



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

I bless the LORD who gives me counsel; in the night also my heart instructs me. I have set the LORD always before me; because he is at my right hand, I shall not be shaken.
Psalm 16:7-8

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

Course Number	OVI 701-LA
Course Title	Overture 1: Los Angeles
Course Dates	<i>Online</i> portion of the course: October 1 through December 31, 2026 <i>Onsite</i> portion: Friday, October 23 to November 1, 2026 Final Project Due: December 31, 2026
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 the 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 of Christian community development. The course contains many experiential features, as well as more traditional academic pedagogies to help participant application in their own context.
Credits	8
Professor of Record	Dr. Bryan McCabe
Online Participation and eLearning	This is a 9-week online course:

	● 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://bgupopuliweb.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.
Professor of Record 	Dr. Bryan McCabe Bryan serves as the fifth President of Bakke Graduate University, a global leadership development organization that trains transformational leaders in many countries through city immersions and online courses. He also serves as a pastor at the North Way Christian Community (NWCC) Ministry Hub in East Liberty where he provides training and pastoral support for community development initiatives. His research on transformational mentoring was published in the 2017 book <i>Urban Shalom and the Cities We Need</i>. He has also written articles and served as an editor for <i>The New Urban World Journal</i>. He has facilitated workshops, led urban immersions, and presented papers in many countries around the world. Before becoming a pastor and a leader in higher education, he was a professional football player in the Arena Football League during his twenties and served as a teacher and coach in California. Bryan and his wife, Julie, live in Pittsburgh where they enjoy spending time with their young adult children, adventuring to cities around the world, sports, boating, reading, writing, playing the ukulele, and spending time with friends.
Guest Lecturers	To Be Determined
Instructional Methodology	Online class with weekly, substantive faculty and peer-to-peer interaction and discussions. This class will also include faculty-led and student-led in-class presentations and discussions, case studies, student research presentations, directed group discussions and projects, book reviews, guest lecturers, and prescribed project(s). BGU uses Populi for its eLearning platform and integrates Zoom (virtual classroom) for live presentations. Please refer to the <i>Orientation Packet</i> 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

 For questions/concerns regarding academics: Bunmi Morgan <i>Registrar</i> Bunmi.Morgan@bgu.edu (240) 409-6587	 For questions/concerns regarding online eLearning support: Nathalia Mighty <i>eLearning Director</i> Nathalia.Mighty@bgu.edu and always copy: eLearning@bgu.edu (876) 351-3721 (WhatsApp) Skype: nathaliamight	 For questions/concerns regarding BGU Online Library/Research Jennifer Roman <i>Librarian</i> Jennifer.Roman@bgu.edu (214) 329-4447 ext. 134
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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): (Add one or two outcomes for each category).

Spiritual Formation – How will this course help students to have increased trust in God, while dynamically developing and stewarding their partnerships and networks?	1. Spiritual Formation: Be able to demonstrate 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;
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?	2. Perspective: Be able to recognize diversity as a gift from God, ethnically, economically, culturally, and globally, while demonstrating your understanding of the eight perspectives of transformational leadership: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global;
Knowledge – What knowledge will students need to have acquired to accomplish Spiritual Formation and Perspective Transformation outcomes in this course?	3. Knowledge: Be able to engage in a cooperative exchange of ideas, experiences, and knowledge, stewarded for and with vulnerable people and places, while developing a global perspective, with a Christian worldview.
Skills – What hands-on skills will be taught, demonstrated and evaluated through this course?	4. Skills: Be able to identify quality research, while demonstrating a capacity to identify 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?	5. Application: Be able to identify strong leadership implementation models of holistic mission and organizational approaches within a global urban context and making plans to develop a significant transformational impact in your local environment through contextualizing theories and best practices throughout the course.
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PERSPECTIVES OF TRANSFORMATIONAL LEADERSHIP

BGU's Eight Perspectives <i>All BGU courses incorporate one or more of the following Transformational Leadership perspectives.</i>	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). * <i>These terms have rich historic meanings that we will attempt to reclaim beyond their media-politicized current characterizations.</i>
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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
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	corresponds to the number of credits you are taking the class for from your Required Reading.
Online and Onsite Participation <i>Weeks 1-9</i> <i>25% of final grade</i>	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. 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.
Book Reviews Chapter 1 Due December 31, 2026, as part of final document <i>20% of final grade</i> <u>Reading requirements:</u> 3 credits=1,200 pages 6 credits=2,400 pages Or <u>Reading requirements:</u> 4 credits=1,800 pages 8 credits=3,600 pages	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 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: 2 type-written pages, double-spaced, Times New Roman, 12 pitch font, 500-word maximum First paragraph: State the intent of the book’s author in writing the book. Include its main thesis and basic construction (100 words max). 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.) 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).

Reflection Journal: Chapter 2 Due December 31, 2026, as part of final document <i>15% of final grade</i> Limit the number of pages per day to two.	During the immersion, you will keep a daily journal from October 23-31, 2026 (9 journals in total). 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. Each day's entry will consist of three distinct parts: <i>Description:</i> Describe, narrate, and summarize what you have read, seen, and heard in the day's material and experience that led to the latest iteration of your MVI. <i>Analysis:</i> Evaluate what was said or not said in what you experienced for the day. Examine the assumptions behind the presentations. Did you find these arguments convincing? Applicable? Why or why not? <i>Application/Integration:</i> Extend the transferable principles to your own action research, telling how it impacted your MVI in your own context.
Individual Project: Chapter 3 <u>Class Presentation</u> <u>Writing requirements:</u> 4 credits=20 pages 8 credits=40 pages Due December 31, 2026, as part of final document <i>40% of final grade</i>	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. Suggested Paper Topics (Choose one): 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 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. 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 the 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. 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.
Self-Evaluation: Chapter 4 Due December 31, 2026, as part of final document <i>2 or 3 pages</i> <i>0% of final grade</i>	Write an evaluation that reflects what <i>you</i> 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 <i>class</i>, but of your learning experience. Assign yourself a grade.
Submission of Final Document Due December 31, 2026	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 documents is to teach you how to write in APA7 format in preparation for your capstone or dissertation project. Every project should include the following elements: ● <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) 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 the online classroom no later than [due date].
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 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.: 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 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: https://www.bgu.edu/academic-writing-center. To register, please contact: Nathalia Mighty (Nathalia.Mighty@bgu.edu).

GRADING	
Online Participation (Discussions)	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).

Lt r	GP A	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 Participation	Book Reviews	Journal	Ind. Project
	Theological reflection				
	Critical thinking				
	Contextual application				
	Form (technical quality)				
Desired Learning Outcomes					
Spiritual Formation	Spiritual Formation: Demonstrated 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.				

Perspective	Perspective: Recognized diversity as a gift from God, ethnically, economically, culturally, and globally, while demonstrating your understanding of the eight perspectives of transformational leadership: calling-based, incarnational, reflective, servant, contextual, shalom, prophetic, and global.
Knowledge	Knowledge: Engaged in a cooperative exchange of ideas, experiences, and knowledge, stewarded for and with vulnerable people and places, while developing a global perspective, with a Christian worldview.
Skills	Skills: Identified quality research, while demonstrating a capacity to identify models that address oppressive conditions in various cultures and contexts.
Application	Application: Identified strong leadership implementation models of holistic mission and organizational approaches within a global urban context, and making plans 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.

REQUIRED READING

Estimated costs of books are taken from the website: www.amazon.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. Some of the books have been uploaded to BGU's online library in Populi (indicated in **red**).

Incarnational Leadership

Kiekintveld, J. (Ed.). (2025). [Urban gems: Ministry perspectives on the global city and its people](#). SacraSage Press. ISBN: 9781968136468, 170 pgs. [Kindle eBook \\$9.99](#)

Calling-based Leadership

Guinness, O. (2018). *The call: Finding and fulfilling the central purpose of your life*. Thomas Nelson. ISBN: 9780785220077, 384 pgs. (Available in the BGU Online Library)

Global Leadership

Hill, G. (2017). *Global church: Reshaping our conversations, renewing our mission, revitalizing our churches*. IVP Academic. ISBN: 9780830440854, 509 pgs. (Available in the BGU Online Library)

Servant Leadership

Brinksmma, R. (2025). *The emotionally healthy leader: Growth in safe leadership*. Transform Books. www.transform-books.nl ISBN: 9789083416618, 283 pgs. [Kindle eBook \\$9.99](#)

Contextual Leadership

Maggay, M. (2017). *Global kingdom, global people: Living faithfully in a multicultural world*. Langham Global Library. ISBN: 9781783681983, 152 pgs. (Available in the BGU Online Library)

Prophetic Leadership

Van Eymeren, A., Barker, A., McCabe, B. & Elisara, C. (Eds.). (2017). *Urban shalom and the cities we need*. Urban Shalom Publishing. ISBN: 9781999779894, 244 pgs. [Pbk on Amazon \\$12](#)

Reflective Leadership

Boyle, G. (2017). *Tattoos on the heart: The power of boundless compassion*. Free Press. ISBN: 9781439153024, 217 pgs. (Available in the BGU Online Library)

Shalom Leadership

Hillis, D., & Hayden, J. (Eds.). (2023). *City as playground*. Leadership Foundations. ISBN: 9788860553354, 132 pgs. [Pbk on Amazon](#)

RECOMMENDED READING

Adeney, M. (2009). [*Kingdom without borders: The untold story of global Christianity*](#). IVP Books. ISBN: 9780830838493, 294 pgs. [Kindle eBook \\$29.99](#)

Bakke, R. (1997). *A Theology as big as the city*. IVP Academic. ISBN: 9780830818907, 221 pgs. (Available in the BGU Online Library)

Bartleman, F. (2023). *Azusa Street chronicles: How Pentecost came to Los Angeles*. Independently Published. ISBN: 9798859435708, 415 pgs. [Kindle eBook \\$0.99](#)

Bloemberg, J. (2020). [*Love \[your city\]: Five steps to citywide movements*](#). WestBow Press. ISBN: 9781973683476, 228 pgs. [Kindle eBook \\$9.99](#)

Bosch, D. (2011). *Transforming mission: Paradigm shifts in theology of mission*. Orbis Books. ISBN: 9781570759482, 640 pgs. (Available in the BGU Online Library)

Coker, A. (2024). [*Church beyond walls*](#). Straightgate. ISBN: 9798988927761, 183 pgs. [Kindle eBook \\$9.99](#)

- Cranston, D., & Padilla DeBorst, R. (Eds.). (2014). *Mission as transformation: Learning from catalysts*. Wipf & Stock. ISBN: 9781625646125, 77 pgs. [Kindle eBook \\$5.99](#)
- Davis, M. (2018). *City of quartz: Excavating the future in Los Angeles*. Verso Publishing. ISBN: 9781786635891, 512 pgs. [Kindle eBook \\$9.99](#)
- Escobar, S. (2003). *The new global mission: The gospel from everywhere to everyone*. IVP Academic. ISBN: 9780830833016, 190 pgs. [Kindle eBook \\$12.00](#)
- Frost, M. (2014). *Incarnate: The Body of Christ in an age of disengagement*. IVP Books. ISBN: 9780830844173, 237 pgs. [Kindle eBook \\$21.99](#)
- Fuder, J. (2014). *Neighborhood mapping: How to make your church invaluable to the community*. Moody Publishers. ISBN: 9780802411341, 154 pgs. [Kindle eBook \\$9.99](#)
- Greenleaf, R. K. (2002). *Servant leadership: A Journey into the nature of legitimate power and greatness*. Paulist Press. ISBN: 0809105543, 368 pgs. [Kindle eBook \\$16.19](#)
- Grigg, V. (2018). *Slum dwellers theology: Pedagogy in the slums*. Urban Leadership Foundation. ISBN: 9780958201988, 121 pgs. [Pbk on Amazon \\$19.99](#)
- Haddad, P. (2024). *Inventing paradise: The power brokers who created the dream of Los Angeles*. Santa Monica Press. ISBN: 9781595801272, 404 pgs. [Kindle eBook \\$14.99](#)
- Halter, H. (2014). *Flesh: Bringing the incarnation down to earth, learning to be human like Jesus*. David Cook. ISBN: 9780781409971, 219 pgs. [\(Available in the BGU Online Library\)](#)
- Hammond, S. A. (2013). *The thin book of appreciative inquiry* (3rd ed.). Thin Book Publishing. ISBN: 9780988953802, 53 pgs. [Pbk on Amazon \\$40.18](#)
- Handley, J. (2022). *Polycentric mission leadership: Toward a new theoretical model for global leadership*. Regnum Books International. ISBN: 9781914454561, 118 pgs. [Kindle eBook \\$11.99](#)
- Hayes, J. B. (2006). *Sub-merge: Living deep in a shallow world*. Regal Books. ISBN: 9780830743063, 302 pgs. [Kindle eBook \\$11.66](#)
- Hill, G. (2026). *Born, not built: God's children in an age of AI*. Eagna Publishing. ISBN: 9781764550024, 247 pgs. [Kindle eBook \\$3.50](#)
- Jenkins, P. (2011). *The next Christendom: The Coming of global Christianity*. Oxford University Press. ISBN: 9780199767465, 368 pgs. [\(Available in the BGU Online Library\)](#)
- Jennings, K., & Stahl-Wert, J. (2016). *The Serving leader: Five powerful actions to transform your team, business, and community*. Berrett-Koehler Publishers. ISBN: 9781626566149, 192 pgs. [Kindle eBook \\$25.60](#)
- Kotiuga, W. (2026). *Stranger in the theologians' den: Shaping my soul*. Resource Publications. ISBN: 9798385274239, 191 pgs. [Pbk on Amazon \\$22.00](#)
- Krieg, S. J., & Balasari Singleterry, J. (Eds.). (2018). *Voices rising: Women of color finding & restoring hope in the city*. Servant Partners Press. ISBN: 9790998366548, 404 pgs. [Kindle eBook \\$4.99](#)

- Ledbetter, B. M., Banks, R. J., & Greenhalgh, D. C. (2016). [*Reviewing leadership: A Christian evaluation of current approaches* \(2nd ed.\)](#). Baker Academic. ISBN: 9780801036293, 208 pgs. [Kindle eBook \\$12.00](#)
- Linthicum, R. (2003). *Transforming power: Biblical strategies for making a difference in your community*. IVP Books. ISBN: 830832289, 204 pgs. [Pbk on Amazon \\$11.85](#)
- Lupton, R. (2005). [*Renewing the city: Reflections on community development and urban renewal*](#). IVP Books. ISBN: 0830833269, 240 pgs. [Pbk on Amazon \\$6.77](#)
- Maggay, M. (2010). [*Transforming society: Reflections on the Kingdom and politics*](#). Wipf & Stock. ISBN: 9781610970402, 108 pgs. [\(Available in the BGU Online Library\)](#)
- Niermann, M. (2024). *State of the Great Commission: A Report on the current + future state*. Prepared for Lausanne Global Congress, Seoul Incheon. 516 pgs.
- O'Donnell, M., & Pratt Slayton, L. (2024). [*Life in flux: Navigational skills to guide and ground you in an ever-changing world*](#). Baker Books. ISBN: 9781540901613, 223 pgs. [Kindle eBook \\$12.99](#)
- Ore, L. A., & Goldsmith, M. (2026) [*The power of the learning mindset*](#). John Wiley & Sons. ISBN: 9781394324583 (ePDF), 252 pgs. [Kindle eBook \\$17.00](#)
- Padilla, C. R. (2013). [*Mission between the times: Essays on the Kingdom*](#). Langham Monographs. ISBN: 9781907713019, 211 pgs. [Kindle eBook \\$16.99](#)
- Patsaouras, N. (2024). *The making of modern Los Angeles: A chronicle*. ORO Editions. ISBN: 9781961856424, 624 pgs. [Hbk on Amazon \\$17.55](#)
- Rah, S-C. (2015). *Prophetic lament: A call for justice in troubled times*. IVP Books. ISBN: 9780830836949, 224 pgs. [\(Available in the BGU Online Library\)](#)
- Richardson-Moore, D. (2012). [*The weight of mercy: A Novice pastor on the city streets*](#). Monarch Books. ISBN: 9780857212290, 288 pgs. [Pbk on Amazon \\$15.14](#)
- Rocke, C., & Van Dyke, J. (2012). *Geography of grace: Doing theology from below*. Center for Transforming Mission: Street Psalms Press. ISBN: 9780985233402, 348 pgs. [Kindle eBook \\$9.99](#)
- Smith, E. (2012). [*The post-black and post-white church: Becoming the beloved community in a multiethnic world*](#). Jossey-Bass. ISBN: 9781118036587, 220 pgs. [Kindle eBook \\$12.15](#)
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- Twiss, R. (2000). [*One Church, many tribes: Following Jesus the way God made you*](#). Chosen Books. ISBN: 9780800797256, 219 pgs. [Kindle eBook \\$9.99](#)
- White, R. (2006). *Encounter God in the city: Onramps to personal and community transformation*. IVP Books. ISBN: 9780830833894, 191 pgs. [\(Available in the BGU Online Library\)](#)

Wilson, B. (2020). [*Metropolis: A History of the city: Humankind's greatest invention*](#). Doubleday. ISBN: 9780385543460, 442 pgs. [Kindle eBook \\$10.99](#)

Winship, J. (2022). [*Living fearless: Exchanging the lies of the world for the liberating truth of God*](#). Revell Books. ISBN: 9780800740290, 176 pgs. [Kindle eBook \\$8.74](#)

Yeung, B., & Taylor, R. C. (2025). *Making sense of 9-5 in the East and West: Applying wisdom in the workplace*. BambuSparks. ISBN: 9789768354129, 121 pgs. (Available in the BGU Online Library)

WEEKLY COURSE OUTLINE	
Week 1	Topic: Introductions, Course Syllabus Review <i>Expected activities:</i> Students introduce themselves in Populi, weekly Zoom meeting focused on reviewing course syllabus details, plus spiritual formation activity
Week 2	Topic: Los Angeles: Context and Overview of Course Information Sheet <i>Expected activities:</i> Students discuss history and modern context of Los Angeles in Populi lesson and weekly Zoom meeting, ask practical questions from CIS, plus spiritual formation activity
Week 3	Topic: Exegeting the City and Transformational Leadership Perspectives <i>Expected activities:</i> Students discuss Exegeting the City and the Eight Perspectives on Transformational Leadership in Populi lesson and weekly Zoom meeting, plus spiritual formation activity
Week 4	Topic: On Site in Los Angeles <i>Expected activities:</i> Site visits and guest lecturers in Los Angeles (no online activities this week)
Week 5	Topic: Calling-based Leadership and Incarnational Leadership <i>Expected activities:</i> Students do a deep dive into calling-based and incarnational leadership perspectives in Populi lesson discussion and weekly Zoom meeting, plus spiritual formation activity
Week 6	Topic: Reflective Leadership and Servant Leadership <i>Expected activities:</i> Students do a deep dive into reflective and servant leadership perspectives in Populi lesson discussion and weekly Zoom meeting, plus spiritual formation activity
Week 7	Topic: Contextual Leadership and Global Leadership <i>Expected activities:</i> Students do a deep dive into contextual and global leadership perspectives in Populi lesson discussion and weekly Zoom meeting, plus spiritual formation activity
Week 8	Topic: Shalom Leadership and Prophetic Leadership <i>Expected activities:</i> Students do a deep dive into shalom and prophetic leadership perspectives in Populi lesson discussion and weekly Zoom meeting, plus spiritual formation activity

ACADEMIC POLICIES

FINAL SUBMISSION

After you complete your Final Project, upload in the online classroom by [due date].

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!