**Unification Theological Seminary**

**Doctor of Ministry**

**MIN 8503: Challenges and Issues of the**

**Emerging Family in the Global Community**

**Spring 2025**

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**Course Description:**

The purpose of this course is to explore the origins and recent trends in globalization and its impact on the family. The emphasis will be on a creative approach to viewing the family in the 21st Century. Students will study general definitions and theories of globalization and will focus on the connecting and building of relations on the global stage. This study will involve technological, social, cultural and religious dynamics as they relate to the contemporary family. Students will probe world citizenship as a phenomenon in an age of diminishing borders. They will study the evolving formal and informal networks that link the global community, as well as how migration impacts the family. Students will be provided with an opportunity to observe the challenges involved in influencing the diplomatic community with a religious dimension and effecting targeted global change.

**Course Outcomes:**

1. Students will familiarize themselves with some general definitions and theories of globalization and the significant changes in globalization.
2. Students will make connections between globalization and the emerging family in an effort to see the relevance between the two.
3. Students shall be equipped to critically and analytically reflect on the spiritual dimensions of globalization and the effects of migration in the global community including the pros and cons of world citizenship.
4. Students will identify challenges within the emerging family and develop ways to address them in the world today.
5. Students shall be equipped to critically identify and analyze the issues having effect on the contemporary family.
6. Students shall strengthen their appreciation of and insights into globalization through working in teams with those from another culture on a selected global issue in bridge-building.

**Required Texts:**

Lecher, Frank J. 2014. ***The Globalization Reader***. New York: Blackwell Publishing. ISBN: 10:0470655631; $19.00; ebook option

Parker, Brianna K. 2018. ***What Google Can’t Give: The Relevancy of the Church for Black Millennials in the Tech Age.*** Mansfield, TX: Black Millennial Café. ISBN: 9780692177785

Russell, Peter. (1995) ***The Global Brain Awakens***. 2Ed. Palo Alto, CA: Global Brain, Inc. ISBN: 10:1862047138; $5.00

Schaeffer, Robert K. 2016. ***Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change.*** Lanham, MD: Rowman & Littlefield. ISBN: 9781442215269; $30.00

White, James M. 2019. ***Family Theories: An Introduction.*** 5Ed. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 9781506394909. $21.99

**Evaluation:**

1. Book Reviews and Reflections 25%

2. Attendance and Participation 30%

3. Oral Presentation 10%

4. Course Project 35%

**Academic Integrity**

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own.  This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. This includes buying or submitting a paper written by a third party. All are considered forms of “plagiarism” and a violation of the Seminary’s academic integrity policy. Instances of plagiarism may be reported to the DMin. Director and the Academic Dean for disciplinary action. Possible disciplinary actions include probation, suspension or withdrawal.

The first instance of plagiarism in this course, the student must repeat the assignment. If the student plagiarizes again, the student will receive an “F” for the course.

Plagiarism and Academic Integrity Policy

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student’s own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

Netiquette

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminary’s LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

**Pre-Course:** The students must have read all required texts *(except Family Theories)* before coming to HJI. In addition, the students are to write a clear, concise review and convincing reflection of each of the following texts before arrival for this intensive at HJI:

1. ***What Google Can’t Give*** – Brianna Parker (3-5 Pages)
2. ***The Global Brain Awakens*** – Peter Russell (2-3 Pages)
3. ***The Globalization Reader*** – Frank T. Lecher (3-4 Pages)
4. ***Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change.*** – James M. White (2-3 Pages)

**Supplementary Resources:**  The students are encouraged to become familiar with other sources, especially those located electronically and particularly topics dealing with leadership in organizations.

**Journals & Periodicals:** To be selected by Instructor.

**Assignments.**

**Problem-Based Learning Project.**

You will structure a Problem-Based Learning Project around a challenge generated within your present environment. You will gather data from interdisciplinary sources to solve the problem. The project will commence the 2nd week of class starting and must be completed by the 7th week of class. The Problem-Based Learning Project must receive prior approval of the instructor before beginning the Intensive Project.

This Proposal should include your purpose and rationale, a description of what you plan to do including a proposed outcome, and how the instructional experience will be evaluated.

Conduct a 12 – 20-minute presentation on your project in wich you give an overview of what you did and engage us in discussion regarding your project. Six readings and case study assignments covering important aspects in leadership organizations are required.

1. Each student will present a Comprehensive paper (12-20 pages) containing a strategic plan on the topic approved and must cover the methods of organizational leadership based on learnings from Seminars II & III.
2. A (7) Minute Sermon is to be prepared focusing on “the influence of faith leader classwork. Students will critique and evaluate each sermon on a scale of 1-10 with 10 being the highest mark. The sermon must show (1) Subject Relevance, (2) Contextual Integrity, (3) Mission Validity within the body of discourse, and (4) Conclusion Relativity and be clear, concise, and convincing.

**Academic Requirements:**

1.All students expected to “attend” the course by completing all course assignments in an academic manner and with complete preparation.

2. Grammar, punctuation, spelling and overall compositions will be included in the grading of all assignments.

3. Plagiarism will not be tolerated.

**Schedules and Assignments:**

Developing a Foundation for Globalization

Reading Assignment: ***The Globalization Reader***

Developing a working definition for globalization

Shaping a foundation for globalization

Discussion on personal views on globalization

Reflection on the reading

**February 5th**: Class orientation. What does it mean to developing a foundation for globalization? Reading assignment ***The Globalization Reader***. New York -

**February 12nd**: How does theological systems on an academic scale and in the global environment influence leadership development? Building Fires, Pulling The Alarm Just so you can Save the Day and Be a Hero - Confronting Poor Performers – Creating Team Policies - Setting Goals – Some Team Lessons From Geese: <https://www.ajrecruitment.com/blog/7-leadership-lessons-we-can-learn-from-geese/>

**February 19th** Major take away from Parker Brianna K. 2018. What Google Can’t Give: The Relevancy of the Church for Black Millennials in the Tech Age in relationship to What Google Can’t Give

**February 26th**: Major take away from Parker Brianna K. 2018. What Google Can’t Give: The Relevancy of the Church for Black Millennials in the Tech Age in relationship to What Google Can’t Give

**September 25th** 2. Major take away from The Global Brain Awakens – Peter Russell (2-3 Pages)

**March 5th**: 4. Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change. – James M. White (2-3 Pages)

**March 12th**: Review and discuss: Evolution Of The Black Church: Enslavement Through Emancipation By: Vanderbloemen <https://www.vanderbloemen.com/blog/black-church-enslavement-through-emancipation>

**March 19th** 3. The Globalization Reader – Frank T. Lecher (3-4 Pages)

**April 2rd** Students will structure a Problem-Based Learning Project around a challenge generated within their present environment. Students will gather data from interdisciplinary sources to solve the problem. This proposal should include your purpose and rationale, a description of what you plan to do including a proposed outcome, and how the instructional experience will be evaluated

**April 9th** Conduct a 12- 20-minute presentation on your project in which you give an overview of what you did and engage

**April 16th** Conduct a 12- 20-minute presentation on your project in which you give an overview of what you did and engage

**April 23th** (COMPREHENSIVE PAPER DUE)

. Cite appropriate references and integrate them into discussion.

**April 30. Conduct a 12- 20-minute presentation on your project in which you give an overview of what you did and engage**

**May 7th** Understanding Our Dark Side – Discovering the Dark Side – Redeeming Our Dark Side. Understanding Your Identity.  Targeting Insights.

**May14th** Final presentation, Report and Assignments Discussion

Missional Leadership – Market Driven Leadership – From Bureaucratic Hierarchies to Apostolic Networks – Leadership in an Age of Networks – Schooling Professions vs. Mentoring Leaders.

**Building Your Team:**

•   Make your Objectives Clear

•   Pose Smart Questions

•   Take cues from your team

•   Manage Change

•   Master Meetings

**Post Project**: Submit a final report on your project that includes your evaluation of the instructional experience. In the evaluation component, discuss the strengths and weakness of the project, that you would do differently the next time (if any). Describe what you learned about yourself as an instructor\leader or about the people you engaged during this project. Provide economic, socio-political, and religious consequences of your project. There is a six-week post period for the completion of the project.

**Post-Intensive Project:** In a creative way, prepare a 15-20-page paper or a 10-15-minute video on a topic related to one of the required texts for the class. The project should be your way of showing your reflection and wrestling with the text in a means to explain it in a relevant way.

**Supporting Bibliography**

Adams, Simon et al. (1999) ***Makers of the Millennium: Men and Women Who Have Shaped the Last 1,000 Years***. New York: DK Publishing, Inc.

Adams, J. M. & Carfagna, A. (2004) ***Coming of Age in a Globalized World: The Next Generation.*** Kumanan Press, Inc.

Capra, Fritjof. (1988) ***The Turning Point: Science, Society and the Rising Culture***. New York: Bantam Books, Simon and Schuster.

Eitzen, D. Stanley & Zinn, Maxine Baca. (2006) ***Globalization – The Transformation of Social Worlds***. California: Thomas-Wordsworth.

Friedman, Thomas L. (2000) ***Lexus and the Olive Tree – Understanding Globalization***. London, NY: Anchor Books.

Friedman, Thomas L. (2007) ***The World is Flat – A Brief History of the 21st Century***. New York: Picador/Farrar, Strauss and Giroux.

Lecher, Frank J. (2004) ***The Globalization Reader***. New York: Blackwell Publishing.

Mason, Jim. (1993) ***Understanding the Roots of Our Domination of Nature and Each Other***. New York: Simon and Schuster.

Mitterman, James H, ed. (1996) ***Globalization: Critical Reflections***. Boulder, Colorado.

Parker, Brianna K. 2018. ***What Google Can’t Give: The Relevancy of the Church for Black Millennials in the Tech Age.*** Mansfield, TX: Black Millennial Café.

Russell, Peter. (1995) ***The Global Brian Awakens***. Palo Alto, CA: Global Brain, Inc.

Schaeffer, Robert K. 2016. ***Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change.*** Lanham, MD: Rowman & Littlefield.

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**Course Learning Outcomes Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Learning Outcome** | **Novice** | **Approaching** | **Proficient** | **Advanced** | **Score** |
| 1. Identify the various theories used to describe organizational design, structure, culture, and   Effectiveness. | Limited use of theories in describing organizational characteristics | Explicates 30% of the transformational leadership principles presented in the | Explicates 60% of the principles of presented in the coursework, sometimes referencing their major contributors | Explicates 80% of the principles of effective leadership styles presented in the course and refers to their major | Student |
|  |  | coursework |  | contributors |  |
| **2** Recognize the value of concepts of leadership for impact, audience analysis, and consensus building. | Describes one transformational theory of leadership;  evaluates others | Recognizes twelve or more effective keys common among  transformational | Recognizes twelve or more effective keys common among transformational  leadership training of | Recognizes twelve or more effective keys common among transformational  leadership training of |  |
|  | through that | leaders and how | diverse groups; also | diverse groups, |
|  | lens | to apply them | areas of difficulty in | assessing the tools of |
|  |  |  | certain leadership | conflict management |
|  |  |  | styles | and conflict resolution |
| 3.Analyze the numerous theories of organizational and leadership development and explain how they may be applied to situations in today’s ministerial needs. | When analyzing a conflict, generally sees issues and values from one side | When analyzing a conflict, seeks to understand the issues and values on both sides | When analyzing a conflict, seeks to understand the issues and values on both sides in an even- handed way | When analyzing a conflict, seeks to understand the issues and values on both sides in an even- handed way by explaining the value of both sides and their argumentation |  |

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| --- | --- | --- | --- | --- | --- |
| **4.** Develop skills to examine the impact of change, culture, diversity and technology and how these factors affect worship in communities, organizations and individuals. | Acquires the skills of assessing impact of change in social constructs, but not yet able to explain why it is so. | Explains: How might a transformational leaders effect change in diverse cultures, while making use of a variety of tools to  enhance | Explains: With noted examples, how might effective leadership transform situations for rapid growth, stabilizing growth, stability, stability while declining or stability in dying | Explains with examples and demonstrates expertise in sustaining and maintaining strength as a leader, while guiding, navigating, healing, nurturing and reconciling persons  through difficult |  |
|  |  | positives within |  | situations. |
|  |  | different |  |  |
|  |  | groupings |  |  |
| **5** Evaluate the study of leadership styles and apply a historical framework to ministry and leadership theories within various organizational settings. | Recognizes socio-cultural and historical context as a factor in effective  transformational | Explains socio- cultural and historical context as a matter for management  and a factor for | Makes socio-cultural and historical context a theological concern when analyzing conflict management and as factor for conflict  resolution in | Places socio-cultural and historical context squarely within a theology of peacemaking perspective, citing  authorities and/or |  |
|  | leadership | leadership | leadership | examples in the |
|  |  | development | development | analysis of leadership |
| **6.** Appreciate the importance of organizational communications and training; applying concepts of leadership and effective communication to individuals, groups, and organization. | Affirm positive and productive patterns of communication in effective transformation terminology | Seeks to apply transformational l leadership laws and principles to cases of conflict resolution | Utilizes transformational leadership principles in nurturing conflict resolution and in training leaders in management skills | Discerning in utilizing various transformational leadership principles in various conflict scenarios, and in promoting a style of conflict management. |  |
| **7.** Examine organization performance management systems, understanding how a religious leader might build capacity and establish organizational leadership to include vision, mission, goals, and objectives. | Affirmation a positive management systems performance for churches and religious organizations | Identifies principles the church is using in nominations and leadership development in a post transformational era. | Identifies principles the church is using in its Leadership development training process, evaluate the effectiveness of its training procedures. | Identifies principles the church is using in its leadership development efforts, assesses their application in practice and adequacy to the task of creating strong transformational leaders. |  |
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