



## **Global Citizenship and Civic Engagement 290 (HIS 290)**

Academic Director: Dr. Amanda Printz Whooley  
LEAD Program Director: TBD

Program Dates: May 20 – June 16  
Academic Days: May 21 – July 6

### **Global Citizenship and Civic Engagement 290 (HIS 290)** Summer 2019 – Greece

**Course Description:** This course combines community service with academic instruction, focusing on critical, reflective thinking. The course will provide a historical background into the Greece as well as a look into the socio-economic, political and cultural influences affecting the community we are serving. Students will participate in fieldwork focusing on empowerment, education and the arts. The course will challenge students to evaluate their civic responsibility at home and internationally, provide a framework for how to be a servant leader and encourage students to be thoughtful of the many dimensions, positive and negative, that their service work can have on a community.

#### ***Course Learning Objectives:***

As a result of this course, students will:

- Gain a holistic understanding of the cultural, socio-economic and political factors that have influenced the community we are serving and the country as a whole.
- Create a foundation for becoming a globally minded individual.
- Develop a clear understanding for civic engagement and a roadmap for personal and community application.
- Investigate the approaches that various organizations and governments have taken in order to empower communities.
- Enhance your ability to think critically.

#### **Course Expectations**

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**Required Readings:** *the following readings are found in the blue book & subject to change*

##### *Before Departure*

Ash & Clayton, “Standards of Critical Thinking” (12pp)

##### *While Abroad*

Ash & Clayton, *Generating, deepening and documenting learning*  
George, *Epilogue: If not me, then who? If not now, then when?*

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Gergen & Vanourek, *Core identity*  
 Gergen & Vanourek, “*Envisioning the Future*”  
 Gergen & Vanourek, “*Developing Goals*”  
 Jobs, *Stay hungry, stay foolish*  
 Johnson, *Privilege, oppression, & difference.*  
 King, *Drum major’s instinct*  
 Komives, Wagner, & Associates, *Leadership for a better world: Understanding the SCM of Leadership*  
 Shankman & Allen, Emotionally intelligent leadership, *Consciousness of context*  
 Slimbach, Becoming world wise, *The journey home*

**Late assignments:** Late work will be accepted for a 5% grade reduction for each day it’s late; work later than one week will **NOT** be accepted. The only exception to this will be for unforeseen circumstances including emergencies and significant illness. If there is a special circumstance, please come talk to me *prior* to the due date to discuss differing arrangements.

**Academic honesty:** Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. All work submitted for credit (individual and group assignments) must be the student’s original work. Violations of academic honesty include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. *Any* instances of academic dishonesty will automatically result in a grade of zero on that assignment and may also result in a failing grade in the course and/or disciplinary actions recommended under the Honor Code.

**Accommodations:** If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me as soon as possible. Necessary academic accommodations will be made for you based on the recommendations. I strive to accommodate a wide variety of learning styles through my pedagogies. If there is something that I could do to accommodate your learning style that is outside the range of official university accommodations, please let me know.

**Formal Papers:** Typed assignments should be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins. Include appropriate citations as needed. Please submit these papers in word format (*not* PDF) so that we can provide feedback through track changes; submit papers and assignments to [aprintz@oglethorpe.edu](mailto:aprintz@oglethorpe.edu)

## Assignments

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Assignment	Points
Class Participation	75
Course Workbook Reflections	100
Personal Vision Paper	75
One Sentence Life Stories	100
Final Paper	150
<b>TOTAL</b>	<b>500</b>

### ***Class participation/attendance (75pts)***

Engagement through participation will be the most important aspect of your learning experience in this course. Class participation includes in-class exercises, preparedness for class, participation in class

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activities and discussions, overall demonstrated engagement, and showing respect for your peers, the instructors, and the classroom environment. Students are expected to complete readings prior to class meetings and arrive at class prepared to engage in reflection and discussion. Talking does not always equate participation. In order to receive full participation points, students should:

- come to class prepared having completed the readings and assignments
- actively engaged in class, tours, and during our fieldwork
- be on time; tardiness is unacceptable and will be factored into your course grade

\*\* Pop quizzes are an option (at the discretion of the professor)

### **Course Workbook Reflections (100pts) – Due weekly**

Throughout your workbook, space is provided for journaling and creative reflections. The prompts provided are based upon class discussions, readings, fieldwork, tours and experiences on the ground. The journals are not intended to be a stream of consciousness, but are designed to challenge you to think critically about each day. You will be graded on your critical thinking which includes: clarity, accuracy, precision, relevance, depth, breath, logic, significance, and fairness – see reading on critical thinking for further explanation.

**\*\*Additional instructions will be provided for all papers and journals in the program workbook and by the instructor in class\*\***

### **Personal Vision Paper (75pts) – Due Date Will Be Given by Teaching Instructors on the Ground**

While in Greece you will develop a personal vision statement (less than a paragraph). Additionally, you will utilize photo-elicitation methods to aid in reflection. Photo elicitation is a visual image accompanied by narrative that helps express an idea or thought. One page should have the photo on it and your personal vision statement. The other pages (600-900 words/2-3 pages) should contain your reflection. Make sure to include the following:

- take a picture of a place or a thing (do not take any pictures of people) that represents your personal vision statement
- write how the photo illustrates your personal vision statement
- connect course content and what you have learned on this program to your vision
- analyzing how your past, future goals, values and experiences influence your vision

### **One Sentence Life Stories (100 points) – Due Dates Will Be Given by Teaching Instructors on the Ground**

While in Greece, you will write two “one sentence life stories” that result from all of the reflection and work you have done thinking through leadership, values, your vision, strengths, aspirations, passions, and goals. Constraints make us focus and force us to zero in on a specific purpose—the less material we have to work with, the more resourceful we must be. These one-sentence, “six word memoirs”, will represent your attempt to sum up your entire outlook on life in one sentence. They take the shape of the personal motto you live by, a maxim that perfectly summarizes your thoughts and beliefs, and the principles and values you uphold on a daily basis. Think of these sentences as your inner dictums—the adage with which you conduct yourself, your mission sentence, a sentence that captures you and all you stand for and that embraces your aspirations, values, passions, and purpose—an abbreviation of your goals and values. These sentences can become powerful tools to keep us focused on what matters most to us, to keep us mindful of ourselves, and to continue to strive to affect positive social change. You will write two of these sentences—one at the beginning of the four weeks and one at the end of the four weeks. Ideally, in the

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course of your experiences and learning in Greece you will be better able to articulate yourself, your goals, passions, and aspirations, and this growth will be manifested in the transformation of your first and second one-sentence life stories.

***Final Project (150pts) – Due 7/13***

The purpose of this assignment is for you to consider ways the materials we discussed in class and your civic and global responsibility. This final assignment is a FIVE page paper that draws on all of the assignments that you have done in this course—your reflections, personal vision paper, and one sentence life stories. In this paper you will draw on all of these things and discuss how these things shape your understanding of being a transformative, global citizen. All components of your paper should reference how the experience in Greece and the coursework have influenced your view on civic engagement. *The project is due two weeks after the program ends.*

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	<i>Topic</i>	<i>Readings</i>	<i>Pg.</i>	<i>Due</i>
<b>Before Departure</b>				
	Understanding Your Talents	<i>Complete Strengths Finder</i> <i>Complete Myers-Briggs</i>		Bring to Greece
	Mindful Traveler	Slimbach, <i>Becoming world wise: A guide to global, Mindful Traveler</i> Ash & Clayton, <i>Standards of Critical Thinking</i>		Read Before departure because these readings will be the focus of first lessons
<b>Week 1</b>				
	Curriculum Intro	Ash & Clayton, <i>Generating, deepening and documenting learning</i> Slimbach, <i>Becoming world wise: A guide to global, Mindful Traveler</i> Ash & Clayton, <i>Standards of Critical Thinking</i>		
	History of Greek Culture and Values: A Philosophical and Mythical Perspective	No new readings		
	Lessons in Mindfulness, Global and Transformative Citizenship and Leadership from Greek Mythology Preparation for Athens City Tour and Corinth	No new readings		
	Athens City Tour and Corinth Tour			
	Leadership Overview and Strengths	Kets de Vries, <i>Doing an Alexander: Lessons on leadership by a master conquer</i> Northouse, <i>Leadership: Theory &amp; Practice, Introduction (chapter 1</i>		Reflections by 6pm
Explore Athens – Day Off				
Optional Island Tour				
<b>Week 2</b>				
	Social Change Model Affecting Social Change Intro to Service Learning <i>Service Project</i>	King, <i>Drum major's instinct</i> Komives, Wagner, & Associates, <i>Leadership for a better world: Understanding the SCM of Leadership</i>		
	Human Trafficking <i>Service Project</i>	BBC News, <i>Greece's child trafficking problem</i> Lloyd, <i>Girls like us: Prologue</i>		

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	Service and Empathy <i>Service Project</i>	Shankman, Allen, & Haber-Curran, Emotionally intelligent leadership, <i>Developing emotionally intelligent leadership (chapter 24)</i>		
	Core Identity, Vision, and Goals Lucky Charms & Gratitude	Gregen & Vanourek, <i>Envisioning the future</i> Gregen & Vanourek, <i>Developing goals &amp; strategies</i> Gergen & Vanourek, <i>Core identity</i>		Reflections due by 6pm
Travel to Santorini				
Volcano Tour, Hot Springs, & Oia				
Exploration – Day Off				
Week 3				
	Exemplary Model of Leadership	Kouzes & Posner, <i>The five practices of exemplary leadership</i>		
	What Cretan Mythology Teaches Us About Value, Citizenship, and Leadership	No New Readings		
Tour/Activity – Travel to Crete				
	Understanding Identity	Johnson, <i>Privilege, oppression, &amp; difference.</i>		Reflections due by 6 pm
	Translating Thinking Into Practice: Ethics in the Real World and Charitable Giving	No new Readings		
Explore Crete – Day Off				
Explore Crete – Day Off				
Week 4				
	Overcoming Obstacles and Effective Leadership	Shankman & Allen, Emotionally intelligent leadership, <i>Consciousness of context</i>		
	Community Needs @ Home Global Leadership	Cohen, <i>Effective global leadership requires a global mindset</i> How to Think of Samaria Gorge in Context		
Hike Samaria Gorge				
	Translating Back Home	George, <i>Epilogue: If not me, then who? If not now, then when?</i>		
	Journey Home Application of Learning Gratitude	Slimbach, Becoming world wise, <i>The journey home</i> Jobs, <i>Stay hungry, stay foolish</i>		Reflections due by 5pm
Explore – Final Dinner Celebration				

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