



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)

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)

Academic Director: Dr. Matthew J. Wild

Academic Assistants: Hannah O'Malley and David Harbin

LEAD Program Director: Kelsey Huffines

Program Dates: June 2 – July 5

Academic Days: Same as program dates

Course Expectations

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. 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 and Lead Abroad as soon as possible. Necessary academic accommodations will be made for you based on the recommendations and Lead Abroad policies. 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. Please submit these papers in word format (*not* PDF) so that we can provide feedback through track changes; submit papers and assignments to through the online portals designated in class.

Leadership: Global Theory & Practice 401 (ULP 401)

Summer 2020 – South Africa

Course Description: This course will expose students to leadership and personal development through the lens of South Africa'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 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

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*

Slimbach, *Becoming World Wise: A Guide to Global: Wise for the World*

While Abroad

Beck, *Life's stories*

Bolman & Deal, *Reframing organizations (chapter 1)*

Gallup, *Affirming and celebrating your talents*

George, et al., *Discovering authentic leadership*

Gregen & Vanourek, *Envisioning the future*

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

Kouzes & Posner, *The five practices of exemplary leadership*
 Maxwell, 21 Irrefutable laws of leadership, *Law of influence (chapter 2)*
 Nation Online, *History of South Africa*
 The World FactBook, South Africa
 Northouse, Leadership: Theory & Practice, *Introduction (chapter 1)*
 Northouse, Leadership: Theory & Practice, *Transformational Leadership (chapter 9)*
 Northouse, Leadership: Theory & Practice, *Servant Leadership (chapter 10)*
 Northouse, Peter. *Leadership: Theory and Practice*. “Culture and Leadership” (Chapter 15)
 Stengel, *Mandela’s 8 lessons of leadership*
 Strauss, *Finding yourself through Myers-Briggs test*

Assignments

| Assignment | Points |
|---|-------------|
| Life Stories and Leadership Autobiography | 20% |
| Program Engagement & Monte Carlo Quizzes | 20% |
| Course Workbook Reflections | 20% |
| Personal Vision Paper | 15% |
| Final Project | 25% |
| TOTAL | 100% |

Life Stories and Leadership Autobiography (20%) – Due as a pre-departure assignment, May 28, 11:59pm Eastern

You will create a 3-5 minute digital story about yourself, your previous leadership experiences, and your desired outcomes of participating in study abroad. The purpose of this assignment is to provide you an opportunity to explore your own experiences and insights. This assignment is due *prior to* the trip, so there are no expectations that you incorporate class materials. This assignment is intended to be a reflective and creative assignment. You will not be graded on the technical aspects of the digital story – rather, you will be graded based on creativity and depth in the story. Have fun with this assignment! Creating a digital story can be time-consuming – please do not attempt to make it technically perfect – the reflection is the most important part of this assignment.

Use the following questions to guide your reflection (you will be graded on the depth of your response to these questions):

- Tell me about yourself: what school you attend, major, other important things about you.
- What does leadership mean to you?
- What leadership experiences have you had thus far?
- What influenced your decision to study abroad?

- What do you hope to learn during *these courses* – and what do you hope to learn *on this trip*?

Please submit the digital story as a YouTube link to capetownassignments@gmail.com. Set the YouTube clip to **unlisted** – so that only those with the direct link can view the video.

You will also complete this assignment once more at the end of the program, before you leave South Africa. In addition to recreating the assignment above by incorporating your growth during the program, you will also need to begin the video with a one sentence life story. This one-sentence, “six word memoir,” will represent your attempt to sum up your entire outlook on life in one sentence. This takes the shape of your personal motto, much like your leadership autobiography. Think of these exercises as a mission sentence that captures and embraces your aspirations, values, passions and purpose.

Program Engagement and Monte Carlo Quizzes (20%) – Daily

In order to successfully meet the course objectives, it is essential that you complete your reading assignments and come to class ready to discuss and embrace each class meeting’s purpose. Meaningful engagement is the most important aspect of your learning experience during this program. Engagement covers a broad spectrum of topics ranging from preparedness including reading texts, participating fully in in-class assignments/discussions, and demonstrating an overall passion for learning and respect for your instructors and peers. Talking does not always equate participation. We’re looking for meaningful engagement that leads to critical reflection and analysis more than checking off boxes. This is designed to motivate you to keep up with the course so that you can successfully accomplish the course outcomes.

As part of this engagement, students may or may not have a quiz each class meeting. At the start of each class, a student volunteer will roll a die. The die will indicate which quiz question will be asked, and the professor will determine which reading will be the subject of the quiz. The quiz is not open book (unless indicated otherwise), but you may bring in written notes and refer to them during the quiz. To help you to read actively and prepare for the quiz, one of the following questions will be asked:

1. Identify one idea that you think conveys the overarching main point of the reading. Specify why you have chosen that idea as the main point.
2. List one way in which this reading assignment is the same *or* different to another reading assignment in this class. Provide an explicit example from the readings to explain your comparison.
3. List one idea or concept presented in the reading (describe it) and indicate how it applies to you or someone you know. You should provide enough details to justify your suggested application of the concept.
4. Write a critical perspective on some aspect of the reading, giving evidence that prompts you to agree or disagree with the author’s perspective. Your critique may be positive, negative, or some combination of both, but *it must be supported with evidence*. Your evidence may be based on 1) personal experience, 2) observations of others, or 3) readings you’ve done in this class. Make sure to indicate which kind of evidence you are using.
5. Open your reading, and quote verbatim a statement that elicits some type of emotional response: excitement, frustration, pleasure, anger, sadness, confusion, surprise... Identify your emotional response and describe the meaning(s) that the statement or passage has for you and possible reasons for your response.
6. Professor’s choice: I will select from one of the above questions.

Your answer to the specific question is limited to a single 4x6 inch note card. Answers will be graded according to: 1) check plus (100 pts); 2) check (90 pts); 3) check minus (80 pts); 4) Zero points if you miss the quiz for unexcused reasons. All quiz grades will be averaged together and be factored into your overall engagement average for your final grade.

Course Workbook Reflections (20%) – Due weekly

Throughout the program, you will be asked to provide journal entries 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 experience. You will be graded on your critical thinking which includes: clarity, accuracy, precision, relevance, depth, breath, logic, significance, and fairness.

****Additional instructions will be provided for all journals****

Personal Vision Paper (15%) – Due date will be provided by instructors on the ground

While in South Africa 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 or 2-3 pages) should contain your reflection. Make sure your vision paper includes the following:

- define your personal vision (statement) that guides your life (think about values/beliefs about yourself and others that guide you)
- take a picture of a place or a thing (do not take any pictures of recognizable people) that represents your personal vision statement
- describe 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

Final Paper (25%) – Due date will be provided by instructors on the ground

The final assignment for the leadership course is a paper (5-6 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:

- identify your philosophy or style of leadership (what does leadership mean to you) and which leadership theories support your conception of leadership (use materials/references from the course readings) (1-2 pages)
- how has your view of leadership changed during your time in South Africa? (1 page)
- discuss your strengths, personal values, and what you learned from guest speakers/others in South Africa that shape your beliefs about leadership (1 page)
- areas where you can grow in order to be a more fully developed leader (1 page)
- a leadership timeline for how you will live out your vision and leadership philosophy in the next five years (1page)
- use at least four references from the readings to support your leadership style (citations)

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

Global Citizenship and Civic Engagement 402 (ULP 402)

Summer 2020 – South Africa

Course Description: This course combines community service with academic instruction, focusing on critical, reflective thinking. The course will provide a historical background into South Africa 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

While Abroad

Ash & Clayton, *Standards of Critical Thinking*

The 7 NOLS leadership skills

Amy Biehl Articles

Brown, *Is that white privilege I'm smelling?*

CityLab/Hawkey, *Cape Town is food-rich, so why are some residents food insecure?*

Davis, *What we don't talk about when we talk about service*

DiGregorio, *African townships: Do's and don'ts*

Expedition behavior: *The finer points*

Furco, *Service-learning: A balanced approach to experiential education*

George, *Epilogue: If not me, then who? If not now, then when?*

Gebrekidan & Onishi, *In South Africa's fabled wine country, white and black battle over land*

Gergen & Vanourek, *Core identity*

Goguen-Hughes, *The value of adventure*

Hoyt, *How the African diamond trade works*
 Janssen, *Day Zero: What Cape Town's water crisis says about inequality*
 Jobs, *Stay hungry, stay foolish*
 Keim, *We should help them*
 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*

Assignments

| Assignment | Points |
|-----------------------------|-------------|
| Program Engagement | 30% |
| Course Workbook Reflections | 40% |
| Final Paper | 30% |
| TOTAL | 100% |

Program Engagement (30%)

In order to successfully meet the course objectives, it is essential that you complete your reading assignments and come to class ready to discuss and embrace each class meeting's purpose. Meaningful engagement is the most important aspect of your learning experience during this program. Engagement covers a broad spectrum of topics ranging from preparedness including reading texts, participating fully in in-class assignments/discussions, and demonstrating an overall passion for learning and respect for your instructors and peers. Talking does not always equate participation. We're looking for meaningful engagement that leads to critical reflection and analysis more than checking off boxes. This is designed to motivate you to keep up with the course so that you can successfully accomplish the course outcomes.

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

Course Workbook Reflections (40%) – Due date will be provided by instructors on the ground

Throughout the program, you will be asked to provide journal entries 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 experience. You will be graded on your critical thinking which includes: clarity, accuracy, precision, relevance, depth, breath, logic, significance, and fairness.

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

Final Project (30%) – Due date will be provided by instructors on the ground

The purpose of this assignment is for you to consider ways the materials we discussed in class and your civic and global responsibility.

The purpose of this paper (4-7 pages) is to describe what you’ve learned (through class, discussions, fieldwork) about others and make connections to your responsibilities as a global citizen. In this paper, please include the following:

- begin with six words – six words that share and reflect a story of what you’ve learned about yourself and/or others through this course; define these words, explain why you chose them. *This is not your one-sentence life story*
- create a personal definition for global citizenship grounded in the curriculum and your programmatic experiences and support this definition with relevant material, leveraging class readings/discussions, guest speakers and field experiences (2-3 pages)
- reflect critically on your values and belief systems have been challenged by your encounters with others (other people and cultures) during this program – have your values and belief systems changed, if so how? (1-2 pages)
- explain how you will incorporate your experiences to create a more global outlook and perspective once you arrive home. How will you continue to be an engaged global citizen in the future? – give specific examples (1-2 pages)

| <i>Date</i> | <i>Topic</i> | <i>Readings</i> | <i>Pg.</i> | <i>Due</i> |
|-------------------------|--|--|------------|---|
| Before Departure | | | | |
| | Understanding Your Talents Myers-Briggs South Africa Culture Mindful Traveler | <i>Complete Strengths Finder</i> <i>Complete Myers-Briggs/16 personalities</i> Watch Movie: A Long Walk to Freedom Slimbach, <i>Mindful Traveler</i> Slimbach, <i>Wise for the world</i> | | Bring to South Africa Autobiography Due 5/28 by midnight (ET) |
| Week 1 | | | | |
| 3-Jun | Curriculum Intro | Ash & Clayton, <i>Standards of Critical Thinking</i> | | |
| 4-Jun | History of South Africa Cultural Simulation | Nation Online: <i>History of South Africa</i> The World Factbook: South Africa | | |
| 5-Jun | Ugly American & Mindful Traveler Introduction to Leadership Kevin Chaplin | Slimbach, <i>Mindful Traveler</i> - discussion of pre-departure reading Northouse, <i>Leadership: Theory & Practice, Introduction (chapter 1)</i> Amy Biehl Articles | | |

| Week 2 | | | | |
|----------------------|---|--|--|--|
| 8-Jun | Social Change Model Power of Influence Introduction to Strengths (Part I) | Komives, Wagner, & Associates, <i>Leadership for a better world: Understanding the SCM of Leadership</i> Maxwell, 21 Irrefutable laws of leadership, <i>Law of influence (chapter 2)</i> Gallup, <i>Affirming and celebrating your talents</i> | | |
| 9-Jun | Situational Leadership Transformational Leadership | Northouse, Leadership: Theory & Practice, <i>Situational approach</i> (case study) Northouse, Leadership: Theory & Practice, <i>Transformational Leadership (chapter 9)</i> | | |
| 10-Jun | Authentic Leadership Robben Island Core values | George, et al., <i>Discovering authentic leadership</i> Stengel, <i>Mandela's 8 Lessons of Leadership</i> | | |
| 11-Jun | Robben Island Debrief Servant Leadership Leadership as an Action | Northouse, Leadership: Theory & Practice, <i>Servant Leadership (chpt. 10)</i> | | |
| 12-Jun | Myers-Briggs Strengths – Group Context (Part II) | Strauss, <i>Finding yourself through Myers-Briggs test</i> | | |
| Week 3 & 4 - Service | | | | |
| June 15 & 22 | Introduction to Service Learning Socioeconomic Privilege | “Understanding Privilege” | | |
| June 16 & 23 | Service Discussion Power, Privilege, & Oppression Overcoming Obstacles | Furco, <i>Service-learning: A balanced approach to experiential education</i> Feketha, <i>Greedy black elites cannot be trusted</i> | | |
| June 17 & 24 | Should We Help Them? | Keim, <i>We should help them</i> | | |

| | | | | |
|------------------------|--|---|--|--|
| June 18 & 25 | Wellness & Self Care & Service Lucky Charms Gratitude | Davis, <i>What we don't talk about when we talk about service</i> | | |
| June 19 & 26 | Vision Understanding Identity | Gebrekidan & Onishi, <i>In South Africa's fabled wine country, white and black battle over land</i> Brown, <i>Is that white privilege I'm smelling?</i> | | |
| Week 3 & 4 - Adventure | | | | |
| June 15 & 22 | Adventure as Leadership | <i>The 7 NOLS leadership skills</i> <i>Expedition behavior: The finer points</i> | | |
| June 16 & 23 | Leadership & Culture | Janssen - <i>Day Zero: What Cape Town's water crisis says about inequality</i> CityLab/Hawkey, <i>Cape Town is food-rich, so why are some residents food insecure?</i> | | |
| June 17 & 24 | Mindful Travel | "How Social Media is Hurting Your Memory" – Time "Instagram and Snapchat are Ruining Our Memories" – Vice | | |
| June 17 & 25 | Mindful Adventure | "How Instagram is Ruining Travel" – National Geographic | | |
| June 18 & 26 | Documenting Adventure | "Instagram Ruined Travel" – Refinery29 | | |
| Week 5 | | | | |
| 29-Jun | Developing Leadership Identity Organizational Leadership Theory | Komives, Lucas, & McMahon, Exploring leadership, <i>Developing a leadership identity</i> Bolman & Deal, <i>Reframing organizations (chapter 1)</i> | | |
| 30-Jun | Exemplary Model of Leadership Leading from Within | Kouzes & Posner, <i>The five practices of exemplary leadership</i> | | |
| 1-Jul | Emotionally Intelligent Leadership Imperfect Leadership | Shankman & Allen, Emotionally intelligent leadership, <i>Consciousness of context</i> | | |

| | | | | |
|-------|---|--|--|--|
| | Service Celebration | King, <i>The drum majors instinct</i> | | |
| 2-Jul | Journey Home Community Needs @Home | Slimbach, <i>Becoming world wise, The journey home</i> | | |
| 3-Jul | Application of Learning Gratitude | Jobs, <i>Stay hungry, stay foolish</i> George, <i>Epilogue: If not me, then who? If not now, then when?</i> | | |
| 4-Jul | Final Dinner Celebration | | | |