



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

Academic Days: May 18 – June 5 (final assignment due on June 15)

Monday-Friday 10:00-12:00 Eastern Standard Time

Leadership: Global Theory & Practice 401 (ULP 401)

Summer 2020 – Online

Course Description: This course will expose students to leadership and personal development through the lenses of theoretical analyses of leadership and their application to the lived experiences of students and within contemporary social issues. Students will explore the core principles of ethical and authentic leadership and the Social Change Model through primary texts, secondary literature, and contemporary examples. These texts and examples—as well as our discussion of them—are intended to provide students with the opportunity to deepen their understanding of factors that have influenced individuals' leadership approaches. In addition, through the exploration of leadership approaches, reflective writing, and group 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 conclusion of the course .

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 contemporary examples.
- Investigate how leaders maintain, gain or lose their influence in the face of trials.
- **Virtually interact with and learn from leaders around the world.**
- Develop a foundation for leading through self-awareness and emotional intelligence.
- Create a personal leadership action plan for everyday life.

LeadAbroad Mission & Values

LeadAbroad is committed to leveraging the international experience for a student's personal growth and development. Although there are increased measures that prevent international travel as a result of the COVID-19 pandemic, LeadAbroad remains committed to providing learning and curriculum that fosters a student's personal growth and development. Like all LeadAbroad courses that are offered internationally, this online course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. In times when students cannot go to the world, LeadAbroad is seeking to bring the world to students through this global leadership course.

During the course, we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* at home
- Creating *trusting relationships* with those from different universities and backgrounds
- Identifying your *purpose and path* for your future
- *Serving* others around you no matter where you are
- *Maximizing your potential* by taking what you learn and applying to everyday life

Classroom Ethos:

Respect yourself and others participating in the online course . The obvious aim of this course is to provide an opportunity for you to engage in some of the most stimulating and controversial questions and issues that exist within our ever increasing globalized world. A classroom environment that is conducive to such learning must be one in which each person is able to freely express his/her thoughts, to ask questions, to make mistakes, to disagree in a non-combative way, and to learn from and with one another. In short, use neither disrespectful speech nor any other form of disrespectful behavior towards one another.

Course Expectations

The following texts will serve as the foundation of our examination of Leadership Northouse, Leadership: Theory & Practice, *Introduction (chapter 1)*

Ash & Clayton, "*Standards of Critical Thinking*"

Cohen, *Effective global leadership requires a global mindset*

Gergen & Vanourek, *Core identity*

Martin Luther King, Jr., *The Drum Major Instinct*

Gergen & Vanourek, *Envisioning the future*

Gergen & Vanourek, "*Developing Goals*"

Johnson, *Privilege, oppression, & difference.*

Komives, Wagner, & Associates, *Leadership for a better world: Understanding the SCM of Leadership*

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

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, Consciousness of Context*

These texts will be uploaded onto the Zoom platform during our online class for use and examination. If any of the texts need to be accessed prior to the online class meeting or for assignments outside of class, they will be uploaded onto the course Moodle page.

Online platform: The two most important tools that we will be using for this online course will be Zoom and Moodle. You will be sent a regularly occurring Zoom meeting link that will allow you to join each class meeting on Zoom. Each of you will also have access to our course through Oglethorpe's online Moodle platform. Moodle is where you will submit the bulk of your assignments and activities for the course. This course will be "synchronous" meaning that we will have "live" online classes via Zoom and you will be required to be "online" at particular times during the week. We will also utilize both Zoom and Moodle as the means to engage in small group work, activities, and exercises.

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 talk to me *prior* to the due date to discuss different 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. You will submit your weekly and daily assignments via Moodle. You will submit your final papers via email aprintz@oglethorpe.edu

Participation and Attendance: A portion of your final grade depends on your attendance and participation in this course. In short, to succeed and get the most from this class, you must come to class and you must come prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

Attendance: LeadAbroad is committed to the academic integrity of our programs. All students participating in a course will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately.

Each unexcused absence will impact a student's final grade in the course.

In addition, if a student has 2 unexcused absences a notification will be sent to them and their emergency contact letting them know that they are on probation. If a student has 3 unexcused absences or 20% of the class the student will be dismissed and receive an automatic failing grade.

Participation: You are expected to be a regular and active participant in lecture, class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

Here are some expectations to note regarding participation in this course and how your participation is assessed:

- Making a substantive oral contribution during class lecture or class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).
- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.
- Actively participating in LeadAbroad Personal Development Lessons that will serve as an aid for course material and engaging with other students through provided community building platforms.

Assignments

Assignment	Points
Class Participation	75
Reflections	100
Personal Vision Paper	75
One Sentence Life Stories	100
Final Project	150

TOTAL	500
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***Additional instructions will be provided for all reflections, papers and assignments by the professor.*

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 to 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
- 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 Reflections (100pts) – Due weekly

Throughout this course, you will be required to complete critical thinking, creative reflections. The prompts provided will draw upon class discussions, readings, and your reflections on your personal experiences. The reflections are not intended to be a stream of consciousness, but are designed to challenge you to think critically about what we have discussed. 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.

Prompts and instructions for the reflections will be provided by the professor in class.

Personal Vision Paper (75pts) – Due Date Will Be Given by the Professor.

While participating in this course, 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 the Professor.

Throughout this course, 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 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 6/15

The purpose of this assignment is for you to consider the 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 paper 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 two components: you will choose a contemporary figure that you believe is a model leader or example of civic engagement. Drawing from our class discussions, you will present your reasons why you believe this person is a model leader as well as what you view as the weaknesses of this particular leader (all leaders have challenges, strengths, and weaknesses!) In the second part of the paper, you will present what you believe is your own individual leadership approach, strength, and weaknesses and how you align with and differ from the figure that you chose as a model leader.

The final project is due in my email inbox by 5pm EST on June 15.