

Bakke Graduate University strengthens leaders who steward resources

with and for vulnerable people and places, by means of contextual,

Christian-based education innovatively delivered throughout the urban world.

**Course Syllabus**

**Welcome**

We look forward to serving you throughout this course. We are here to provide a *superior* academic experience within a strong *faith-integrated* environment. Please let us know what we can do to perfect this learning experience for you! Thank you for choosing Bakke Graduate University. May God richly bless you throughout your journey with us.

**Guiding Scripture for this Class**

“But seek the welfare of the city where I have sent you into exile, and pray to the LORD on its behalf, for in its welfare you will find your welfare" (Jeremiah 29:7).

**Important Note**:

APA 7th Edition instead of APA 6th Edition is the requirement for all course work.

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| **Course Number** | **CIM 801-H** |
| **Course Title** | **Overture I: Tegucigalpa, Honduras** |
| **Course Dates** | Online portion of the course runs from May 1 to July 31, 2023.  Onsite portion runs from June 23 to July 2, 2023 in Tegucigalpa.  Final project is due July 31, 2023. |
| **Course Description** | In this course, you will be exposed to the principles and practices of transformational leadership in the global city. This course will cover characteristics and skill sets of the transformational leader, and the practices of various transformational ministries in the context of concentrated poverty as well as urban renewal. The role of collaboration and civic networking will be explored, as well as the themes of transformational business, conceptual and strategic approaches to cities, theological foundations for incarnational leadership, and other components like the link between Christian Camping and the local church and the important role contact with God’s creation has for urban dwellers. The course contains many experiential features, as well as more traditional academic pedagogies to help participant application in their own context. |
| **Credits** | 4 |
| **Professor of Record** | **Lisa Anderson-Umana, Ph.D.** |
| **Online Participation and eLearning** | This is a 9-week online course:   * An approximate time investment for you will be 4-8 hours per week. * Faculty & eLearning Support Team will be available Monday-Friday and limited hours on Saturday. (See Week 1 for detailed hours.) * There is 24/7 access to BGU’s Helpdesk BGU Global Online Campus.   + To log in, go to <https://bgu.populiweb.com>   + Login to your student account   + Click on your class from the list of courses under your “Student” tab   You must check into the online class and post no later than ***two days*** after the class begins. BGU considers an academic credit hour as being one hour of classroom or direct faculty instruction/interaction with a minimum of two hours of out-of-class work for each week of an academic module.  You should plan to spend about 45 clock hours for one credit hour of course. |
| **Due Dates** | You are expected to complete all weekly online course requirements while respecting due dates that will be posted in each online week under “Weekly Assignment Checklist.” Assignment due dates vary. Please see “Assignment” section below for specific dates and instructions. |
| **Course Location** | ***Tegucigalpa, Honduras***  Please see *Course Information Sheet* for more details. |
| **On-Site Coordinator** | Please contact **Vivian Lopez** for questions about course coordination at [Vivian.lopez@bgu.edu](mailto:Vivian.lopez@bgu.edu) |
| **Professor of Record**  **A person smiling for the camera  Description automatically generated with medium confidence** | **Lisa Anderson-Umana, Ph.D.**  [lisa.anderson-umana@bgu.edu](mailto:lisa.anderson-umana@bgu.edu)  Lisa is a long-time resident of Tegucigalpa Honduras, and she serves as a Director of Leadership Development at Christian Camping International. She has been involved in Christian camping in Latin America since 1983. She served her first five years at a campsite outside of Mexico City and while there created the first edition of a camp counselor training course and a workbook. In 1990 she created a curriculum for developing leaders through the Association of Christian Camping International (CCI/LA). Over the last three decades 1.5 million campers have been impacted by Christ in camps organized by leaders who have graduated from CCI/LA’s training courses held in 14 countries of Latin America. Lisa earned a bachelor’s degree Physical Education from Penn State University, a master’s degree in Educational Ministries from Wheaton College, and a Ph.D. degree in Educational Studies from Trinity Evangelical Divinity School. Her dissertation was “An investigation into leadership emergence, growth, and culture among evangelical pastors of Tegucigalpa, Honduras.” Lisa and her family are looking forward to welcoming the world to Honduras for the urban immersion experience. |
|  | **Dr. Bryan McCabe**  [Bryan.mccabe@bgu.edu](mailto:Bryan.mccabe@bgu.edu)  Bryan is the Academic Dean at Bakke Graduate University. He also serves as a pastor at North Way Christian Community in the city of Pittsburgh where he facilitates strategic urban partnerships. He provides leadership with the LAMP youth mentoring initiative, and he is the founder and director of the Transformational Urban Leadership Institute at NWCC. Bryan is passionate about incarnational urban leadership. He also has a great love for learning more about what God is doing in Honduras, traveling there every year to partner with Lisa’s ministry. He is a DMin graduate from BGU and has an MA in Education Administration and Supervision from Fresno State University. |
| **Instructional Methodology** | This is an online *and* onsite class with faculty interaction, discussions, and assignments. Faculty and ministry practitioners provide in-class lectures, direct peer-to-peer group discussions, assign book reviews, guide field experiences and daily journaling, facilitate a graduate research laboratory, and prescribe the final course project. BGU uses Populi for its eLearning platform and integrates Zoom (Virtual Room) for live presentations. Please refer to the ***Orientation Packet*** that you received as a new student for more details about how to access and participate in class. |

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| **Contact Information for Support Staff** | | |
| A person smiling for the camera  Description automatically generated with medium confidence  For questions/concerns  regarding academics:  **Dr. Judi Melton**  *Registrar*  Judi.Melton@bgu.edu  (541) 840-2536 WhatsApp | **nathalia**  For questions/concerns regarding online eLearning support:  **Nathalia Mighty**  *eLearning Director*  Nathalia.Mighty@bgu.edu  *and always copy*: [eLearning@bgu.edu](mailto:eLearning@bgu.edu)  (876) 351-3721 WhatsAp  Skype: nathaliamight | JenRoman4  For questions/concerns regarding BGU Online Library/Research  **Jennifer Roman**  *Librarian*  [Jennifer.Roman@bgu.edu](mailto:Jennifer.Roman@bgu.edu)  (214) 329-4447 ext. 134  Skype: jeroman5 |

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| **Desired Learning Outcomes** | |
| At the end of the course, you must demonstrate in your online discussions, literature and book reviews, journal, *and* individual project that you have mastered the following desired outcomes (your mastery of these outcomes will be assessed by the professor of record and calculated into the final grade): | |
| **Spiritual** **Formation** – How will this course help students to have increased trust in God, while dynamically developing and stewarding their partnerships and networks? | 1. Develop a biblical or theological basis for your life and work, especially in the context of authentic community, through personal spiritual growth that significantly increases right relationships with God, self, others, and creation. 2. Construct a clear and active relationship with your Personal Learning Community (PLC) to establish support and accountability for the degree program. |
| **Perspective** – What shifts in worldview, mindset, new ways of seeing yourself and God, will result in the BGU 8 perspectives to be integrated into students’ lives and outreach/influence as a result of this course? | 1. Defend diversity as a gift from God, ethnically, economically, culturally, and globally. 2. Articulate a philosophical and theological framework for transformational leadership based on the 8 BGU perspectives: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global, in addition to articulating the key core values of the CCI Latin America philosophy: Dependance on God, Love for the lost, biblical community, leadership formation, voluntary service, search for excellence, we are family, a spirit of sharing, the stewardship of God’s creation, and purposeful recreation. |
| **Knowledge** – What knowledge will students need to have acquired to accomplish Spiritual Formation and Perspective Transformation outcomes in this course? | 1. Engage in a cooperative exchange of ideas, expertise, experiences, and knowledge, stewarded for and with vulnerable people and places, while developing a global perspective, with a Christian worldview. 2. Critically assess the elements comprised in the Christian camping philosophy and multisector approaches to city transformation that will be introduced in the online and onsite experiences in this course. |
| **Skills** – What hands-on skills will be taught, demonstrated and evaluated through this course? | 1. Compile quality research that addresses urban challenges in various cultures and contexts. 2. Compare and contrast models that address oppressive conditions in various cultures and contexts. |
| **Application** – How will students apply their learning in their life and work during this course while becoming more and more Christ-like? | 1. Critically assess strong leadership implementation models of holistic mission and organizational approaches within a global urban context. 2. Make plans to develop a significant transformational impact in your local environment through contextualizing theories and best practices learned throughout the course. |

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| **Perspectives of Transformational Leadership** |

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| **BGU’s Eight Perspectives**  ***All*** *BGU courses incorporate one or more of the following Transformational Leadership perspectives.* | 1. **Calling-Based Leadership**. The leader seeks to understand God-given gifts, experiences and opportunities in understanding his/her unique role as a called instrument of Christ’s transforming work in and above world cultures. 2. **Incarnational Leadership**. The leader pursues shared experiences, shared plights, shared hopes, in addition to shared knowledge and tasks. 3. **Reflective Leadership**. The leader lives in reality, reflects on its meaning, and catalyzes others with the courage, symbols, and example to make meaning in their own lives. 4. **Servant Leadership**. The leader’s behavior and priority is on servanthood first. In the style of Jesus, the leader leads by serving and serves by leading. 5. **Contextual Leadership.** The leader recognizes the previous work of God in other cultures and seeks to experience its unique gospel expression. 6. **Global Leadership.** The leader understands the complexity of today’s global, pluralistic, urban, economic, and political landscape and sees the Church from the perspective of a world church rather than a nationalized, denominational, or localized church. 7. **Shalom\* Leadership.** The leader pursues reconciling relationships between people, people and God, people and their environment, and people and themselves. The leader works toward the well-being, abundance, and wholeness of the community as well as individuals. 8. **Prophetic\* Leadership.** The leader speaks truth with love to and through power. With sacrifice and humility, the leader pursues change in the broken systems and practices in the political, economic, social, and religious life of the city and world. The leader must give voice to those that have no voice (Prov. 31:8).   \* *These terms have rich historic meanings that we will attempt to reclaim beyond their media-politicized current characterizations.* |

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| **Course Expectations and Assignments** | |
| **Pre-Course Work** | You are to complete half of your Required Reading before the day this class begins. As noted below, during the online portion of this course, you will write reviews for the number books that corresponds to the number of credits you are taking the class for from your Required Reading. |
| **Online and Onsite Participation**    *30% of final grade* | You must check-in via BGU Online Campus (Populi) no later thantwo days after the class has begun*.* You are asked to start by introducing yourself and then begin reading posted materials or required reading. Throughout the online portion of this course you will interact with course mates and the professor. You will be graded on your participation.  Your participation during the onsite portion of the class will also be graded. You are expected to enter into class discussions, ask questions, and participate in group discussions. A higher grade will be awarded to you if you show that you are engaged in the topic and have interacted with the professor and fellow students.  You will be assigned group projects in Tegucigalpa that will be incorporated into your onsite participation grade. |
| **Literature Reviews**  **Chapter 1**  Due 31-Jul-2023 as part of final document  *20% of final grade*  Reading requirements:  4 credits=1,800 pages | **For this course, you will write literature reviews. The latter of which will form the basis for the major paper, which is a draft research proposal.**  You are required to write **one** book review by the second week of the course. Then you will submit **6 article reviews** grouped by two in the subsequent weeks (3 times 2 articles grouped together). These articles may be taken from the online course material.  **Guidelines for the Literature Reviews**  As a result of the lectures and field visits of this course, identify at least three issues, concerns that organizations seem to want answers for. Use the Required Reading –Journal Articles list to journal articles that address one of these issues/concerns. *Select five articles that may address this issue/concern.*  Take these articles and write a review. Begin by identifying the common themes of the articles.   1. Write an introductory paragraph that identifies the common themes of the articles. 2. State the overall purpose of each article. Identify similarities and or differences. 3. State why these articles are important to one of the organizations that you have visited, or heard from its leader 4. Identify the *research methodology* and the *results* of each article. The following questions will help develop your skills in critical thinking about research methodology:    1. What methods did the authors use to reach conclusions?    2. Identify the type of research: experiment, survey, case study, appreciative inquiry    3. Briefly describe the research method.    4. What instruments did the author use to collect the data? Did the article include samples from the instruments?    5. What were the basic results or findings from the research? 5. Write a *conclusion paragraph* that briefly informs the reader about your overall findings. Explain how the findings from this research may held this organization/leader. 6. Prepare a *References page* using APA 7th ed. Format.   For the major paper of the course, you will use this literature review in your final course paper. |
| **Reflection Journal:**  **Chapter 2**  Due 31-Jul-2023 as part of final document  *20% of final grade*  Limit the number of pages per week to two. But if you add pictures, you may go to three | A course journal should be reflective in style and will include three distinct parts: description, analysis and application/integration.  1. *Description*: Once the on-site portion of the course has started document daily each session, including comments that are both formal and ad hoc. You should describe, narrate, and summarize the essence of what you heard and saw (for your PLC, as well as other leaders). You may also journal during the online portion of the class, but it is not required since you will be required to post comments in Populi on a weekly basis.  2. *Analysis*: This is your daily (or weekly during the online portion of the class) analysis of what was said or not said. Examples of this can be found in the assumptions of the presentations and the social or business location of the presentations made during the class sessions.  3. *Application/Integration*: You should extrapolate the transferable principles for your context.  Try to limit the number of pages to 2-3 pages per day during the on-site portion only. Be succinct; do not insert your class notes into your journal. Use this as an opportunity to process what you have heard, learned, and seen. You can give the journal entries to your colleagues and PLC anytime, and they will become Chapter 2 and be turned in together with your final project. Your grade will be based upon your completeness, creativity, insightful analysis, and contextual application. |
| **Individual Project:**  **Chapter 3**  Writing requirements:  4 credits=20 pages  Due 31-Jul-2023  *30% of final grade* | The course project will require you to design, implement, evaluate, and report on some aspect of course related to ministry, professional or business-related issues. Ideas will be suggested in class. This course project will be an integration of the course content (readings, lectures, site visits, etc.) and your own ministry context. You may negotiate the topic with your professor. It must serve your current work – build its capacity, evaluate its fruitfulness, or plan a new course of action.  ***Important Note***: Your project must prove integration and demonstrate that you have learned the desired outcomes stated above. You will also be graded on whether or not you included at *least one quote from* ***each*** *of the required texts* in your individual project and demonstrated that you accessed *and* utilized BGU’s *online library* in Populi and critically assessed and integrated these readings in your reflections. |
| **Self-Evaluation:**  **Chapter 4**  Due 31-Jul-2023  *2 or 3 pages*  *0% of final grade* | Write an evaluation that reflects what *you* learned during this course (this becomes Chapter 4 in your final document).   * Did it fulfill what you anticipated based on the course’s desired learning outcomes (goals or objectives)? * Did it meet your personal goals for the course? * In what ways do you feel that you grew in your understanding of biblical values and in how you have integrated them holistically into your life?   This is not an evaluation of the *class*, but of your learning experience. Assign yourself a grade. |
| **Submission of Final Document**  Due 31-Jul-2023 | **EVERY PROJECT MUST BE SUBMITTED USING THE BGU-APPROVED PAPER TEMPLATE** (APA7 format). If your project is not submitted within the template, it will be returned as insufficient and not graded until it is presented in the template. You will find a copy of the Paper Template under “Files” in the online classroom. Your final document will be presented double-spaced in 12-pitch, Times New Roman typeface. This gathering of all documents is to teach you how to write in APA format in preparation for your capstone or dissertation project. Every project should include the following elements:   * *Title Page*, listing the project title, course name and number, your name, and the date (1 page) * *Table of Contents* (1-2 pages) * *Book Reviews* as Chapter 1 for the books designated above that you have read for this course, including the title, author, and number of pages (2 pages each). As you read each book, fill in the table found on the first page of Chapter 1 of the Paper Template to indicate which books you have read to meet the reading requirement for your degree program.  Also indicate in this table the books for which you have written reviews (1 review per credit hour). * *Journal* entries as Chapter 2 (7-14 pages) * *Individual Project* as Chapter 3 (see above) * *Self-Evaluation* as Chapter 4 (2-3 pages) * *Bibliography* containing *all* of the references and resources you have used in the document (1-2 pages)   Write your Final Project to your Personal Learning Community (PLC) in a style that is contextualized, clear, and applicable. Like Paul, who wrote *to* the Corinthians then but *for* us today, write your assignments *to* your leadership team or PLC but *for* your professors. This will shape your writing style and vocabulary. You can get very creative and practical. But you will also be held accountable for all aspects of your work in this leadership program. Submit in assigned Drop Box found in online classroom no later than 31-Jul-2023. |
| **HELP!** | **Do you need help writing your paper?** BGU has purchased several programs and has an extensive online library to assist you in writing projects. We *strongly* encourage you to learn to use the reference management tool, Zotero, which can be found in the online library. We have created a class library with proper citations of all the required and recommended reading already uploaded. BGU also encourages you to use other free programs that help with writing, grammar, plagiarism, etc.:  [www.grammarly.com](http://www.grammarly.com) or <https://www.grammarcheck.net/editor/>.  BGU has also purchased Unicheck, a plagiarism checker that has been incorporated into Populi. When you upload your document into the online classroom, Unicheck will immediately show you where you have perhaps quoted materials but did not use quotation marks or proper citations. Be sure you always check your work!  Also remember that the Orientation Packet contains numerous instructional videos for your assistance in writing. BGU also has created a free writing certificate “course” that can assist you in learning to write academically (especially important for students for whom English is a second language). To register for this free course, please contact Nathalia Mighty ([Nathalia.Mighty@bgu.edu](mailto:Nathalia.Burrowes@bgu.edu)). |

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| **Grading** | |
| Online and Onsite Participation | 30% |
| Book Reviews | 20% |
| Reflection Journal | 20% |
| Individual Project | 30% |
| Self-Evaluation | 0% |
| **TOTAL** | **100%** |

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| **Grading Scale** | | | | |
| Your grade is based on whether you have demonstrated the following elements:   * integration of desired learning outcomes * critical thinking * contextual application within the global picture * relevance to the topic * quality of writing (graduate-level). | | | | |
| **Ltr** | **GPA** | **Low %** | **High %** | **Explanation** |
| A+ | 4.00 | 98 | 100 | Excellent, creative and resourceful both in content and mechanics |
| A | 4.00 | 95 | 97 | Excellent work both in content and mechanics |
| A- | 3.67 | 92 | 94 | Excellent content with minor mechanics issues |
| B+ | 3.34 | 89 | 91 | Appropriate content and mechanics |
| B | 3.00 | 86 | 88 | Fair content and mechanics |
| B- | 2.67 | 82 | 85 | Minimal content and mechanics |
| C+ | 2.34 | 79 | 81 | Insufficient for graduate-level credit |
| D | 2.00 | 76 | 78 | Insufficient for graduate-level credit |
| F | Failure | | |  |
| W | Withdrawal | | |  |
| I | Incomplete | | |  |

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| **Grading Criteria** |

*You will be scored between 1 and 5*

**5** *= very good job,* **4** *= good,* **3** *= adequate,* **2** *= weak, and* **1** *= unsatisfactory*

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|  |  | **Online Sharing** | **Book Reviews** | **Journal** | **Group Project** | **Ind. Project** |
| Theological reflection |  |  |  |  |  |
| Critical thinking |  |  |  |  |  |
| Contextual application |  |  |  |  |  |
| Form (technical quality) |  |  |  |  |  |
| **Spiritual Formation** | 1. Developed a biblical or theological basis for life and work, especially in the context of authentic community, through personal spiritual growth that significantly increases right relationships with God, self, others, and creation. 2. Constructed a clear and active relationship with his/her Personal Learning Community (PLC) to establish support and accountability for the degree program. |  |  |  |  |  |
| **Perspective** | 1. Defended diversity as a gift from God, ethnically, economically, culturally, and globally. 2. Articulated a philosophical and theological framework for transformational leadership based on the 8 BGU perspectives: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global, in addition to articulating the key core values of the CCI Latin America philosophy: Dependance on God, Love for the lost, biblical community, leadership formation, voluntary service, search for excellence, we are family, a spirit of sharing, the stewardship of God’s creation, and purposeful recreation. |  |  |  |  |  |
| **Knowledge** | 1. Engage in a cooperative exchange of ideas, expertise, experiences, and knowledge, stewarded for and with vulnerable people and places, while developing a global perspective, with a Christian worldview. 2. Critically assess the elements comprised in the Christian camping philosophy and multisector approaches to city transformation that will be introduced in the online and onsite experiences in this course. |  |  |  |  |  |
| **Skills** | 1. Compiled quality research that addresses urban challenges in various cultures and contexts. 2. Compared and contrasted models that address oppressive conditions in various cultures and contexts. |  |  |  |  |  |
| **Application** | 1. Critically assessed strong leadership strong leadership implementation models of holistic mission and organizational approaches within a global urban context. 2. Made plans to develop and to develop a significant transformational impact in your local environment through contextualizing theories and best practices learned throughout the course. |  |  |  |  |  |

\*\*Note: You may only demonstrate an understanding of one or two of the desired learning outcomes in individual assignments, your professor will grade you on whether you have demonstrated an understanding of *all* of the desired learning outcomes in the final project.

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| **Required Reading**  Estimated costs of books are taken from the website: www.cheapesttextbooks.com |

*Note:* Once you have read the required books, fill in the remaining required number of pages by choosing from the recommended list. Some alternatives to the recommended list can be negotiated for various specialized topics or regions of the world. Consult with the Professor of Record to obtain approval for alternate books. Make sure you copy the Registrar if you receive approval to use books that are not listed in these lists. Always check BGU’s online library for required and recommended reading; we have many books that are free in the online library.

If a title is *blue and underlined*, it is hyperlinked to Google Books, which provides several pages of the book (and sometimes the whole text) free online. This may be helpful especially for the recommended texts. Our Librarian, Jennifer Roman, has also been able to upload several of the books to BGU’s online library in Populi (indicated in red).

Incarnational Leadership

Plantinga, C. (1995). *Not the way it’s supposed to be: A breviary of sin*. Eerdmans, Apollos. ISBN: 978-0802842183, $15, 202 pgs. (Available in BGU Online Library)

Calling-based Leadership

Louv, R. (2008). [*Last child in the woods: Saving our children from nature-deficit disorder*](https://www.amazon.com/Last-Child-Woods-Children-Nature-Deficit/dp/156512605X) (Updated and Expanded edition). Algonquin Books, $11.40 paperback.

Global Leadership

Trompenaars, A., & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding cultural diversity in global business*. McGraw Hill. ISBN: 978-1857881769, $20, 432 pgs. (Available in BGU Online Library)

Servant Leadership

Wolters, A. M. (2005). [*Creation regained: Biblical basics for a reformational worldview*](https://www.google.com/books/edition/Creation_Regained/tNSR1_f02PYC?hl=en&gbpv=1&dq=Creation+Regained:+Biblical+Basics+for+a+Reformational+Worldview&printsec=frontcover) (2nd. Ed.). William B. Eerdmans. ISBN: 978-0802829696, $12, 155 pgs. [Kindle eBook $9.99](https://www.amazon.com/Creation-Regained-Biblical-Reformational-Worldview-ebook-dp-B091K512Y5/dp/B091K512Y5/ref=mt_other?_encoding=UTF8&me=&qid=1621214612)

Contextual Leadership

Plueddemann, J. E. (2018). [*Teaching across cultures: Contextualizing education for global mission*](https://books.google.com/books?hl=en&lr=&id=hiBzDwAAQBAJ&oi=fnd&pg=PP1&dq=Teaching+across+cultures:+Contextualizing+education+for+global+mission&ots=ptRG8pNUQa&sig=7GPl78NaGin0I-5BJTePjJTg1x0#v=onepage&q=Teaching%20across%20cultures%3A%20Contextualizing%20education%20for%20global%20mission&f=false). IVP Academic. ISBN: 978-0830852215, $14, 168 pgs. [Kindle eBook $13.29](https://www.amazon.com/Teaching-Across-Cultures-Contextualizing-Education-ebook/dp/B07JFK8GKF/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=1621214490&sr=1-1) (Available in BGU Online Library)

Prophetic Leadership

Casas, B. de las. (2016). [*A short account of the destruction of the Indies*](https://www.google.com/books/edition/A_Short_Account_of_the_Destruction_of_th/MTWIHI6Fk_sC?hl=en&gbpv=1&dq=A+short+account+of+the+destruction+of+the+Indies&printsec=frontcover). Pantianos Classics. ISBN: 978-1539797722, 192 pgs. [Kindle eBook $6.85](https://www.amazon.com/Account-Destruction-Indies-Penguin-Classics-ebook/dp/B002RI9IRO/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=1621140077&sr=1-2-spons) (Available in BGU Online Library)

Reflective Leadership

Anderson-Umana, L. (2015). *An investigation into leadership emergence, growth, and culture among Evangelical pastors of Tegucigalpa, Honduras* [Dissertation, Trinity Evangelical Divinity School, 351 pgs.].<https://www.slideshare.net/lisaandersonumana/how-do-leaders-emerge-and-grow-and-influence-of-latin-american-culture-lisa-andersonumana-dissertation>

Shalom Leadership

Yamamori, T., & Padilla, C. R. (Eds.). (2004). *The local church, agent of transformation: An ecclesiology for integral mission*. Ediciones Kairós. ISBN: 978-9879403679, $17, 322 pgs. [Amazon $17](https://www.amazon.com/Local-Church-Agent-Transformation-Ecclesiology/dp/9879403673/ref=sr_1_1?dchild=1&keywords=local+church%2C+agent+of+transformation&qid=1621140346&s=books&sr=1-1)

**Required Articles**

**Christian Camping for leadership development**

Ribbe, R. (2010). Redefining camp ministry as experiential laboratory for spiritual formation and leadership development. *Christian Education Journal*, *7*(1), 144–161. (Available in BGU Online Library)

**Deepening your cultural understanding of Latin America**

Foster, G. M. (1965). Peasant society and the image of limited good. *American Anthropologist*, *67*(2), 293–315. (Available in BGU Online Library)

Triandis, H. C., Lisansky, J., Marin, G., & Betancourt, H. (1982). Simpatia as cultural script of Hispanics. *Journal of Personality and Social Psychology*, *47*(6), 1363–1375. (Available in Google Scholar)

**Alternate perspectives on leadership and leadership formation**

Livermore, D. (2004). AmeriCAN or AmeriCAN’T? A critical analysis of Western training to the world. *Evangelical Missions Quarterly*, *40*(4). (Available in BGU Online Library)

Offerman, L. R., & Hellmann, P. S. (1997). Culture’s consequences for leadership behavior: National values in action. *Journal of Cross-Cultural Psychology*, *28*(3), 342–351.<https://doi.org/10.1177/0022022197283008> (Available in BGU Online Library)

| **Recommended Reading** |
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| **Weekly Course Outline** | |
| **Week 1** | **Topic**: **Introduction of students and professor.**  *Expected activities:* Zoom meeting, introductory post in Populi, graded discussion in Populi, reading, and review of the course syllabus. |
| **Week 2** | **Topic**: **Introduction to Tegucigalpa, Honduras.**  *Expected activities:* Zoom meeting learning about Tegucigalpa, Honduran culture, and travel logistics. Graded discussion in Populi, and reading. |
| **Week 3** | **Topic**: **Transformational Leadership**  *Expected activities:* Zoom meeting, graded discussion in Populi, and reading. |
| **Week 4** | **Topic**: **On site components of the course beginning June 23, 2023 in Tegucigalpa.**  *Expected activities:* No online course components this week. Site visits, guest lectures, reflection journal, group project, and spiritual formation devotional. |
| **Week 5** | **Topic**: **On site components of the course concluding on July 2, 2023.**  *Expected activities:* No online course components this week. Site visits, guest lectures, reflection journal, group project, and spiritual formation devotional. |
| **Week 6** | **Topic**: **Calling-based Leadership and Incarnational Leadership**  *Expected activities:* Zoom meeting, graded discussion in Populi, and reading. |
| **Week 7** | **Topic**: **Reflective Leadership and Servant Leadership**  *Expected activities:* Zoom meeting, graded discussion in Populi, and reading. |
| **Week 8** | **Topic**: **Contextual Leadership and Global Leadership**  *Expected activities:* Zoom meeting, graded discussion in Populi, and reading. |
| **Week 9** | **Topic**: **Shalom Leadership and Prophetic Leadership**  *Expected activities:* Zoom meeting, graded discussion in Populi, and reading. |

**Academic Policies**

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| **Final Submission** |
| After you complete your Final Project, upload to the appropriate Drop Box in the online classroom by 31-Jul-2023. |
| **Format** |
| You must present your Final Project in APA7 format and include all of components listed above under “Submission of Final Document.” The BGU Online library includes links to the APA style manual, the *Publication manual of the American Psychological Association*, and to a simplified APA guide. You will find these in the Research Resources section under *Citation Guidelines*. A quick tutorial and guide to the APA 7 style is available in the BGU online library. |
| **Academic Standards** |
| **Gender Inclusive Language:** Each faculty member is committed to the use of gender inclusive language in accordance with the BGU faculty policy. You are strongly encouraged to use inclusive language in your writing and speech.  **Student Integrity:** You will do your *own* work, to the best of your ability, exclusively for the assignment for which it is being presented (i.e. you may not turn in a project from another course and expect to receive credit in the current course for it). You are expected and required to be the sole author of the answers to your class papers, unless your Professor grants special prior permission (as, for example, if you require special translation to English).  **Plagiarism**: BGU acknowledges the principles of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to BGU’s educational objectives and the student’s best interest. Anyone caught submitting work contrary to this policy will be appropriately disciplined.  **Critical Thinking:** Graduate level research writing cannot consist of a series of personal opinions without supporting your writing with documented reasons. Research writing requires supporting your statements with solid reasons and appropriate documentation, using statistics and/or the expert opinions from designated fields of study. Of course, there are times an assignment will call for your own personal reflection, and a professor will indicate when such is the case.  **Ethical Writing Standards:** BGU requires that all writing assignments conform to the ethical standards established by various professional associations, which include at least two principles related to writing at BGU. First, the rights and welfare of research participants must be protected, which often means using standards of anonymity unless given permission to use a person’s name. Second, intellectual property rights must be protected, which also includes issues related to plagiarism as discussed above. |
| **Academic Expectations** |
| It is your professor’s expectation that you will interact with the books you have read, the lecturers’ comments, your personal experiences, and the Bible. Do not use Wikipedia or similar references, as ­ they are unreliable. It is also expected that you have properly researched your paper and will make liberal use of footnotes and references. If you have any questions in this regard you may email your professor for clarification. During the course if you have questions related to your coursework, please be sure to ask either during class or individually with your professor. |

**We are here to provide you with a faith-integrated education experience!**