



## **Leadership: Global Theory & Practice 401 (ULP 401)**

Cross-listed with

Urban Leadership Program: Leadership in Action 401 (ULP 401)

History: Special Topics Leadership in Action 490 (HIS 490)

Politics: Special Topics Leadership in Action 490 (POL 490)

Sociology: Special Topics Leadership in Action 490 (SOC 490)

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 – July 12 (final assignment due on July 13)

### **Leadership: Global Theory & Practice 401 (ULP 401)**

Summer 2020 – 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*

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 Project	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 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, <i>Leadership: Theory and Practice—Introduction and Chapter One +Strengths</i>		
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	No new Reading		

	Leadership Into Practice: Leading through Love			
Friday 6/12	Journey Home Application Gratitude	Slimbach, <i>Becoming World Wise: The Journey Home</i> 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			