

WHEATON COLLEGE GRADUATE SCHOOL

**Intercultural Studies 667: Leadership in Cultural Context (2 credits)**

**Course Instruction Plan**

Robert L. Gallagher, Ph.D.

**Course Description**

The course explores the integration of the principles and practices of Christian leadership for cross-cultural ministry. Major issues in leadership will be examined from the lives of biblical characters in a cross-cultural context such as Joseph, Moses, Ruth, Esther, Ezra and Daniel to determine appropriate types of action for contemporary Christian leaders. This graduate seminar will foster a communal hermeneutical methodology to inform mission praxis and give students the opportunity to develop skills and methods for leadership.

**Outcomes**

*Cognitive Learning:*

1. An understanding of the principles of biblical interpretation of Scripture.
2. An understanding of cross-cultural leadership principles and practices from the lives of Joseph, Moses, Ruth, Esther, Ezra and Daniel in the Old Testament.

*Affective Learning:*

1. An appreciation for the importance of prayer in doing theology in mission.
2. An appreciation for supportive relationships in theologizing in mission.
3. An appreciation for the role of Christian community in practicing mission theology.
4. An appreciation for developing a personal mission theology on cross-cultural leadership.
5. An appreciation for the contemporary relevance of biblical mission theology for cross-cultural leadership.

*Functional Learning:*

1. The ability to read rapidly with comprehension.

2. The ability to contribute to an academic discussion in a graduate seminar format.
3. The ability to present and write a biblical chapter report.
4. The ability to present and write a biblical presentation paper.
5. The ability to work in a team situation.

### **Required Textbook**

1. Gallagher, Robert L. *Course Notes*. Wheaton, IL: Wheaton College, 2002.
2. Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York, NY: Oxford University Press, 2002.

### **Recommended Textbooks**

1. Clinton, J. Robert. *Leadership Perspectives: How to Study the Bible for Leadership Insights*. Altadena, CA.: Barnabas Publishers, 1993.
2. Clinton, J. Robert. *The Bible and Leadership Values: A Book by Book Analysis*. Altadena, CA.: Barnabas Publishers, 1993.
3. Clinton, J. Robert. *Having a Ministry That Lasts: Becoming a Bible Centered Leader*. Altadena, CA.: Barnabas Publishers, 1997.
4. Escobar, Samuel. *The New Global Mission: The Gospel From Everywhere to Everyone*. Downers Grove, IL: InterVarsity Press, 2003.
5. Van Engen, Charles. *God's Missionary People: Rethinking the Purpose of the Local Church*. Grand Rapids, MI.: Baker Book House, 1991.

### **Strategies**

1. Engagement. Engage in the course by full attendance and active participation. Please fill out the “student information sheet” and return by week 2.
2. Prayer. Pray each week that we may come to know Christ better, and that he may reveal to the class through the course's strategies, the hope of his calling, the riches of his inheritance and the power of his resurrection in mission (Ephesians 1:17-19).
3. Relationship. Establish and maintain a supportive relationship with a colleague from your small group.

4. Reading Assignments. The Bible will constitute the basis for class discussion throughout the quad and weekly readings are assigned to that end. The weekly assignments are designed to allow the student to read in one sitting either the entire book of the Bible or large sections of the book. Students are encouraged to read the Bible readings with “cross-cultural leadership eyes,” and to come to class prepared to orally summarize and discuss the readings assigned for the week. In other words, all reading assignments must be read in one sitting and completed before class on the day they are assigned. A *photocopy* of the “reading completion report” contained in the syllabus needs to be submitted on the last day of class. Please record your class reading week-by-week. The final grade for the reading assignments will be calculated on the sections read and date completed.

5. Biblical Journals. To facilitate discussion on the readings, journal one important missiological idea, thought, statement, or question you have concerning each of the reading assignments. Bring this to class and be ready to discuss. A double-spaced typed record of your biblical journal is to be handed in at the end of each class session.

*Sample of a Biblical Journal:*

A. Exodus 1-7:

What is the missiological significance of the ten plagues? How do they relate to Egyptian religion? Is there an increasing severity and geographical expanding sequence to the plagues?

B. Exodus 8-14:

Before the Red Sea deliverance, God's power and presence was manifested in the pillar of fire by night and the pillar of cloud by day not only to Israel, but also to Pharaoh and the Egyptians (Exodus 13:21-22). What was the result of that manifestation of God's power upon the Egyptians and on Israel?

These questions and statements would then be submitted at the end of the week's session.

6. Book Review. Write a 2.5-3-page book review for *The Next Christendom*. Your book reviews should answer the following questions:

a. What are the publishing details concerning the book? (1 point) These details would include publishing house, place of publication, year of publication, length of the book, and author, with particular attention given to his/her possible biases.

b. What is the thesis and major message of the book? (4 points) That is, demonstrate that you have read the book by showing how the thesis is supported in each chapter.

c. What did you learn from the book? (3 points)

d. How could you apply what you learned from the book to your mission context? (3 points) Your mission context may be either where you have come from, or where you are presently ministering, or where you will be in mission.

7. Biblical Presentation. Each group will present their hermeneutical findings on cross-cultural leadership principles and practices from the sections/books of the Bible listed in the Course Procedure and available in the Course Notes. In their presentation, the group will share their observations, interpretations and applications. Ideally, the biblical presentations should come from the group's communal observations, interpretations and applications based on the individual students coming together in community and sharing their ideas. Also, creativity is encouraged in the presentation such as, the use of drama, mime, monologue, creative arts, maps, ministry time-lines, video, film and other visual aids.

8. Biblical Paper. In addition, each student will write a paper discussing the leadership principles and practices observed, interpreted and applied to the student's cross-cultural context from *one* of the biblical sections/books studied. For example, in a 6-8-page paper: the background description of the biblical section/book would be 1-page; the reflection on cross-cultural leadership principles and practices would be 4-5 pages, and; the analysis of contemporary application would be 1-2 pages.

9. Evaluation. Towards the end of the course, each member of the class will have an opportunity to complete a student evaluation form on line.

### **Academic Workload**

The unwritten guideline for any course's academic workload is at least two hours of outside work for every one-hour in the classroom. Thus, for each two units of credit, the facilitator expects 55 to 70 hours of academic work by the student since campus semester courses average 23 contact hours. An additional number of hours should be spent in other structured learning experiences such as reading, writing or case studies to make up the 55-70 hours expected.

The facilitator has adopted guidelines for measuring the amount of work that various kinds of assignments may be expected to represent. One hour is represented by one hour of class or other required meetings and/or travel, 20 pages of reading or 2/3 double-space typed page of a research paper.

Thus, a 10-page paper represents 15 hours of the 55-70 hours that may be expected in a 2-unit class; 500 pages of reading represent another 25 hours. These guidelines have been adapted for this course.

An alternative approach to the usual method of course grading is the contract system. A *photocopy* of the completed grade checklist of your choice (found at the end of this syllabus) needs to be handed in at the end of the last session. By completing all

contracted assignments at a graduate level of accomplishment, the contract grading system may be set out as follows:

*Academic Workload for A:*

Engagement	23 hours
Reading Assignments	12-14
Biblical Journals	1-2
Book Review	13-15
Biblical Presentation	7-10
Biblical Paper	9-12
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Total	65-76

*Academic Workload for A-:*

Engagement	23 hours
Reading Assignments	8-10
Biblical Journals	1-2
Biblical Presentation	7-10
Biblical Paper	6-9
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Total	45-54

*Academic Workload for B+:*

Engagement	23 hours
Reading Assignments	4-6
Biblical Journals	1-2
Biblical Presentation	7-10
Biblical Paper	3-6
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Total	38-47

**Grading**

The grade will be assigned according to the relative weight distribution as indicated below:

*Grading Scale:*

1.	100-96	A
2.	95-92	A-
3.	91-88	B+
4.	87-84	B
5.	83-80	B-

- |    |             |            |
|----|-------------|------------|
| 6. | 79-76       | C+         |
| 7. | 75 or below | C or below |

*Composition of Semester Grade:*

Engagement	5%
Reading Assignments	25
Biblical Journals	15
Biblical Presentations	20
Biblical Paper	35

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Total	100
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**End-of-Semester Grades/Papers**

Grades will not be posted nor will a secretary quote them over the phone or in person to a student. Students may obtain their grade in one of the following ways:

1. Students may give the facilitator a stamped, self-addressed envelope on the last day of class so that the grade may be mailed to them, or
2. Students may wait for their grade report that is mailed by the Registrar's office.

At the end of the semester, any papers or projects that need to be returned to the student will be put in a cardboard file (marked with the facilitator's name), and placed inside the MICS cupboard for faculty mailboxes for pick-up by the student. They will remain there until the *third* week of the next semester. Also, a student may furnish the facilitator with a large self-addressed envelope with sufficient postage affixed (please check the size and weight with the post office) so that their papers may be mailed to them.

**Class Format**

2:15 p.m.	Worship
2:30	Session I:
	Description of the Biblical Section/Book
	Reflection on the Cross-cultural Leadership Principles & Practices
3:20	<i>Break &amp; Snack</i>
3:30	Session II:
	Analysis of the Contemporary Application
	Community Discussion
4:20	<i>Break</i>
4:30	Announcements
4:35	Session III:
	Discussion of <i>The Next Christendom</i>
5:25	Closure

## **Instructions**

All written assignments need to follow the typing and style requirements of the American Psychological Association (see the facilitator's web site). This includes any bibliography or references cited. In addition, your papers should be stapled, pages numbered, typed and double-spaced in Times New Roman using a 12-point font with one-inch margins. Your title page must have your CPO mailbox number together with the department and facilitator's name as the return address. It is helpful if you can submit *two* copies of your biblical paper. That way, the facilitator can keep a copy and return the original to you.

When writing your papers, the use of non-discriminatory language is advised. This attitude is consistent with the commitment of the Missions and Intercultural Studies department to the full equality of women and men, and to the joint training of women as equal partners with men in all areas of Christian ministry. Further, the facilitator recommends the use of the Writing Center on the lower level of Buswell Library to work on writing assignments for the course. The Center provides support for generating ideas and essay structure.

Except for illness and emergencies, any late paper received within the first week after the due date will automatically receive a grade reduction. That is, if your late paper deserves an A- grade, then you will be given a B+ for the assignment. Thereafter, a grade will be deducted each week your paper is late. No extra-credit work will be given.

The student is responsible and accountable for the class work and information. That is, class notes and work collected or assigned, and any announcements that may alter the course syllabus or schedule, even in any missed session. Missed handouts will be available at the end of the next class session.

Academic dishonesty will not be tolerated, including plagiarism. Plagiarism is the use of ideas and information from a specific source without giving credit in some manner to the source. Such an unacknowledged use of another person's intellectual property involves both stealing and lying, and will result in a failure for this course.

All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office. The facilitator reserves the right to modify this syllabus.

## **Class Attendance**

Attendance is expected in all classes. No more than one week of classes can be missed for a quad course, and no more than two weeks for a semester course. If a student needs to miss a class they should inform the facilitator beforehand.

## **Auditing**

The class will generally be closed to auditors because of the seminar format of the course.

## **Disability Statement**

Any student in this course who has a learning disability that might prevent them from fully demonstrating their abilities should meet with the Disabilities Coordinator in the Counseling Center as soon as possible. The Coordinator will then initiate disability verification and discuss accommodations that might be necessary to ensure full participation in the successful completion of course requirements.

## **Access to Facilitator**

The facilitator's office hours are posted on his office door (BGC M210). If these times are not suitable, then please make an appointment by contacting the facilitator in class and arranging a suitable time. The facilitator is eager to become personally acquainted with all his students. Thus, all students in this course are encouraged to talk with him early in the semester about any matter related to the course—or anything else. Those who find the class sessions or readings unclear are especially urged to come by as soon as possible.

“Dine with a Mind” is a great way for students to take their facilitator to breakfast, lunch, or dinner. Each student is allowed to take one professor per semester with tickets covering the facilitator only. See the Graduate Student Services for tickets and further information.

The facilitator may be contacted by e-mail: [Robert.L.Gallagher@wheaton.edu](mailto:Robert.L.Gallagher@wheaton.edu), or by telephone at the office: 630/752-5192, or at home: 630/784-0805, or by fax: 630/752-7125, or by web site: [www.wheaton.edu/intr/faculty](http://www.wheaton.edu/intr/faculty).

## **Course Procedure**

### Week 1

Introduction to the Class

Introduction to the Course

Case Studies in Cross-cultural Leadership

*Reading: Syllabus; Genesis 13, 19; Joshua 2; 1 Kings 17; 2 Kings 5*

### Week 2

Cross-cultural Leadership of Joseph

Jenkins 1-2 (Group 1)

*Reading: Genesis 37-50*

*Biblical Journal due*

*Student Information Sheet due*

Week 3

Cross-cultural Leadership of Moses (Group 1)

Jenkins 3-4 (Group 2)

*Reading: Exodus 1-14*

*Biblical Journal due*

Week 4

Cross-cultural Leadership of Ruth (Group 2)

Jenkins 5-6 (Group 3)

*Reading: Ruth 1-4*

*Biblical Journal due*

Week 5

Cross-cultural Leadership of Daniel

Jenkins 7-8 (Group 4)

*Reading: Daniel 1-6*

*Biblical Journal due*

Week 6

Cross-cultural Leadership of Ezra (Group 3)

Jenkins 9-10 (Groups 1 & 4)

*Reading: Ezra 1-10*

*Biblical Journal due*

*Biblical Paper due*

Week 7

Cross-cultural Leadership of Esther (Group 4)

*Reading: Esther 1-10; Syllabus*

*Biblical Journal due*

*Reading Completion Report due*

**Groups**

1: April, Donovan & Jessica

2: Bri, Lisa, Mark & Yohanan

3: Cody, Connie, Samuel & Taroh

4: Melody, Nate & Shelley

**Reading Completion Report**

Name: \_\_\_\_\_ CPO: \_\_\_\_\_

Week	Readings	# of Pages	% Read Before Class	% Read Late	Question(s) Asked? (Circle One)
1	Syllabus	Not Applicable			Yes No
	Genesis 13				Y N
	Genesis 13	1			Y N
	Genesis 13	1			Y N
	Genesis 19	1			Y N
	Genesis 19	2			Y N

	Genesis 19	2			
	Joshua 2	2			
	Joshua 2	1.5			
	Joshua 2	1.5			
	1 Kings 17	1.5			
	1 Kings 17	1			
	1 Kings 17	1			
	2 Kings 5	1			
	2 Kings 5	2			
	2 Kings 5	2			
		2			
	Genesis 37-42				
	Genesis 37-42	11			
	Genesis 37-42	11			
	Genesis 37-42	11			Y N
2	Genesis 43-50	13			Y N
		13			Y N
	Genesis 43-50	13			
	Genesis 43-50	38			
	Jenkins 1-2				
	Exodus 1-7	10			Y N
3	Exodus 1-7	10			Y N
					Y N

	Exodus 1-7	10			
	Exodus 8-14	12			
	Exodus 8-14	12			
	Exodus 8-14	12			
	Jenkins 3-4	40			
4	Ruth 1-4	5			Y N
	Ruth 1-4	5			Y N
	Ruth 1-4	5			Y N
	Jenkins 5-6	62			
5	Daniel 1-6	13			
	Daniel 1-6	13			Y N
	Daniel 1-6	13			Y N
	Jenkins 7-8	50			
6	Ezra 1-5	6			
	Ezra 1-5	6			
	Ezra 1-5	6			Y N
	Ezra 6-10	8			Y N
	Ezra 6-10	8			Y N
	Ezra 6-10	8			
	Jenkins 9-10	29			
7	Esther 1-5	6			
	Esther 1-5	6			Y N
	Esther 1-5	6			Y N
	Esther 6-10	5			Y N

	Esther 6-10	5			
	Esther 6-10	5			
	Syllabus	Not Applicable			

### Grade A Checklist

Name: \_\_\_\_\_

1. Engagement

- 

2. Prayer

- 

3. Relationship

- 

4. Reading Assignments (Biblical Readings x3)

- % Completed: \_\_\_\_\_

5. Biblical Journals

- % Completed: \_\_\_\_\_

6. Book Review

- *The Next Christendom*

7. Biblical Presentation

- 

8. Biblical Paper (6-8-page)

- 

9. Evaluation

-

## Grade A- Checklist

Name: \_\_\_\_\_

### 1. Engagement

- 

### 2. Prayer

- 

### 3. Relationship

- 

### 4. Reading Assignments (Biblical Readings x2)

- % Completed: \_\_\_\_\_

### 5. Biblical Journals

- % Completed: \_\_\_\_\_

### 6. Biblical Presentation

- 

### 7. Biblical Paper (4-6-page)

- 

### 8. Evaluation

- 

## Grade B+ Checklist

Name: \_\_\_\_\_

### 1. Engagement

- 

### 2. Prayer

- 

### 3. Relationship

- 

### 4. Reading Assignments (Biblical Readings x1)

- % Completed: \_\_\_\_\_

### 5. Biblical Journals

- % Completed: \_\_\_\_\_

### 6. Biblical Presentation

- 

### 7. Biblical Paper (2-4-page)

- 

### 8. Evaluation

- 

The group that facilitates the Jenkins discussion also leads the worship and brings the snacks.

Worship and snacks are to be facilitated by groups 2 & 3.

Biblical page numbers are obtained from the NAS Bible.