



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

**Global Citizenship and Civic Engagement 402 (ULP 402)**

Cross-listed with:

- Urban Leadership Program: Global Citizenship and Service 402 (ULP 402)
- History: Special Topics Global Citizenship and Service (HIS 290)
- Politics: Special Topics Global Citizenship and Service (POL 290)
- Sociology: Special Topics Global Citizenship and Service (SOC 290)
- Philosophy: Ethical Theory (PHI 202)

Academic Director: Dr. Amanda Printz Whooley

LEAD Program Director: Blaize Burley

Program Dates: May 17 – June 14

Academic Days: May 18 – June 12 (final assignment due on July 13)

**Global Citizenship and Civic Engagement 402 (ULP 402)**  
Summer 2020 – 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**

---

**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?*

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**

---

Assignment	Points
------------	--------

Class Participation	75
Course Workbook Reflections	100
Personal Vision Paper	75
One Sentence Life Stories	100
Final Wiki Project	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 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 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 have deepened and transformed your understanding of leadership and how you conceive of your civic and global responsibility. This final assignment is a mock “wiki-page” that draws on all of the assignments that you have done in this course—your reflections, personal vision paper, and your examinations of the necessary and sufficient conditions of leadership and different models of leadership. The project has several components, each worth a certain number of points, that will due throughout the four weeks of the program. Ultimately, each student will produce an entry on a figure that he or she believes is a model leader or example of civic engagement. The entries will include biographical information, bibliographical information, and reflective, critical content. However, feel free to add extra information/photos/links, etc. to your “wiki entry”.

**Timeline:**

**(1) 10 Points: Pick your Figure.**

There is an endless array of possible figures that you could choose as exemplifying excellence in leadership and civic engagement. The figure you choose cannot be a familiar person in your life but a historical or widely recognized figure. You must submit the name of your “leader” to the teaching assistant for this course. There are several criteria for selection:

1. The person cannot be a person in your personal life.
2. The person in question must be either a historical or widely recognized person.
3. The person must have some published (accessible) works (monographs, articles, books, speeches, podcasts, letters, etc.)

Ways to go about it:

When you have the name of the figure which you are interested in, send the teaching assistant an email with (A) your full name, (B) the figure’s name, and (C) the figure’s dates (birth and death).

**(2) 30 Points: Biographical Information**

You are now ready to start your Wiki page. You will need to provide a brief overview of your figure’s life (no more than 500 words). In order to do this, you will need to gather information about them. Here’s what you need to do for this portion.

1. Find biographical information about this person. You may use the web, books, or articles. However, you must cite your sources. You must use at least 2 source materials.
2. Write up your biography on your wiki page, and be certain to cite your sources.
3. Email a copy of the biography to the academic assistant.

**(4) 40 Points: Leadership Models, Characteristics, Values**

Now you will write 500 words about the way in which this figure exemplifies leadership and civic engagement.

1. You will now need to write about what you take to be the essential characteristics of excellent leadership and impactful civic engagement.
2. You will then need to explain the way in which your figure evidences these characteristics and strategies that she or he employs in his/her life’s activities.
3. Email your 500 words to the academic assistant.

**(5) 70 Points: Final Drafts**

You will now add the final section to your wiki page: You will write about the way in which what you have learned with respect to your own strengths, values, identity (core and contextual) relates to the figure you have chosen. You will also reflect on what you can bring to leadership and civic engagement that your figure does not. Finally, you will write what specific strategies you will utilize to be a better leader and more impactful global citizen.

You will then put together all the components of the project (1-5 above) into one final “wiki-page” document.

*The project is due two weeks after the program ends.*

	<i>Topic</i>	<i>Readings</i>	<i>Pg.</i>	<i>Due</i>
Before Departure				
	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
Week 1				
Monday 5/18	Arrival, Check-In Mini Orientation	(No Academic Orientation) Ash & Clayton, <i>Generating, deepening and documenting learning</i>		
Tuesday 5/19	Academic Orientation-- Curriculum Intro	Slimbach, <i>Becoming world wise: A guide to global, Mindful Traveler</i> Ash & Clayton, <i>Standards of Critical Thinking</i>		

Wednesday 5/20	Athens City Tour and Corinth Tour			
Thursday 5/21	History of Greek Culture and Values: A Leadership and Transformative Citizenship Perspective LA staff Introduction to Service	No new Readings		
Friday 5/22	Athens City Tour and Corinth Tour			
Saturday 5/23	Explore Athens – Day Off			
Sunday 5/24	Explore Athens – Day Off			
Week 2				
Monday 5/25	Introduction to Leadership and Strengths Judy Boyle Service Projects	Northouse, Leadership: Theory and Practice—Introduction and Chapter One +Strengths		
Tuesday 5/26	Serving Others and The Value of Empathy <i>Service Project</i>	Martin Luther King, Jr.: <i>The Drum Major Instinct</i>		
Wednesday 5/27	Departure Ferry to Santorini			
Thursday 5/28	Volcano Tour			
Friday 5/29	The Social Change Model of Leadership <i>Leadership for a Better World</i> Exemplary leadership <i>Exemplary Leadership</i>	Komives, Wagner, and Associates:  Kouzes and Posner, <i>Five Practices of</i>		
Saturday 5/30	Free Day			
Sunday 5/31	Free Day + Optional Catamaran			
Week 3				
Monday 6/01	Ferry to Crete			

Tuesday 6/02	Core Identity Vision and Goals	Gergen and Vanourek, “Core Identity” Gergen and Vanourek, “Envisioning a Future” Gergen and Vanourek, “Developing Goals and Strategies”		
Wednesday 6/03	Understanding Your Contextual Identity	Johnson, <i>Privilege, Oppression, and Difference</i>		
Thursday 6/04	Samaria Gorge			
Friday 6/05	What Cretan Mythology Can Teach us About Leadership	No Reading		
Saturday 6/06	Free Day			
Sunday 6/07	Free Day			
Week 4				
Monday 6/08	Ethical Leadership Emotionally Intelligent Leadership	Shankman, Allen, & Haber-Curran, Emotionally intelligent leadership, <i>Developing emotionally intelligent leadership (chapter 24)</i> Shankman & Allen, Emotionally intelligent leadership, <i>Consciousness of context</i>		
Tuesday 6/09	Global Leadership The Transformative Power of Otherness: How to Approach “other” in the context of Tourism and the Global world	Cohen, <i>Effective global leadership requires a global mindset</i>		
Wednesday 6/10	Depart for Chania			
Thursday 6/11	Transforming Ethical and Emotionally Intelligent Leadership Into Practice: Leading through Love	No new Reading		
Friday 6/12	Journey Home Application	Slimbach, <i>Becoming World Wise: The Journey Home</i>		

	Gratitude	Steve Jobs, “Stay Hungry, Stay Foolish” George, <i>Epilogue: If not me, Then Who? If not now, Then When?</i>		
Saturday 6/13	Explore – Final Dinner Celebration			