unseen world, the angels
- Creation of human beings – image and likeness, theories of the transmission of the soul
- The Fall, ontological vs. judicial significance, the unfinished state of the creation of the man
- Theories regarding the transmission of original sin

Reading: Ware OW – Chapter 3, Ware OC pp. 218-238, Meyendorff – Chapters 10 & 11

Tuesday October 15

Topic: On the person of Christ

- The New Testament options regarding the person of Christ
- The Fourth Ecumenical Council
- Natures and Hypostasis, the two wills of Christ
- The importance of the human nature of Christ
- Matter and iconoclasm
- The seventh Ecumenical Council

Reading: Ware OW – Chapter 4, Meyendorff - Chapter 12

** First church visit reflection due at start of class*

Thursday October 17

Topic: The Work of Christ

- Soteriological terminology
- Why did God become man?
- What is the Gospel?
- The meaning of objective redemption
- Salvation as *theosis*
- The relationship between nature and grace

Reading: Staniloae

*Thursday October 24 *Father Ciocan*

** Mid-term Quiz (beginning of class)*

Topic: On the Church

- The founding of the Church
- What is the Church? The role of the Church
- Church hierarchy
- The seen and the unseen Church

- The Sacraments and their meaning
- Church Calendar
- The fast and its meaning

Reading: Ware OC – Chapters 13 - 15

*Thursday October 31 *Father Ciocan*

Topic: A church visit: Father Ciocan’s Church – presentation of an Orthodox Church

Reading: to be determined

Sunday November 3

Topic: A church visit: Lupeni Orthodox Church – along with following the liturgy textbook

Reading: Farley

*Thursday November 14 * Father Ciocan*

Topic: On the Church and the Liturgy

- The Saints and Virgin Mary
- The role of women in the Church
- The history of the Liturgy
- The seven Hours
- Liturgy and the Church Calendar, types of liturgies
- A presentation of the Liturgy of Saint John Chrisostom

Reading: Meyendorff – Chapters 16 & 17

Tuesday November 19

Topic: On the Last Things

- General issues about Orthodox Eschatology
- Particular Eschatology
- General Eschatology

Reading: Ware OW - Epilogue

Thursday November 21

Topic: The Romanian Orthodox Church in historical setting – The Church under Communism, guest speaker, Varvara Church

Reading: to be determined

Tuesday November 26

Topic: The main features of Eastern Orthodox Theology and Spirituality

- Synodality of the Church and the confession of faith
- Monasticism and laymen
- Different Classifications of the distinctive features
- Q & A

Reading: Aleaz

* *Second church visit reflection due at start of class*

Thursday November 28

Topic: A comparison between the Reformed Faith and Orthodoxy

- Reformed and Orthodox perspectives on Worldviews, Dogmatics and Ethics

Reading: to be determined

Tuesday December 3

Topic: Closing Summary

Reading: To be determined

* *Final Papers due Monday December 2.*

Sustainable Human Development: A Reality in Search of Expression (SD101)



Class times and Location:

M,W,F at the IMPACT Building unless otherwise noted; elsewhere at select NGO's and Cluj University.

Course Overview:

This class will explore issues of poverty, underdevelopment, and human well-being correlating insights of the secular world (Athens) with that of Christian faith (Jerusalem). Special reference will be given to the theoretical aspects of various paradigms of human well-being: social capital and civil society, the Human Development paradigm (the Capabilities Approach of Amartya Sen), Basic Needs, Geographical (Jared Diamond), and Marxist inspired Communism. There will be considerable focus and care given to motivating students to 1) *care* about issues of global poverty and why these are central to the Christian *ethos*; and 2) *think* critically about poverty and human development via resources both from within and outside the Christian faith.

The great historian Arnold Toynbee noted that ***“The 20th century will be chiefly remembered in future centuries not as an age of political conflicts or technological inventions, but as an age in which human society dared to think of the welfare of the whole human race as a practical objective.”***

COURSE OBJECTIVES:

- ✓ Understand development studies in relation to the social sciences;
- ✓ Understand approaches to development, such as geographical, cultural and economic approaches;
- ✓ Gain a basic understanding of varying development priorities and policies such as the Basic Needs approach (and its current version in the Millennium Development Goals) as well as an introduction to the Capabilities Approach pioneered by Amartya Sen and Martha Nussbaum;
- ✓ Understand the main features of Marxist inspired Communism as a global social science experiment, its ideals, theoretical bases, and the reasons for its failures;
- ✓ Understand the nature and causes of corruption, especially as a feature of the post communist legacy;
- ✓ Understand different indices of development such as the Human Development Index, Gender Development Index, GNP (and its severe limitations), and MDG's (Millenium Development Goals);
- ✓ Think critically about religion and its role in development and empowerment;

- ✓ Understand the importance of social capital, civil society (this will be discussed extensively throughout all courses);

TEXTS & MEDIA:

- ✓ See below for journal articles, given in a reader; available also on Moodle. www.noi-orienturi.org user *member* password *variable*
- ✓ Tracey Kidder, *Mountains Beyond Mountains*.

WEB RESOURCES:

1. <http://humandevlopment.bu.edu/> (Boston University's Project on Human Development)
2. <http://www.eldis.org/> (Eldis (Connected with Inst Dev Studies-Sussex): Browse more than 22,000 summarized documents from over 4,500 development organizations).
3. <http://www.globalissues.org/> (Global Issues: Social, Political, Economic and Environmental Issues That Affect Us All. Contains poverty fact sheet, articles on Structural adjustment, etc)
4. <http://maps.grida.no/index.cfm?event=searchFree&q=poverty> (Maps such as Gender equality and empowerment of women: education status)
5. <http://www.ids.ac.uk> (The Institute of Development Studies at The Hague.)

COURSE ACTIVITIES:

Classes will be part lecture, part discussion, part student research. Students are expected to come prepared to discuss and raise questions. (If student participation is inadequate, discussion leaders for the day will be assigned.) Students will also engage in a substantial research project that will explore the development standing of a country based on a select development index or indices. Detailed instructions will be given for this assignment below in the syllabus and clarified in class. Students will also meet with respected NGO's such Opportunity Microfinance.

Class will begin with one or more short devotionals from Australia World Vision's CEO's Tim Costello, *Hope*.

Grading:

25%: Participation/Contribution in class.

This means contributing to the class discussion, being prepared with the readings and being an *active* participant. If students are not active, leaders will be assigned each week to facilitate discussion.

25% Midterm

This will be a 3 page reflection paper and discussion of Tracey Kidder's *Mountains Beyond Mountains*.

50%: Major Oral Project, Country Presentation

A country study will be made *via* a chosen "Index" of development, whether it be HDI, MDG's or so on. The aim of this exercise is to narrate (using Powerpoint, or Prezi) a country's "well-being" through one or more of the chosen indicators. The fundamental aim of this exercise is to demonstrate the inadequacy of GDP/GNP as the primary indicator of a country's development. See below for detailed instructions.




Course Calendar:


1. OCTOBER 2


Go over syllabus and structure of class. We will discuss the basic debates and historical background surrounding the rising discipline of development studies, as well as discuss development studies *differentia* vis-a-vis both the natural and social sciences (Economics, Sociology, Poli-Sci etc.) and the standard definitions of sustainable development (3E's). We will orientate students to the varied development narratives and their differing "causal" approaches to the question of (under)development. We will discuss development in relation to the rise of the

social sciences (Comte, Durkheim, Weber etc.) and Modernity/Enlightenment, their desire to emulate the certainty of the natural sciences. We will also discuss why there has been such tension between the social sciences and religious faith—but also reason for optimism about the dialogue and why Christians must be concerned for development issues. We will look at one case study of how the *tehne* of social science was put into practice in the life of Florence Nightingale. A beginning picture of the state of global poverty will be developed here and throughout the semester.

Readings:

Bornstein, D. (2004). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York, Oxford University Press, "Florence Nightingale"  [Florence Nightingale article \(7 pages\) PDF document](#)

Slim, H. (1995). "What Is Development?" *Development in Practice* 5(2): 143-148.  [What is Development \(clear 5 page overview\) PDF document](#)

Sumner, A. (2006). "What is Development Studies." *Development in Practice* 16(6): 644-650.  [What is Development Studies? PDF document](#)

If time, we will watch a short video illustrating a "geographical" approach to development through Jared Diamond's "Guns, Germs, and Steel". Go over next class readings and the reader.

2. OCTOBER 4

Human rights. This class will expose the rationale for more individual and freedom oriented approaches such as human rights and the moral priority of the individual versus the values of the community. We will look at practices that clearly contest the inviolability of "local" values, practices such as honor killings, and the related question of group rights. We will compare and contrast the Western "liberal" understanding of rights (as negative freedoms) with the architecture elaborated by Marx and others emphasizing social and economic rights.

Readings:

[Lukes: 5 Fables About Human Rights PDF document](#)

3. OCTOBER 7

This class will feature a special guest lecturer, PhD candidate Jonathan Stillo. Jonathan is an anthropology doctoral candidate at the City University of New York Graduate Center and an International Fellow at the New Europe College in Bucharest. He follows in the footsteps of Paul Farmer and works on global health issues, namely tuberculosis. We will make connections with the "phronetic" type of research employed by Paul Farmer.

Readings:

Jonathan Stillo: "Socially Incurable Tuberculosis:" Romania's Incurable, Curable Disease" [Stillo: TB Socially Incurable Diseases PDF document](#)



4. OCTOBER 9—THEATRE FOR THE OPPRESSED WORKSHOP

WILL SEND A READING FOR AUGUSTO BOAL

5. OCTOBER 11

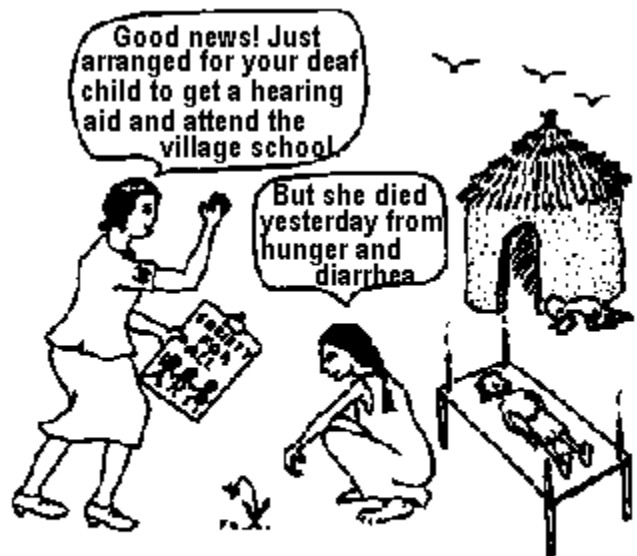
1 hr class: We will discuss the Basic Needs Approach to development as well as discuss the Millennium Development Goals which are in line with these assumptions. Students will engage in a mini-research project to warm up for the major research project at the end.

Streeton, P. (1994). "Human Development: Means and Ends". The American Economic Review, Vol. 84, No. 2, . (May, 1994), pp. 232-237., The American Economic Review.

[PaulStreeton_HumanDev_MeansEnds.pdf](#)
[PDF document](#)

Millenium Development goals and Human Rights: Country Progress Report [Human Rights and MDG's: country progress report](#)
[PDF document](#)

Recommended Extra Reading (not in reader): Streeton, P. (1984). BASIC NEEDS: SOME UNSETTLED QUESTIONS. Working Paper #56, Boston University/World Development Institute. May. [Basic Needs- Unsettling Questions: Paul Streeton PDF document](#)



When including marginalized people in "development for all," it is essential to respond to their most urgent needs - as they see them.

6. OCTOBER 14

This class will examine the cluster of issues examine both a good form of localism and raise a question: why might multiculturalism be bad for women (and thus human development)? To reflect on this, we will watch and discuss the film *Osama* and discuss the strengths and weaknesses of postmodernism, localism, anti and post-development, and dependency theory.

Myths to Live By? Female Solidarity and Female Autonomy Reconsidered, Andreea Cornwall, Development and Change 38(1): 149-168(2007). [Myths2LiveBy-FemaleSolidarityAgency PDF document](#)

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7. OCTOBER 16

Marxist inspired Communism. Marxism engulfed one third of the planet in the 20th century. This class will explore Marxism as a global social science experiment for human development. What were its key assumptions? Why did it encompass almost half the world--apart from the known fact of coercion? What were its attractive features and successes and why did it attract renowned thinkers and artists to rally under its banner? On the other hand, what systemic features caused its widespread and dramatic collapse in the early 1990's? What is the legacy for post-communist cultures like Romania especially in terms of social values and development challenges?

Based on a lecture given at the Calvin Faith and Development Conference 2009;

Readings:

[Marxist Inspired Communism \(for SAP 2013 based on Dana's\) file](#)

[Creatures of the Dictator-Rick Bass PDF document](#)

Recommended (not in reader) but "heavy" Kymlicka, W. (1992). Contemporary Political Philosophy: An Introduction. Oxford, Clarendon Press., chapter 5, pp 160-198, "Marxism". [Kymlicka Chapter on Marxism PDF document](#)

8. *OCTOBER 18*

Social capital and cultural approaches to human development. This class will investigate that family of social science approaches that emphasize community and cultural values as the key factors in (under)development. We will look at social capital theory, its relation with civil society. We will also look at the positive effect of social relations on well-being as well as Robert Putnam's recent findings about the "downside of diversity". We will query these approaches in terms of the explanatory value for post-communist societies. We will also examine recent critiques of the politicization and abuse of social capital theory and cultural approaches to human development.

Readings:

[Fukuyama: soc cap, civil society, 3rd World Quarterly PDF document](#) and [Fukuyama's Reco of NHF file](#)

[Hoksbergen Fishing Club \(Civil Society article\) PDF document](#)

[The Downside of Diversity Word document](#) Robert Putnam

9. *OCTOBER 21*

This class will examine what is considered the #1 barrier to human development, corruption. Corruptions direct rol on economic development will be examined, but also its other effects such as a "brain drain", etc. A video by the world's leading expert, Robert Klitgaard, will be watched as well as exploring the resources of anti-corruption tools such as the watchdog Transparency International.

[Klitgaard: 3 pages--Future of Corruption orientation PDF document](#)

[Why Corruption Fighting Helps the Poor Resource](#)

Sandholtz, W. and R. Taagepera (2005). "Corruption, Culture, and Communism." International Review of Sociology 15(1): 109-131. (only read 109-117 and skim rest) [Corruption, Culture, Communism \(WVS, etc\) PDF document](#)

[Kenya: Bribery 1/3 of household budget \(50 Facts\) PDF document ...](#)

10. *OCTOBER 23*

This class will explore the subjective side of human development, questions of happiness and depression (especially relevant for post-socialist countries and suicide,), and the Easterlin Paradox (the diminishing and even negative returns on rising income for well-being) and various factors of the new “science of happiness” and its relation to questions of human development. i

“Development, Freedom, and Rising Happiness A Global Perspective” Inglehart, etc. [Development, Happiness, Freedom-Inglehart PDF document](#)

[WHO report on Happiness \(3pp\) PDF document](#)

[More Die from Suicide.. 50 facts PDF document](#)



11. *OCTOBER 25-30 MIDTERM BREAK*

12. *NOVEMBER 1*

Almost a billion persons have been lifted out of poverty in 20 years. However, this class will focus on the “Bottom billion”, or those in extreme poverty. A podcast by Paul Collier will be listened to where he discusses the various types of poverty “traps”, as well as the debates about aid and especially Dambisa Moyo’s (And Easterly) controversial work *Dead Aid* versus Jeffrey Sachs. Below is a critical review of Collier’s influential work.

[Economist: 1 Billion Out of Extreme Poverty \(via capitalism?! \) file](#)

[17 emerging African Countries \(3pg brief\) PDF document](#)

[Review Bottom Billion \(PDF document](#)

13. *NOVEMBER 4*

CAPABILITIES APPROACH

This class will focus on the **Capabilities Approach**. The CA is the background theory for the widely influential UN Human



Development reports published since 1990. Of particular note will be how CA interacts with *gender issues* and intra-familial injustices, and why the CA is potentially (or not) a better development paradigm than its rivals. Amartya Sen's version will be compared with Martha Nussbaum's—the two principle academics behind the CA. Also under discussion is how the insights of the CA can be appropriated for religious faith. Students will debate the merits of the MDG's vs. Sen's CA in terms of a) its adequacy as a *philosophical* framework for conceptualizing human development b) its adequacy as a framework for galvanizing global action on behalf of the poor.

Readings:

- Nussbaum, M. (2002). "Capabilities and Social Justice." *International Studies Review* 4(2): 123-135. [Capabilities and Social Justice \(Nussbaum\) PDF document](#)
- Hicks, D. A. (2002). "Gender, Discrimination, and Capability: Insights from Amartya Sen." *The Journal of Religious Ethics* 30(1): 137-154. [Gender, Discrimination, Capability-Insights for Religion PDF document](#)
- [44 million missing women China \(50 facts\) PDF document](#)

14. NOVEMBER 6


This class will introduce the debates around the basic values of human development, discussing the article "Solidarity and Agency" as well as Peter Singer's classic and provocative essay, "Famine, Affluence, and Morality." We will address questions such as: To whom do we owe solidarity? What are our "duties to the distant?" What are the moral/spiritual/biological/cultural bases for solidarity? Is agency a sufficiently rich description to describe the human condition without some notion of normative human powers/functions? Can one develop another's agency? This will take us into the field of "development ethics" and will force us to debate general questions about development such as what is well-being, and well-being for whom, noting the development studies generally presupposes a form of moral cosmopolitanism (ethical duties to all). Whence the grounding for this moral universalism? Where is the Christian voice in such debates? This class will present a Trinitarian picture of the human condition and thus human development that emphasizes agency, solidarity, and shared nature.

Readings:

Bhattacharyya, J. (1995). "Solidarity and Agency: Rethinking Community Development." *Human Organization* 54(1): 60-69. [Solidarity and Agency: Rethinking Community Development PDF document](#)

[Beyond Ind Freedoms: Trinitarian Image of HD \(Dana's\) 2013SAP file](#)

Also: Student Presentations orientation. Instructor will orientate students to their major project which is a country analysis comparing GNP/GDP with more comprehensive development indicators. Country/region data including history, for a selected country (including a comparative aspect) and development indices, HDI, GDI, and MDG's, will be employed. ***This is the academic "heavy lifting" for the semester for the student—50% of the grade.*** The presentation should last approximately half an hour and should narrate the countries development challenges and opportunities, and how it ranks according to one or more development indicator. The instructor will help choose countries or states (e.g. Kerala, Rwanda) that illustrate salient factors as well as lay out various development indices. While this presentation is indeed challenging, students have done

remarkably well. It is important that students are crystal clear on the aims of this assignment—thus the early clarification. Send/print document:  [Country Study Resources-links, rubric, scenarios file](#)

15. *NOVEMBER 8*

16. This class will examine the relationship between faith and development, both historically, but more recently and the shifts in the social sciences away from secularization theory. Explored will be the contribution of religious faith to development historically in terms both of basic concepts (rights, etc), but also practice (hospitals built, etc.). Catholic social teaching, Liberation Theology, the Lausanne covenant and the Evangelical turn to transformational theology (Myers, OCMS), Reformed theology and shalom (especially Wolterstorff and Moltmann), and briefly Eastern Orthodoxy (also discussed in other classes) will be examined.


Tsetsis, G., Ed. (1983). *Orthodox Thought: Reports of Orthodox Consultations organized by the World Council of Churches, 1975-1982*. Geneva, World Council of Churches. [Just Development for Fullness of Life \(EO\) PDF document](#)

Caritas in Veritate: Vatican Summary [Vatican Summary: Caritas in Veritate - 5 pages Word document](#)

D Bates, Short overview of Orthodox approach to Being, Well-being, Eternal Being; [Dana's 2p Being, Well-being, Eternal being PDF document](#)

James, R. (2011). "Handle With Care: Engaging with faith-based organizations in development." *Development in Practice* 21(1): 109-117(109). [Handle w/ Care: Religion and Development PDF document](#)

17. *NOVEMBER 11, 13, 15*

Lectures from academics at Babes-Bolyai University. Dr. Gabriel Badescu (New Horizons board member) arranges the lectures in collaboration with the Center for Democracy. Dr. Badescu is a leading social capital and civil society scholar in Eastern Europe. Lectures include the role of religion and civic participation in Romania; Romanian History prior to Communism and others. TBD: Visit select NGO's such as (possibly) Christian Microfinance Organization **Opportunity International**. Students will receive a presentation by the Director of a regional office, meet beneficiaries, as well as talk with country director, S-P Mahoney. We will also visit the house of Elie Wiesel and the Communist museum in Sighet. Here is a copy of Elie Wiesel's famous book *Night*, which starts in Sighet, northern Romania.  [Elie Wiesel's Night PDF document](#)

18. *NOVEMBER 18*

Review country presentations criteria, etc. There will be a full class-length discussion of *Mountains Beyond Mountains*. **Students must also turn in a three page reflection paper by the weekend.**

SD Fall 2010

NOVEMBER 20

This class will focus on the “Sustainable” part of development, deep ecology, the Tragedy of the commons, 3E’s, etc. The role of public education will be explored and several “best practice” media examples will be viewed that shape public debate.

“Sustainable Development: Mapping Different Approaches”, Hopwood et al., Sustainable Development, 13. 38-52 (2005)

[Sus Dev: Mapping Different Approaches PDF document](#)

NOVEMBER 22

Final County Presentations Part I

NOVEMBER 25

Final County Presentations...part II

NOVEMBER 27

Final County Presentations...part III

NOVEMBER 29

Debriefing and Cultural re-entry weekend at New Horizons mountain cabana

DECEMBER 2

Final Class. Closing questions, issues. Debrief themes of semester and final readings.

Readings:

Edwards, M. (1989). "The Irrelevance of Development Studies." Third World Quarterly 11(1): 116-135.

[Irrelevance of Development Studies \(arg for Exp Ed\) PDF document](#)

[Havel: Politics, Morality, Civility PDF document](#)

Recommended:

Hoksbergen, R., J. Curry, et al. (2009). "International Development: Christian Reflections on Today's Competing Theories." Christian Scholar's Review 39(1): 11-35. [Rolands-Competing Development Theories Word document](#)

We will also introduce Mercy Corp’s “Sustainable Development Wheel”—a (relatively) comprehensive framework for development. http://www.new-horizons.ro/about_us/sdw.html in relation to the simpler “3 E’s” version of sustainable development.