Course ID:	Course Title:		Spring 2021
MI 613	**Third Millennium Trends and Issues: Intercultural Leadership**	**Prerequisite:**	
		Credits:	**3**

Spring one-week MODULE

Class Information		Instructor Information		Important Dates	
Days:	May 25; May 31-June 4 2021	**Instructor:**	Sam Owusu, PhD.	**First day of classes:**	May 25: In-person (9:00 am-4:00 pm)
Time:	9:00 am to 12 pm	**Email:**	sowusu@calvaryonline.ca	**Last day to add/drop, or change to audit:**	End of the first day
Room:		**Phone:**	6047101923	**Last day to request revised exam:**	N/A
Lab/ Tutorial:	N/A	**Office:**	6047101923	**Last day to withdraw from course:**	End of the 2nd day
	N/A	**Office Hours:**	By appointment	**Last day to apply for coursework extension:**	One month before final due date
Final Exam:	N/A			**Last day of classes:**	June 4

Course Description

This course will address the growing needs for leadership development and training in cross-cultural settings. The world around us has become a dazzling kaleidoscope of humanity, and the Church has the privilege of providing Christ-like leadership for followers of Jesus in the midst of ethnic diversity. Both within Canada and in foreign settings, leaders are called to minister with intelligence and sensitivity to intercultural communities. Based on biblical, historical, anthropological and practical perspectives, lectures will focus the attention of students on their personal leadership development, the training of others, and general leadership strategies for world evangelization.

Expected Learning Outcomes

- **Nurturing Theological Depth** – To grasp underlying biblical and theological concepts for understanding and valuing a life-long commitment to intercultural leadership and leadership training.
- **Fostering Vocational Effectiveness** – Identify our own culturally-derived values and social roles paradigms and grant the legitimacy of the paradigms in which other cultures operate—as well as their potential for cross-cultural misunderstanding and/or conflict.
- **Cultivating Heart** - To allow God to transform our frame of reference as we engage other cultures and come to appreciate the truth that they, like us, are created by God in His image and therefore are of immense value.

- **Inspiring Redemptive Action** - To emerge from this course with a greater sense of self understanding and humility regarding other cultures so that we might be more intentional in the ways that we lead our communities of faith toward greater redemptive action.

Required textbooks:

Law, Eric H. (1993) The Wolf Shall Dwell with the Lamb: A Spirituality for Leadership in a Multicultural Community. St. Louis, MO: Chalice Press

Sheffield, Dan. (2015) *The Multicultural Leader: Developing a Catholic Personality*. Toronto: Clements Publishing.

Also recommended:

Bowen, John, ed. (2013). *Green Shoots Out of a Dry Ground*. Eugene, OR. Wipf and Stock Publishers.

Cook, Charlie, Lorajoy Tira-Dimangondayao and Lauren Goldburg (2020). *Beyond Hospitality: Migration, Multiculturalism, and the Church*. Toronto: Tyndale Academic Press.

Lingenfelter, Sherwood and Mayers, Marvin. (1986). *Ministering Cross-Culturally.* Grand Rapids: Baker Book House

Course Outline

May 25:

- Introduction
- Biblical Models of Leadership
- The Intercultural leader
- A Biblical Theology of the Intercultural church
- Immigration and Divine Agenda
- *Due*: **Textbook summary** *The Multicultural Leader: Developing a Catholic Personality*

May 31:

- Worldviews
- Understanding Cultures

June 1

- Reaching All Nations
- Opportunities and challenges of the Intercultural church

June 2:

- Planting an Intercultural church
- Transitioning into an Intercultural church
- Intercultural Leadership Development

June 3:

- Cross-cultural Theology

- Class presentation

June 4:

- Dealing with Intercultural-cultural Conflicts
- Class presentation
- *Due*: **Textbook summary** The Wolf Shall Dwell with the Lamb: A Spirituality for Leadership in a Multicultural Community

Course assignments and grading:

1. *Regular reading and of required textbooks* so that the student is prepared for the lecture topic and can participate meaningfully in class discussions. A review summary of the textbook *The Multicultural Leader: Developing a Catholic Personality* is to be completed for the beginning of the course; the second summary of the textbook The Wolf Shall Dwell with the Lamb: A Spirituality for Leadership in a Multicultural Community is due the last day of the course; and the summary of the book *Beyond Hospitality: Migration,* Multiculturalism, and the Church is due **two weeks after the last day of the course**. Write a 3-page summary plus 1-2 pages of evaluation. (20% of final mark)

2. *Reading log on 500 pages of extra reading* of articles and chapters of your choice from books, journals and collections of articles on the theme of cross-cultural leadership. Read widely to expand your knowledge of a range of perspectives. You can coordinate this assignment with assignment # 4 by choosing materials which feed into your topic research. For each article or chapter, give the bibliographical information, the reason you chose the article and a brief description of content. **Due July 4** (20% of final mark).

3. *Research paper*: Select one particular cultural setting and write on their patterns of leadership, providing description, analysis and evaluation from a biblical standard of leadership. Length 4000-5000 words (16-20 pages). **Due July 10**. (45% of final mark)

   The paper will be graded on the basis of the clarity and force of your argument (30%); the quality of your research (30%); the organization of your materials (20%); and your writing style and mechanics (20%).

4. *Group class presentation*: Together with the students in your small group, prepare and present a 15-minute class presentation on the topic of the lecture for that day. This assignment will demonstrate your ability to work together with others to plan a presentation and lead the rest of the class through teaching. **Scheduled during the first-class period**. (15% of final mark)

Course Distribution of Grades
1. Book Review…………………………………………………20%
2. Reading Log……………………………………………20%
3. Research Paper…………………………………………45%
4. Group Presentation……………………………………15%
       TOTAL   100%

Attendance:
- Because of the collaborative participatory nature of this course, **participants are expected to attend all classes to pass the course.**

Grade Summary:
The available letters for course grades are as follows:

Letter Grade	Description
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Other Information
  Format for Assignments

    All papers must:
- Be double-spaced
- Use Times New Roman, Arial or Garamond 12-point font, with standard margins, headers and footers.
- Include a title page with you name, the course title, and the Professor's name.
- Please also include page numbers on the bottom of the page of all your assignments.
- Cite sources properly. You can use your preferred style (e.g. Kate Turabian's A Manual for Writers, or The Chicago Manual of Style or APA), but must remain consistent throughout the entire paper.

Submission of Assignments

- The due date time is midnight of the date indicated, unless otherwise stipulated in the syllabus.
- All assignments must be completed in order to pass the course.

Late Policy.

Late assignments will be ducted one letter grade for every day late. So an A would become an A-; B- would become a C+ etc. Please be mindful of this and work ahead

Course Revisions

The instructor reserves the right to modify any part of the course if he deems it necessary and valuable.

"Back-up" Copies of Course Work Every learner is expected to have a second copy of all the work they hand in for this course! No exceptions!

Course Completion

Participants are expected to complete all the assignments in order to pass the course.

Plagiarism and Cheating

The learner should be familiar with the Ambrose policy on plagiarism. On some assignments Turnitin will be used.

- Plagiarism: The use of ideas and information from a specific source without giving credit in some manner to the sources ... and/or ...
- Cheating: The presentation of someone else's work which the student ought to have done personally ... WILL RECEIVE AN IMMEDIATE FAIL FOR THE COURSE.

Technology in the Classroom

While I believe that technology can enhance instructional effectiveness, increase learning and improve the overall curriculum, it can also be a distraction.

- Taping Lectures: Taping of lectures or any other classroom activity is not permitted unless cleared by the instructor prior to the event.
- Electronic Devices: All electronic devices must be turned off when entering the classroom. Since this is a learning environment, you are expected to "be all here" – not just parts of you.
- Laptop Computer: Laptops and PDA's should be used only for taking notes and interacting with classroom material. Please manage your time and respond to electronic mail, search the web and do other chores outside of class time.

Bibliography

Augsburger, David W. *Conflict Mediation Across Cultures: Pathways and patterns*. Louisville, KY: Westminster/John Knox, 1992.

------------------. *Pastoral Counselling Across Cultures*. Philadelphia: Westminster, 1985.

Bennett, David W. *Patterns of Leadership in Ten Churches of Pune, India.* (Fuller PhD Dissertation, 1990)

Bowen, John, ed. *Green Shoots Out of a Dry Ground*. Eugene, OR. Wipf and Stock Publishers, 2013

Boyed, David. You Don't Have to Cross the Ocean to Reach the World: The Power of local cross-cultural ministry. Grand Rapids: Chosen, 2008.

Branson, Mark Lau and Juan F. Matinez. Churches, Cultures and Leadership: A practical theology of congregations and ethnicities. Downers Grove, Illinois: IVP Academic, 2011.

Brynjolfson, Rob and Jonathan Lewis (ed). Building Intentionally Intercultural Churches: A Manual to Facilitate Transition. (World Evangelical Alliance, 2004)

Brooklyn Derr, Sylvie Roussilion, and Frank Bournois, ed. *Cross-cultural Approaches to Leadership.* Westport: Quorom Books, 2002.

Cleveland, Harland. *Birth of a New World: An open moment for international leadership*. San Francisco: Jossey Bass, 1993.

DeYmaz, Mark. Building a Healthy Multi-Ethnic church. San Francisco: JosseyBass, 2007.

De Pree, Max. *Leading Without Power: Finding Hope in Serving Community*. San Francisco, CA: Jossey-Bass, Inc., 1997.

Dudley, Carl S., and Nancy T. Ammerman. *Congregations in Transition: A Guide for Analyzing, Assessing, and Adapting in Changing Communities*. San Francisco, CA: Jossey-Bass, Inc., 2002.

Engstorm, Ted. *The Making of a Christian Leader*. Grand Rapids: Zondervan Publishing, 1976.

Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, IL: InterVarsity Press, 1993.

Foster, Charles. *Embracing Diversity: Leadership in Multicultural Congregations.* Md.: Alban Institute, 1997.

Harris, Philip, Robert, T. & Moran, Sarah V. (2004). *Managing Cultural Differences* (6th Ed.) Amsterdam: Elsevier Butterworth Heinemann.

Hesselgrave, David J. *Communicating Christ Cross-culturally* (2nd Ed.)

Grand Rapids: Zondervan, 1991

Hiebert, Paul. *Anthropological Insights for Missionaries.* Grand Rapids, Michigan: Baker Book House, 1985.

Hoffman-Guzman, Carol. *Cross-Cultural Leadership and Participation in the Local Church.* Miami: Miami Urban Ministries, 1995.

Kraft, Marguerite G., ed. *Frontline Women: Negotiating Cross-cultural Issues in Ministry*. Pasadena: William Carey Library, 2003.

Law, Eric H. *The Wolf Shall Dwell with the Lamb: A Spirituality for Leadership in a Multicultural Community*. St. Louis, MO: Chalice Press, 1993.

Newbigin, Lesslie. *The Gospel in a Pluralistic Society*. Grand Rapids, MI: Eerdmans, 1989.

-----------------. *Truth to Tell: The gospel as public truth*. Grand Rapids: Eerdmans, 1991.

Noewen, Henri. *In the name of Jesus: Reflections on Christian leadership*. New York: Crossroad, 1989.

Palmer, Donald C. *Managing Conflict Creatively: A Guide for Missionaries & Christian Workers*. Pasadena: William Carey Library, 1990.

Pearce, Paul. "Characteristics of Emerging Healthy Multicultural Churches. D.Min. Dissertation McMaster Divinity Colege, McMaster University, 2000.

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Seim, Brian. Canada's New Harvest: Helping Churches Touch New Comers. Toronto: SIM Publishing, 1999.

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Stott, John. *Basic Christian Leadership: Biblical Models of Church, Gospel, and Ministry*. Downers Grove, IL: InterVarsity Press, 2002.

Taylor, William D. ed. *Internationalizing Missionary Training: A global perspective*. Grand Rapids, MI: Baker Book House, 1991.

Volf, Miroslav. Exclusion and Embrace: A theological exploration of identity, otherness and reconciliation. Nashville: Abingdon Press, 1996

Willhauck, Susan and Jacqulyn Thorpe. *The Web of Women's Leadership: Recasting Congregational Ministry*. Nashville, TN: Abingdon Press, 2001.

Articles:

Adeney, Miriam. "Is God Colorblind or Colorful? The gospel, globalization and ethnicity." In *One World or Many? The impact of globalization on mission*. Richard Tiplady, ed. Pasadena, CA: William Carey Library, 2003, 87-104.

Beachham, Roy E. "Missions Through Modeling: A call to holiness." In *Missions in a New Millenium.* W. Edward Glenny and W.H. Smallman, eds. Grand Rapids, MI: Kregel, 2000, 69-93.

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Greenway, Roger S. "Getting David out of Saul's armour." *In The Urban Face of Mission: Ministering the gospel in a diverse and changing world*. Manuel Ortiz and Susan S. Baker, eds. Phillipsburg, NJ: P&R Publishing, 2002, 225-239.

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Sookhdeo, Patrick. "Leadership training in a Muslim context." in *International Missionary training: a global perspective*. W.D. Taylor, ed. Exeter: Paternoster, 1991, 133-136.

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Hiebert, D. Edmond. "Pauline images of a Christian Leader." *Bibliotheca sacra* 133 (1976), 213-228.

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Loewen, Jacob A. "Leadership in the Choco Church." *Missiology* 1 (1973), 73-90.

Rakoczy, Susan. "Walking together: Reflections on lay leadership formation in Ghana." *Missiology* 19 (1991) 59-68.

"One Lord, One Faith, Many Ethnicities," CT Forum. *Christianity Today* (January 2004), 52-54. At http://www.christianitytoday.com/ct/2004/001/4.52.html

"All Churches Should be Multiracial: The biblical case." An excerpt from *United by Faith* by Curtiss Paul DeYoung, Michael O. Emerson, George Yancey, and Karen Chai Kim. *Christianity Today* 49/4 (April 2005), 33f. http://www.christianitytoday.com/ct/2005/004/22.33.html

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devises in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that

may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or

work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.