



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

“They tried to bury us, they didn’t know we were seeds”

“Very truly, I tell you, unless a grain of wheat falls into the earth and dies, it remains just a single grain; but if it dies, it bears much fruit” (John 12:24)




Important Note: Students are now required to use APA 7th Edition for all course work.

Course Number	OVI 701-AZ
Course Title	Overture 1: Phoenix
Course Dates	Onsite Dates: October 20 - 29, 2023 Online Dates: October 3 to December 31, 2023
Course Description	<p>The theme for the immersion is “Buried Seeds: Learning from the Vibrant Resilience of Marginalized Christian Communities.” Throughout this course, we will seek a missiological framework for what it means to follow Jesus, through the lens of the bible and a concern for social justice and human rights. We will ask what voices from the margins sound like theologically and in praxis. What do communities teach us about models of missional work? How does a city like Phoenix inform missional work in other cities?</p> <p>We will embark on site visits, eat great food, and listen to important speakers:</p> <ul style="list-style-type: none"> • We will visit a discontinued Native American boarding school, see a world-renowned First Nations’ Museum, and make a trip to a local reservation • We will visit The Desert Botanical Garden and Old Town Scottsdale • We will make an all-day trip to the Mexican border and into Mexico, visiting a Christian mission to migrants • We will take a trip to the State Capitol, meeting with legislators while building a Public Theology. We will grapple with the

	<p>principles of community organizing while sitting at the feet of Latinx leaders, birthed out of SB1070.</p> <ul style="list-style-type: none"> • We will have a full-day explanation of Christian Community Development with a host of stories, models, and 10 core values of urban mission. • We will focus on training next gen leaders – primarily those of color. • We will take a hike on one of Phoenix’s mountains. • And we will sample local cuisine, especially Mexican food (lots of it) and Indian Fry Bread!
Credits	8
Professor of Record	Dr. Kit Danley
Online Participation and eLearning	<p>Students are required to participate in both the onsite and online portions of the class and will be graded accordingly. There is 24/7 access to BGU’s Helpdesk BGU Global Online Campus.</p> <ul style="list-style-type: none"> • 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 <p><i>You must check-in via BGU Online Campus no later than two days after the class has started.</i> 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.</p>
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.” You are also required to participate in all of the onsite course activities (see Course Information Sheet). Please see “Assignment” section below for specific dates and instructions.
Professor of Record 	Dr. Kit Danley Kit.Danley@nmaz.org <p>Kit is the founder and president of Phoenix, AZ based Neighborhood Ministries, Inc. – a comprehensive, holistic outreach that combines evangelism and church planting with many forms of community development and social justice engagement. This 39-year old work has been featured in magazines like “World,” “Christian Century,” and “Christianity Today.” Kit has a sociology degree from Northern Arizona University, continued her education with Fuller Theological Seminary and finished her DMIN with Bakke Graduate University. Kit and her husband Wayne have four awesome young adult children who married wonderful people, four grandchildren, who are amazing.</p>
Instructional Methodology	Online and onsite class and 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 for some meetings. Please refer to the **Orientation Packet** that you received as a new student for more details about how to access and participate in class.

CONTACT INFORMATION FOR SUPPORT STAFF

 <p>For questions/concerns regarding academics: Dr. Judi Melton <i>Registrar</i> Judi.Melton@bgu.edu (541) 840-2536 WhatsApp</p>	 <p>For questions/concerns regarding online eLearning support: Nathalia Mighty <i>eLearning Director</i> Nathalia.Mighty@bgu.edu <i>and always copy: eLearning@bgu.edu</i> (876) 351-3721 (WhatsApp) Skype: nathaliamight</p>	 <p>For questions/concerns regarding BGU Online Library/Research Jennifer Roman <i>Librarian</i> Jennifer.Roman@bgu.edu (214) 329-4447 ext. 134 Skype: jeroman5</p>
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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):

<p>Spiritual Formation – How will this course help students to have increased trust in God, while dynamically developing and stewarding their partnerships and networks?</p>	<ol style="list-style-type: none"> 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.
<p>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?</p>	<ol style="list-style-type: none"> 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.
<p>Knowledge – What knowledge will students need to have acquired to accomplish Spiritual Formation and Perspective Transformation outcomes in this course?</p>	<ol style="list-style-type: none"> 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 technical knowledge, skills, expertise, and religious philosophy from speakers and readings, interaction with course mates, and the exegeting of the community.
<p>Skills – What hands-on skills will be taught, demonstrated</p>	<ol style="list-style-type: none"> 1. Compile quality research that addresses urban challenges in various cultures and contexts.

and evaluated through this course?	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?	<ol style="list-style-type: none"> 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.

PERSPECTIVES OF TRANSFORMATIONAL LEADERSHIP

<p>BGU's Eight Perspectives</p> <p><i>All BGU courses incorporate one or more of the following Transformational Leadership perspectives.</i></p>	<ol style="list-style-type: none"> 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). <p>* <i>These terms have rich historic meanings that we will attempt to reclaim beyond their media-politicized current characterizations.</i></p>
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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
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	to the number of credits you are taking the class for from your Required Reading.
<p>Online and Onsite Participation</p> <p><i>25% of final grade</i></p>	<p>You must check-in via BGU Online Campus (Populi) no later than two 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. Throughout your discussions, remember to also look for empirical research that backs up or goes against your arguments. You will be graded on your participation.</p> <p>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.</p>
<p>Book Reviews Chapter 1</p> <p>Due 31-Dec-2023 as part of final document</p> <p><i>20% of final grade</i></p> <p><u>Reading requirements:</u> 8 credits=3,600 pages</p>	<p>You are required to write one (1) book review for <i>each credit</i> you are taking the class for, i.e. if you are taking the class for 3 credits, write 3 book reviews, if you are taking the class for 4 credits, write 4 book reviews, etc. Submit <i>one</i> of the reviews during week 2 and upload into the assigned Drop Box found in online classroom by the due date mentioned in the online classroom. This book review will not be graded, but your professor will provide feedback for your information and to assist in writing the remaining book reviews. <i>All</i> book reviews will be included in your final project as Chapter 1, even if you have previously uploaded the book review into the online classroom. For each book review:</p> <p style="text-align: center;">2 type-written pages, double-spaced, Times New Roman, 12 pitch font, 500-word maximum</p> <p>First paragraph: State the intent of the book’s author in writing the book. Include its main thesis and basic construction (100 words max).</p> <p>Middle paragraph: Interact with the author’s message. Conduct a critical analysis of the core message or comment on some of the aspects that were more relevant to you. Don’t tell us what the author said. Reflect on it. For example: Did you agree or disagree with this or that specific idea? Why? How does the message of the book fit in with issues you had been struggling to understand before reading it? What points did the author make that were completely new to you—and why are they significant to what you do? What ideas left you wanting to explore them further, and what were your unanswered questions. Ideas like that. (300 words max.)</p> <p>Final paragraph: In this final paragraph, explain how something you read in the book will change the way you do your own work, or how you have changed your approach in a specific area of your life and work. Make it personal. Make it specific, with concrete action steps. Phrases such as, “I will...” or “I plan to...” are appropriate here. Avoid vague generalizations (100 words max).</p>

<p>Reflection Journal: Chapter 2</p> <p>Week 1: Oct 9 Week 2: Oct 16 Week 3: Oct 23 Week 4: Oct 30 Week 5: Nov 6 Week 6: Nov 13 Week 7: Nov 20 Week 8: Nov 27 Week 9: Dec 4</p> <p>Due Dec 31, 2023 as part of final document</p> <p><i>15% of final grade</i></p> <p>Limit the number of pages per week to two. But if you add pictures, you may go to three</p>	<p>During Weeks 1 through 7 of the online course, you will keep a journal. Each week’s entry will consist of three distinct parts: description, analysis, and application/integration. Write this journal to your Personal Learning Community (PLC) as well as for your Professor of Record. Write briefly. Do not insert your class notes into the journal entries. Use this as an opportunity to process what you have read, viewed, and discussed. This becomes Chapter 2 of your final document.</p> <p>Each week’s entry will consist of three distinct parts: description, analysis, and application/integration. Organize the material under the following three subheadings:</p> <p><i>Description:</i> Describe, narrate, and summarize what you have read, seen, and heard in the week’s material.</p> <p><i>Analysis:</i> Evaluate what was said or not said in what you covered for the week. Examine the assumptions behind the presentations. Did you find these arguments convincing? Applicable? Why or why not?</p> <p><i>Application/Integration:</i> Extend the transferable principles to your own situation, telling how you will apply them in your own context.</p>
<p>Individual Project: Chapter 3</p> <p><u>Writing requirements:</u> 8 credits=40 pages</p> <p>Due 31-Dec-2023</p> <p><i>40% of final grade</i></p>	<p>The course project will require you to design, implement, evaluate, and report on a topic related to your area of interest from some aspect of the course related to ministry, your area of expertise, professional or business-related issues. The topic is your choice. This course project will be an integration of the course content (readings, lectures, site visits, etc.) and your own ministry context.</p> <p>Suggested Paper Topics:</p> <ol style="list-style-type: none"> 1. A personally contextualized application of your perspective on transformational leadership. What perspectives are you wrestling with or what perspectives are shaping you? Can you identify concepts and perspectives you have held in the past and how you are changing? Incorporate insights from the readings, lectures, site visits, etc. from the class. 2. Design a project linked to your work, which either begins a new emphasis or expands the capacity of an existing emphasis. Lay out the biblical and philosophical foundations, utilizing material from the class. Describe the contextual elements that require this new or expanded approach. Set the framework and structure. Describe the barriers and challenges. Incorporate insights from the readings, lectures, site visits, etc. from the class. 3. Examine the level of current status and development of city-wide collaboration and city movements in your city and explore strategies

	<p>and keys that will help increase their transformational impact. Who are and who are not involved and why? What are the leadership perspectives you recognize that are present and which are lacking? What are the theological and philosophical frameworks needed to increase the missional focus and impact in the spiritual, political, economic and social realities of your city? What are the barriers and the bridges in the worldview of the city? Incorporate insights from your readings, lectures, site visits, etc. from the class.</p> <p>4. Assess the main influences that shape the context of your community or city and reflect on ways how to contextualize the gospel and the ministry of the Kingdom in ways that increases fruitful community transformation. What are the main worldviews and trends in your community and how do these manifests in the spiritual, political, economic and social realities of your city? What are the current approaches, why do they work or do not work well in their context? Which new or different approaches would you propose based on your analysis and contextualization? Incorporate insights from your readings, lectures, site visits, etc. from the class.</p> <p>5. Based on your dissertation area of interest, draw a comparison between the course contents and the factors related to that interest. Provide current research on your topic that relates to any aspect of the Immersion experience. Incorporate insights from your readings, lectures, site visits, etc. from the class.</p> <p>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 <i>least one quote from each of the required texts</i> in your individual project and demonstrated that you accessed <i>and</i> utilized BGU's <i>online library</i> in Populi and critically assessed and integrated these readings in your reflections.</p>
<p>Self-Evaluation: Chapter 4 Due 31-Dec-2023 2 or 3 pages 0% of final grade</p>	<p>Write an evaluation that reflects what <i>you</i> learned during this course (this becomes Chapter 4 in your final document).</p> <ul style="list-style-type: none"> • 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? <p>This is not an evaluation of the <i>class</i>, but of your learning experience. Assign yourself a grade.</p>
<p>Submission of Final Document Due 31-Dec-2023</p>	<p>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 can obtain a copy of the Paper Template under "Files" in your online classroom or in the BGU online library. Your final document will be presented double-spaced in 12-pitch, Times New Roman typeface. This gathering of all</p>

	<p>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:</p> <ul style="list-style-type: none"> • <i>Title Page</i>, listing the project title, course name and number, your name, and the date (1 page) • <i>Table of Contents</i> (1-2 pages) • <i>Book Reviews</i> 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). • <i>Journal</i> entries as Chapter 2 (7-14 pages) • <i>Individual Project</i> as Chapter 3 (see above) • <i>Self-Evaluation</i> as Chapter 4 (2-3 pages) • <i>Bibliography</i> containing <i>all</i> of the references and resources you have used in the document (1-2 pages) <p>Write your Final Project to your Personal Learning Community (PLC) in a style that is contextualized, clear, and applicable. Like Paul, who wrote <i>to</i> the Corinthians then but <i>for</i> us today, write your assignments <i>to</i> your leadership team or PLC but <i>for</i> 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-Dec-2023.</p>
<p>HELP!</p>	<p>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 encourage you to learn to use the Zotero program, which can be found in the online library. BGU also encourages you to use other free programs that help with writing, grammar, plagiarism, etc.:</p> <p>www.grammarly.com or https://www.grammarcheck.net/editor/.</p> <p>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!</p> <p>Also remember that the Orientation Packet contains numerous instructional videos for your assistance in writing. BGU also has created an Academic Writing Center that includes 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 review this course go to:</p> <p>https://www.bgu.edu/academic-writing-center.</p> <p>To register, please contact: Nathalia Mighty (Nathalia.Mighty@bgu.edu).</p>

GRADING

Online & Onsite Participation	25%
Book Reviews	20%
Reflection Journal	15%
Individual Project	40%
Self-Evaluation	0%
TOTAL	100%

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		

GRADING CRITERIA

You will be scored between 1 and 5

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

	Online Sharing	Book Review	Journal	Group Project	Ind. Project
Theological reflection					
Critical thinking					
Contextual application					
Form (technical quality)					

Desired Learning Outcomes						
Spiritual Formation	<p>1. Developed 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.</p> <p>2. Constructed a clear and active relationship with your Personal Learning Community (PLC) to establish support and accountability for the degree program.</p>					
Perspective	<p>1. Defended diversity as a gift from God, ethnically, economically, culturally, and globally.</p> <p>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.</p>					
Knowledge	<p>1. Engaged 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.</p> <p>2. Critically assessed the technical knowledge, skills, expertise, and religious philosophy from speakers and readings, interaction with course mates, and the exegeting of the community.</p>					
Skills	<p>1. Compiled quality research that addresses urban challenges in various cultures and contexts.</p> <p>2. Compared and contrasted models that address oppressive conditions in various cultures and contexts.</p>					
Application	<p>1. Critically assessed strong leadership implementation models of holistic mission and organizational approaches within a global urban context.</p> <p>2. Made plans to develop a significant transformational impact in your local environment through contextualizing theories and best practices learned throughout the course.</p>					

**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.

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. Several of the books have been uploaded to BGU's online library in Populi (indicated in red). **NOTE:** For those marked with (Available in BGU Online Library), DO NOT PURCHASE THESE BOOKS. These pdfs are accessed in BGU's library.

Castellanos, N. (2015). *Where the cross meets the streets: What happens to the neighborhood when God is at the center?* IVP Books. ISBN: 9780830836918. 183 pages. [Kindle eBook \\$12.08](#)

Danley, K. (2012). *A Community called G.R.A.C.E.* Dissertation. 257 pgs. (Available in BGU Online Library)

De La Torre, M. A. (2016). *The U.S. immigration crisis: Toward an ethics of place.* Cascade Books. ISBN: 9781498223690. 196 pages. [Kindle eBook \\$9.99](#)

Escobar, S. (2019). *In search of Christ in Latin America: From colonial image to liberating savior.* IVP America. ISBN: 9780830851867. 384 pages. [Kindle eBook \\$21.99](#)

Ganz, M. (2009). What is public narrative: Self, us & now. <https://dash.harvard.edu/bitstream/handle/1/30760283/Public-Narrative-Worksheet-Fall-2013-.pdf?sequence=1&isAllowed=y>

Grody, D. C.S.C. (2008). Dying to live: Theology, migration, and the human journey. <https://reflections.yale.edu/article/who-my-neighbor-facing-immigration/dying-live-theology-migration-and-human-journey>. Yale Divinity School. 4 pgs.

Linthicum, R. C. (2003). *Transforming power: Biblical strategies for making a difference in your community.* IVP Books. ISBN: 9780830832286. 216 pages. [Pbk. on Amazon \\$21.56](#)

McCaulley, E. (2020). *Reading while black: African American biblical interpretation as an exercise in hope.* IVP Academic. 200 pages. (Available in BGU Online Library)

Romero, R. C. (2020). *Brown church: Five centuries of Latina/o social justice, theology, and identity*. IVP Academic. ISBN: 9780830852857. 248 pages. [Kindle eBook \\$22.49](#)

Salvatierra, A., & Wrencher, B. (2022). *Buried seeds: Learning from the vibrant resilience of marginalized Christian communities*. Baker Academic. ISBN: 9781493435012. 256 pages. [Kindle eBook \\$16.33](#)

Twiss, R. (2015). *Rescuing the gospel from the cowboys: A Native American expression of the Jesus way*. IVP. ISBN: 9780830844234. 272 pages. [Kindle eBook \\$11.99](#)

Van Engen, C. (2017). *Transforming mission theology*. William Carey Library. ISBN: 9780878086351. 436 pages. [Kindle eBook \\$8.49](#)

Volf, M. (2013). *A public faith: How followers of Christ should serve the common good*. Brazos Press. ISBN: 9781587433436. 192 pages. [Kindle eBook 12.99](#)

Woodley, R. S. (2022). *Indigenous theology and the western worldview: A decolonized approach to Christian doctrine*. Baker Academic. ISBN: 9781540964717. 160 pages. [Kindle eBook \\$14.99](#)

Podcasts and Videos:

Carranza, R. (Host). (2022, September 12). Rediscovering: Killed Through the Border Fence [Audio podcast episode]. In *Rediscovering*. Arizona Republic and azcentral.com. <https://www.azcentral.com/in-depth/news/politics/border-issues/2022/09/12/listen-rediscovering-killed-through-border-fence-azcentral-podcast/7857692001/>

Hansen, R., & Wingett Sanchez, Y. (Host). (2020, July 1). Rediscovering: SB1070 [Audio podcast episode]. In *Rediscovering*. Arizona Republic and azcentral.com. <https://www.azcentral.com/in-depth/news/arizona-republic/2020/07/01/rediscovering-sb-1070-arizona-republic-podcast-arpaio-brewer/3190488001/>

Red Letter Christians. (2014, February 19). *Richard Twiss interview with Shane Claiborne and Tony Campolo* [Video]. YouTube. <https://youtu.be/FSeMbcx9RVk>

RECOMMENDED READING

Bakke, R. (1997). *A theology as big as the city*. IVP Academic. ISBN: 9780830818907. 221 pages. [Kindle eBook \\$14.65](#) (Available in BGU Online Library)

Beck, R. (2011). *Unclean: Meditations on purity, hospitality, and mortality*. Cascade books. ISBN: 9781608992423. 212 pages. [Kindle eBook \\$9.99](#)

Charles, M., & Rah, S. (2019). *Unsettling truths: The ongoing, dehumanizing legacy of the doctrine of discovery*. InterVarsity Press. ISBN: 9780830845255. 224 pages. [Kindle eBook \\$14.99](#)

- Corbett, S., & Fikkert, B. (2014). *When helping hurts: How to alleviate poverty without hurting the poor . . . and yourself*. Moody Publishers. 274 pages. ([Available in BGU Online Library](#))
- Gordon, W., & Perkins, J. (2013). [*Making neighborhoods whole: A handbook for Christian community development*](#). IVP Books. ISBN: 9780830837564. 182 pages. [Kindle eBook \\$14.99](#)
- Haidt, J. (2012). [*The righteous mind: Why good people are divided by politics and religion*](#). Vintage Books. ISBN: 9780307377906. 528 pages. [Kindle eBook \\$14.99](#)
- Heuertz, P. (2017). [*Pilgrimage of a soul: Contemplative spirituality for the active life*](#) (Rev. ed.). IVP Books. ISBN: 9780830889334. 210 pages. [Kindle eBook \\$12.25](#)
- Hillis, D. C. (2014). *Cities: Playgrounds or battlegrounds*. Leadership Foundations Press. ISBN: 9781941101001. 170 pages. [Pbk on Amazon: \\$4-8](#)
- Menakem, R. (2017). [*My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*](#). Central Recovery Press. ISBN: 9781942094470. 300 pages. [Kindle eBook \\$9.99](#)
- Perkins, J. (1996). *Restoring at-risk communities: Doing it together and doing it right*. Baker Books. 266 pages. ([Available in BGU Online Library](#))
- Robinson, N. (Ed.). (2022). [*Voices of lament, reflections on brokenness and hope in a world longing for justice*](#). Revell. ISBN: 9780800740900. 272 pages. [Kindle eBook \\$12.99](#)
- Sayre, W. (2014, June 5). *Riding 'the Beast' across Mexico to the U.S. border*. WLRN. <https://www.npr.org/sections/parallels/2014/06/05/318905712/riding-the-beast-across-mexico-to-the-u-s-border>
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- Szalavitz, M., & Perry, B. D. (2010). [*Born for love: Why empathy is essential – and endangered*](#). HarperCollins. ISBN: 9780061656798. 384 pages. [Kindle eBook \\$13.99](#)
- Sprinkle, P. (2022, December 15). *When helping hurts: Dr. Brian Fikkert* [Video]. YouTube. <https://www.youtube.com/watch?v=d0Tx3rnasDE>
- Talton, J. (2015). [*A brief history of Phoenix*](#). History Press. ISBN: 9781467118446. 144 pages. [Kindle eBook \\$11.49](#)
- Tinker, G. E. (1993). [*Missionary conquest: The gospel and native American cultural genocide*](#). Fortress Press. ISBN: 0800625765. 182 pgs. [Kindle eBook \\$7.99](#)

Van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Publishing Group. ISBN: 9780143127741. 464 pages. [Kindle eBook \\$14.99](#)

Warren, M. F. (2022). *Join the resistance: Step into the good work of Kingdom justice*. IVP. ISBN: 9781514004333. 240 pages. [Kindle eBook \\$8.99](#)

Wildman, T. M. (2021). *First Nations Version: An indigenous translation of the New Testament*. IVP. ISBN: 9780830824861. 512 pages. [Kindle eBook \\$14.99](#)

Zamora, J. (2023). *Solito: A memoir*. Hogarth Publishing. ISBN: 9780593498088. 416 pages. [Kindle eBook \\$12.99](#)

Documentary Films:

Cammisa, R. (Director). (2009). *Which way home* [Film; documentary]. Documentress Films. https://www.imdb.com/title/tt0489342/plotsummary/?ref=tt_ov_pl

Which Way Home is a feature documentary film that follows unaccompanied child migrants, on their journey through Mexico, as they try to reach the United States. We follow children like Olga and Freddy, nine-year old Hondurans, who are desperately trying to reach their parents in the US.; children like Jose, a ten-year old El Salvadoran, who has been abandoned by smugglers and ends up alone in a Mexican detention center; and Kevin, a canny, streetwise fourteen-year old Honduran, whose mother hopes that he will reach the U.S. and send money back to her. These are stories of hope and courage, disappointment and sorrow. They are the children you never hear about; the invisible ones.

Research:

Gonzalez Nieves, J. (2018, August 23). *18 Native American voices to learn from*. Glocal Theology. <https://glocaltheology.com/2018/08/23/12-native-american-voices-to-learn-from/>

WEEKLY COURSE OUTLINE	
Week 1 Oct 2-10	Topic: Introduction to the 200-year History of Phoenix/ Incarnational Leadership Expected activities: Discussion Board, Reflective Journal, Book Review 1, Zoom Meeting.
Week 2 Oct 10-17	Topic: Hearing from the Marginalized in Phoenix/ Calling-Based Leadership Expected activities: Discussion Board, Reflective Journal, Book Review 2, Zoom meeting
Week 3 Oct 19-29	Topic: The Impact of Indigenous People groups/ Global Leadership Expected activities: Discussion Board, Reflective Journal, Book Review 3, Zoom Meeting On site Visits (Oct 20-29). No weekly Zoom Meeting. See Schedule of Events.

Week 4 Free	Rest
Week 5 Oct 31- Nov 6	Topic: The Impact of Memphis’ Religious History/ Contextual Leadership Expected activities: Discussion Board, Reflective Journal, Book Review 5,
Week 6 Nov 7-13	Topic: Memphis Arts, Artifacts, Artists, and Museums/ Prophetic Leadership Expected activities: Discussion Board, Reflective Journal, Book Review 6
Week 7 Nov 14-20	Topic: Memphis’ Political History, Current Climate, and Criminal Justice/ Reflective Leadership Expected activities: Discussion Board, Reflective Journal, Book Review 7, Zoom Meeting
Week 8 Nov 21-27	Topic: Impact of the History of Education: Two Centuries of Memphis Education / Shalom Leadership Expected activities: Book Review 8, Review of Final Projects, Zoom Meeting
Week 9 Nov 28- Dec 4	Topic: Memphis and City Transformation Expected activities: Final Project Presentations, Zoom Meeting

ACADEMIC POLICIES

FINAL SUBMISSION

After you complete your Final Project, upload in the online classroom by 31-Dec-2023.

FORMAT

You must present your Final Project in APA 7th Edition 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 APA7 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 to have properly researched your paper and will make liberal use of parenthetical citations, references, and footnotes where needed. 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.

SPECIAL NEEDS POLICY

A qualified student with a disability must meet the academic and technical standards required for admission or participation in an education program or activity. It is the responsibility of the student to make his/her needs known in a timely manner to the Director of Student Services of BGU. Reviewing and granting accommodation for special needs can take up to eight weeks, so students should ensure timely processing of his/her needs by communicating in writing the type of accommodations as soon as possible.

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