



**O G L E T H O R P E**  
U N I V E R S I T Y

**Advanced Special Topics: Leadership Global Theory & Practice (HIS 490)**

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

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

**Leadership: Global Theory & Practice (HIS 490)**  
Summer 2019 – Greece

**Course Description:** This course will expose students to leadership and personal development through the lens of Greece's history and culture. Students will explore the core principles of ethical and authentic leadership and the Social Change Model through our text, historical examples and local guest speakers. Included in the course are site visits to locations that will deepen our understanding of factors that have influenced individuals' leadership approaches. In addition, through the exploration of the city and strategic activities, students will gain a deeper understanding of themselves and their strengths. In the final project, students will identify their personal leadership philosophy, vision, values and strengths and formulate it into an action plan that they can implement upon their return.

**Course Learning Objectives:**

As a result of this course, students will:

- Gain an understanding of traditional and emerging leadership theories and practices.
- Analyze the core characteristics of successful leaders through case studies and guest speakers.
- Investigate how leaders maintain, gain or lose their influence in the face of trials.
- Develop a foundation for leading yourself through self-awareness and emotional intelligence.
- Create a personal leadership in action plan for your life.

**Course Expectations**

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

*Before Departure*

Slimbach, *Becoming World Wise: A Guide to Global: Mindful Traveler*

Ash & Clayton, "Standards of Critical Thinking"

*While Abroad*

Cohen, *Effective global leadership requires a global mindset*

Gregen & Vanourek, *Envisioning the future*

Kets de Vries, *Doing an Alexander: Lessons on leadership by a master conquer*

Komives, Lucas, & McMahon, *Exploring leadership, Developing a leadership identity*

Kouzes & Posner, *The five practices of exemplary leadership*

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Kouzes & Posner, *The Leadership Challenge*  
Northouse, *Leadership: Theory & Practice, Introduction (chapter 1)*  
Shankman & Allen, *Emotionally intelligent leadership, Empathy*

*\*Readings related to Greece's Economy from Leadership course will play into – may include additional supplemental readings related to economic climate.*

**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> |

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

### **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\*\***

### **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 course of your experiences and learning in Greece you will be better able to articulate yourself, your

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goals, passions, and aspirations, and this growth will be manifested in the transformation of your first and second one-sentence life stories.

***Final Paper (150pts) – Due 7/13***

The final assignment for the leadership course is a paper (5 pages) discussing leadership, your individual leadership style preferences, and making sure to reference class discussions and readings. The following should be included in your final project:

- your personal vision (from your vision paper w/any modifications) (1 paragraph)
- identify your philosophy or style of leadership (what does leadership mean to you & how does your philosophy of leadership relate to your personal vision statement) (1-2 pages)
- which leadership theories support your definition (use materials from the course) (1-2 pages)
- discuss your strengths, personal values, and what you learned from guest speakers/others in Greece that shape your beliefs about leadership (1-2 pages)
- areas where you can continue to grow in order to be a more fully developed leader (1-2 pages)
- a leadership timeline for how you will live out your vision and leadership philosophy in the next five years (1-2 pages)

\*\* Use at least four references from the readings to support your leadership style

All components should reference how the experience in Greece and the coursework have influenced your view on leadership. The paper is due two weeks after the program ends.

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|                          | <i>Topic</i>   | <i>Readings</i>   | <i>Pg.</i> | <i>Due</i>  |
|--------------------------|--|---|------------|---|
| Before Departure         |  |   |            |   |
|                          | Understanding Your Talents   | <i>Complete Strengths Finder</i><br><i>Complete Myers-Briggs</i>  |            | Bring to Greece   |
|                          | Mindful Traveler   | Slimbach, <i>Becoming world wise: A guide to global, Mindful Traveler</i><br>Ash & Clayton, <i>Standards of Critical Thinking</i>   |            | Read Before departure because these readings will be the focus of first lessons |
| Week 1                   |  |   |            |   |
|                          | Curriculum Intro   | Ash & Clayton, <i>Generating, deepening and documenting learning</i><br>Slimbach, <i>Becoming world wise: A guide to global, Mindful Traveler</i><br>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><br>Northouse, <i>Leadership: Theory &amp; Practice, Introduction (chapter 1</i>                                       |            | Reflections by 6pm  |
| Explore Athens – Day Off |  |   |            |   |
| Optional Island Tour     |  |   |            |   |
| Week 2                   |  |   |            |   |
|                          | Social Change Model Affecting Social Change Intro to Service Learning <i>Service Project</i>   | King, <i>Drum major’s instinct</i><br>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><br>Lloyd, <i>Girls like us: Prologue</i>  |            |   |

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

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