

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	BIBM 733: Culture, Context and Community
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Chris Flanders
2	Course Teacher	Chris Flanders
3	Course Title	Culture, Context, and Community
4	Course Abbreviation (if title is over 30 characters)	Culture, Context, & Community
5	College	Biblical Studies
6	Department	Graduate School of Theology
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	3
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	This course investigates issues of leadership, culture, and ecclesial community from an anthropological perspective, paying particular attention to leadership in contemporary global contexts. It covers theoretical and practical

		dimensions that include the nature of culture, the nature of the culture and leadership, and critical reflection on personal leadership preferences.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	0
22b	How often will it be offered? Spring	1
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	Odd years
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2017
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes. It is required for all DMin students following the Christian Spiritual Formation (CSF) track or the Leadership for Missional Renewal (LMR) track.
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes. BIBM 740.J1 Immersion in Culture, Context, and Community Spring 2015 9 students

29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	DMin. Required for all students in the CSF and LMR tracks.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is required for all CSF and LMR students. The addition of this requirement was approved during the spring 2013 semester. At the time, the course was titled "Immersion in Culture, Context, and Community."

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	DMin students, who must all have an MDiv or its educational equivalent in order to be admitted to the program and must be engaged in ministry.
2	State the overarching course goal(s) in performance terms.	GST SLO 5 - Graduates will have facility in critical thinking, analysis, and in oral and written communication. DMin SLO 2 - DMin graduates will demonstrate an increased competence in reading, assessing, and interpreting varied cultural contexts of ministry. DMin SLO 3 - DMin graduates will demonstrate advanced leadership skills for missional renewal and transformation within ministry contexts.

2. Competencies and Measurements

	Competency	Measurement
1	Learners shall demonstrate critical and integrative skills	Reflect via Processing Journals and integrative papers; Write <i>SGT Ethnography</i>
2	Learners shall apply knowledge of models and theory	Construct a <i>SGT Ethnography</i> with a <i>Prospects for Future Leadership Plan</i>

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Texts:

- "Defining Institutional Realities: The Myth of the Right Form", Sherwood Lingenfelter. In, Jacobsen, ed. *The Three Tasks of Leadership: Worldly Wisdom for Pastoral Leaders*
- Lau Branson & Martinez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*
- Lingenfelter. *Leading Cross-Culturally*
- Livermore, *Leading with Cultural Intelligence*
- Wildavsky. *The Nursing Father: Moses as a Political Leader*
- Hofstede, Hofstede, & Minkov. *Cultures and Organizations: Software of the Mind, Third Edition*

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

Attachment: DMin Degree Requirements, 2015-16 Catalog

Proposed change pertaining to this course application is highlighted below

Requirements for the DMin are:

1. Orientation, 0 hours
BIBM 701: Doctor of Ministry Orientation
2. Core courses, 6 hours
BIBM 716: Theological Foundations for the Practice of Ministry*
3. Method and Project/Thesis, 9 hours
BIBM 724:* Project/Thesis Seminar I (1 hour)
BIBM 726:* Project/Thesis Seminar II (2 hours)
BIBM 799: DMin Project Thesis (6 hours; includes an oral exam)
4. Spiritual Formation (0 hours)
Two spiritual formation retreats
Mentoring/spiritual direction throughout the program

Ministry Electives (18 hours)

For a generalist degree, select any 6 electives (18 hours). Students wishing to specialize in a track should select 4 courses (12 hours) from the appropriate track plus 2 additional electives (6 hours).

Track Offerings:

Christian Spiritual Formation:

- BIBM 717: Christian Spiritual Formation
- BIBM 740 733: Immersion in Culture, Context and Community
- BIBM 740: Living in the Tradition
- BIBM 740: Forming Communities of Faith

Leadership for Missional Renewal:

- BIBM 706: Christian Leadership Development
- BIBM 719: Missional Ecclesiology
- BIBM 740: Leading Change in Christian Organizations
- BIBM 740 733: Immersion in Culture, Context and Community

Preaching for Community Transformation:

- BIBM 703: Preaching in Contemporary Contexts
- BIBM 711: Preaching and Theology
- BIBM 723: Worship
- BIBM 740: Exegesis: Text and Congregation

* Changes that have been approved by GST faculty for the 2016-17 catalog but have not yet reached the registrar by the time this application was developed.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 21, 2016
TO: Dr. Chris Flanders
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application BIBM 733 – Culture, Context and Community

Based on the recommendation of Craig Churchill, Theological Librarian, the library can adequately support the proposed course. Thank you for letting us review the course application.

March 17, 16

Dr. Christopher Flanders
Halbert Institute for Missions
325-674-3711
chris.flanders@acu.edu

Re: Review of BIBM 733: Culture, Context, and Community

Dr. Flanders,

Thank you for the submission of BIBM 733: Culture, Context, and Community. I reviewed the syllabus based on the university guidelines and I am attaching a checklist that we usually use for courses. I find the syllabus meeting all requirements, but here are some minor suggestions:

- Please add information indicating whether students are required to take any prerequisite courses;
- Change semester information from January 2015 to a future semester;
- I wonder if you would consider using Canvas assignments to collect student submissions instead of Email. You will be able to access the assignments from Canvas anytime, without having to download, organize or re-upload them.

There is no need to bring your syllabus back for a second review. However this letter is not meant to be a final approval in the course application process. It is intended as a reference for council members, who may have questions or comments of their own. If there is anything else I can do for you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Paulin Fong".

Director of Instructional Design
Adams Center for Teaching and Learning
Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BIBM 733: Culture, Contr

Reviewer

Berlin Fang



Developer

Dr. Chris Flanders

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☒ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☐ Exam dates
- ☐ Assignments
- ☐ Due dates and other deadlines (and late assignment/exam policy)
- ☐ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

Any comments?



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Special Topics: Immersion in Culture, Contexts, and Community

Abilene Christian University

January 2017

BIBM 740.J1
3 credit hours

1/5-1/9
MTWRF 8-5

Instructor, Dr. Chris Flanders
Office: Bible Bldg. 302
Office hours: MW 1-2; R 1-2; F 9-11

Office Phone: 674-3742
ACU Box 29441
Email: chris.flanders@acu.edu

ACU Mission: The mission of ACU is to educate students for Christian service and leadership throughout the world. The broad mission of the Graduate School of Theology is to provide Biblical training, Christian spiritual formation, and a Christian world-view for every student.

CBS Mission: It is our passion that the light of the world — the good news of Jesus Christ — will radiate from this place through the speech, life and love of the students whom we equip for ministry in God's Kingdom. In addition to training undergraduate and graduate students, the College of Biblical Studies provides support to churches, missionaries and others through our centers and institutes.

GST Mission: The GST mission is to equip men and women for effective missional leadership for ministry in all its forms and to provide strong academic foundations for theological inquiry. We intend our mission statement to reflect our commitment to foster students' desire to minister to congregations, to initiate new ministries, to participate in public service, and to serve the academy all for the sake of the world.

Course Objectives:

1. Master *Social Game Theory* and apply it to leadership and church
2. Analyze the cultural dimensions of a community of faith
3. Understand how basic biblical metaphors of leadership both confirm and critique dominant cultural leadership expressions
4. Deepen your awareness of self as a leader, especially as this identity relates to SGT and cultural bias

Intended audience: This course is for the Dmin degree. It is appropriate for students engaging issues of leadership, culture, and ecclesial practices. Therefore, it is ideal for DMin students who will inevitably find themselves in a church context where these issues are salient to ministry and leadership.

Purpose: This course will provide students an overview of Social Game Theory, paying particular attention to issues that relate to the leadership in contemporary global

contexts. It will also engage students in critical reflection on their own leadership preferences and practices.

Goals: I intend this course to be a learning experience of how theology, faith, and practice intertwine into a coherent whole. Theology is "faith seeking understanding." Yet, this faith must lead to faithful living.

Topics & Scope: This course will cover the theoretical and practical dimensions of leadership and culture. This course shall cover issues salient to the notion of *leadership*, particularly as it relates to the anthropology of organizations
Themes we will cover include:

1. The nature of the Christian leadership in a multicultural context
2. The nature of culture
3. Social Game Theory (Grid-Group Theory) as a tool for organizational understanding, especially as it relates to religious community and leadership
4. Cultural types of social organizations

GST SLO 5- Communication (Graduates will have facility in critical thinking, analysis, and in oral and written communication)

Competency-Learners shall demonstrate critical and integrative skills

Measure-Reflect via Processing Journals and integrative papers; **Write SGT Ethnography**

MAMI SLO 3- 3 Practice (Graduates will have skill to integrate theology, history, anthropology, and methodology in their missional practices such as planting and nurturing responsible, reproducing churches, and guiding theological formation in non-western contexts)

Competency- Learners shall apply knowledge of models and theory

Measure- Construct a *SGT Ethnography* with a *Prospects for Future Leadership Plan*

Required Texts:

- "Defining Institutional Realities: The Myth of the Right Form", Sherwood Lingenfelter. In, Jacobsen, ed. *The Three Tasks of Leadership: Worldly Wisdom for Pastoral Leaders*
- Lau Branson & Martinez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*
- Lingenfelter. *Leading Cross-Culturally*
- Livermore, *Leading with Cultural Intelligence*
- Wildavsky. *The Nursing Father: Moses as a Political Leader*
- Hofstede, Hofstede, & Minkov. *Cultures and Organizations: Software of the Mind, Third Edition*

Assignments:

Pre-course assignment-Write a reflective essay that includes the following components: 1) The "Ethnic Autobiography" described in Lau-Branson & Martinez; 2) A personal leadership narrative that includes your reflections on your own leadership preferences using the paradigms in Wildavsky & Lingenfelter (based upon Mary Douglas' culture theory and grid and group typology) and also the 6 cultural dimensions in Hofstede, et al.; 3) a reflective narrative on how your personal leadership preferences (which, is another way of saying what you note about yourself in 1 and 2 above) experience both connection to and tension with the preferences of the faith community you now serve. Put another way, how do you as a leader with certain cultural & leadership preferences both sync with and exist in tension with the dominant preferences of your church/organization.

This essay should be double-spaced and between 8-12 pages in length. Please put page numbers and your name in the header of each page. This essay is due the first day of our week together.

Learning Community Processing Journals

At the end of each class section, we will make time to process and discuss class information in Learning Communities. This time is not a break or time for chillin'! Rather, it is a time for synthesis, integration, and deliberate processing of that day's material. These do not need to be polished products but should represent your community's serious responses to the following:

1. What material today was new? Challenging?
2. Any new questions today's material raised?
3. Anything missing (i.e., you'd have liked to have talked more about ____)
4. If taken seriously, how would today's material support, challenge, or change the practice of your leadership?

Each of your entries is worth a potential 10 points. I will grade them based upon the following rubric:

LC PROCESSING JOURNAL EVALUATION RUBRIC

Completed with outstanding depth and breadth of thought	Completed with adequate depth and breadth of thought	Completed but lacking serious breadth or depth of thought	Completed, but did not reflect graduate work	The reflection was not completed
10	8	6	5	0

SGT Ethnography- See Appendix 1

Due dates:

1st day of class-Reflective Essay

7:00 p.m. each evening- LC Processing Journals

5:00 p.m. Monday, January 12- Summative Processing Journal

5:00 p.m. Monday, April 27-SGT Ethnography Paper-

Important note: Make certain that every assignment has page numbers and includes your last name in the header on each page. Please submit all assignments in the Canvas course site. Entitle each assignment in this way- **Your last name-Assignment name.doc** or **Your Community Name/#-Assignment name.doc** E.g., "Reflective essay.Flanders.docx", etc.

Grading:

Your final grade is based on the following:

4 LC Processing Journals-10 points each or 40 points

1 Summative Processing Journal-10 points

Reflective Essay-100 points

Social Game Theory Ethnography Paper-300 points

There are 450 possible points. Final grades are as follows:

A—92%-100% (414-450 total points)

B—84%-91% (378-413 total points)

C—76%-83% (342-377 total points)

D—67%-75% (302-341 total points)

F—66% and below (less than 302 total points)

PROJECT/EXAM EVALUATION RUBRIC

Grade	Range	Description
A	96-100	Outstanding. Mastery of theory and penetrating insights. Research, comprehension, and communication all of a superb quality. This is a relatively <i>rare</i> score.
A	92-95	Superior. Understanding of theory and its application. Communication of ideas is excellent. Not a frequent score.
B	88-91	Very good. Research, thinking, comprehension, and communication are sound. Typical score for decent graduate-level work.
B	84-87	Satisfactory. All around solid though lacking in some areas.
C	80-83	Acceptable/below average. Overall grasp and understanding. Rudimentary grasp of theory and application.
C	76-79	Acceptable but significantly below average. Research, comprehension, application, and communication barely passable.
⊗	75 or below	Unacceptable and, at the graduate-level, considered a failing grade.

Class Schedule

Course Policies

Disclaimer: I reserve the right to modify the content or order of particular classes, depending upon need. Assignments and exams, however, will always be due on the date noted in the course schedule

Academic Integrity Statement: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, and dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Non-Discriminatory Language Policy: Many women and men (including this professor) no longer find the terms "man," "men," and "mankind" acceptable as generic designations. Such exclusive language, though once normative in English, alienates a substantial group of people. As Christians desiring to support human equality, we must avoid unnecessarily exclusive language that is discriminatory. This is true for both the church and the academy. I take it as a given, then, that followers of Jesus should lead in challenging harmful patterns of language even when such inflicts harm unconsciously and without intention. Therefore, all work you submit for this class *must* use non-discriminatory language.

Special Needs/ADA:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call 325-674-2667.

Late and poor quality work: I expect you to perform as professionals. In the work place, work needs to be excellent and punctual. So too, in this class, failure to complete an assignment shall result in an automatic failure for that assignment. In other words, *I do not accept late work*. In the event of a real emergency or an unexpected situation you cannot turn an assignment in on time, please contact and we will see what we can do.

The habits you develop here shall go a long way toward predicting your success in the “real world,” especially in missions and church-planting. So, always do a great job on your work. Excellence matters!

Withdrawals: You, the student, must initiate a withdrawal from the course by completing and signing a “Withdrawal from Class” form, and submitting it to your advisor. Notifying me or stopping attendance ***does not*** withdraw you.

Classroom Virtues

The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.

- I. **Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire shall be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, consider alternative explanations, while respecting and caring for others.
- II. **Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
- III. **Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
- IV. **Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.

- V. **Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
- VI. **Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
- VII. **Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the developing of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
- VIII. **Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.
- IX. **Prayerfulness**—the making of space to commune with God. The task of learning and teaching so that we are formed into the image of Christ through the Spirit involves our consistent reliance on God’s sanctifying work.

APPENDIX 1: SGT Ethnography Paper

Text of the paper should be double-spaced and use a standard 12-point font (e.g., Times, Times New Roman, Chicago). Appendices should be single-spaced. Sections 5 & 6 should form the “heart” of your paper (not the most data, but the center of what you are getting at). The entire paper, including title page and TOC, should be ***no longer than 50 pages***. Together Sections 3 & 4 should be no longer than 5 pages. Sections 1-6 should be no longer than 20 pages.

1. TITLE PAGE
2. TABLE OF CONTENTS (WITH PAGE NUMBERS)
3. INTRODUCTION
 - a. Purpose of the paper
 - b. Brief description and designation (e.g., “Respondent A,” “Respondent B,” etc.) of all interviewees
4. SOCIAL CONTEXT OF THE CHURCH (ORGANIZATION)
 - a. History of the church (organization)
 - b. Basic demographics
 - c. Vision and goals
5. ANALYSIS OF THE SOCIAL GAMES
 - a. Brief summary of each of the six games, grouped by quadrant
 - b. Overall analysis of the games of the church (organization) (see Moore:112-113)
 - i. Summary graph of all games
 - ii. Concluding analysis
 - iii. Resolving any conflicts
6. PROSPECTS FOR FUTURE LEADERSHIP (***Make explicit*** how Social Game Theory both produces the current challenges and forms the basis for positive changes)
 - a. Implications for leadership and ministry (see Moore:114-116)
 - i. Be sure to discuss ***both*** “palaces” and “prisons” that exist; ***Both*** how the current situations should be extended and how it should be corrected
 - ii. Bring into this reflection-your own cultural context (i.e., the Ethnic Autobiography) and leadership bias/preferences (a la Lingenfelter, Hofstede)
 - b. Metaphors for ministry (Moore:116-119). (***Make explicit*** how Social Game Theory influences the choice of metaphors and how the current game(s) will challenge/resist what the metaphors imply)
7. APPENDICES (see Moore:112ff.)
8. REFERENCES CITED (only if you quote from a particular source)

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name BIBM 733: Culture, Context, and Community

Primary Department

Jim Sany
Department Chair

7-14-16
Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: BIBM 733

Course Title: Culture, Context, and Community

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Carol R. Hester 4-26-16
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils: