



OGLETHORPE UNIVERSITY

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. Shannon Dean srd73@txstate.edu

Academic Assistants: Chelsea Doub & Jamie Parker

Global LEAD Program Director: Kelsey Schmidt

Program Dates: May 29 – June 30

Academic Days: May 22 – July 17 (final assignment due on July 17th)

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 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. Please submit these papers in word format (*not* PDF) so that we can provide feedback through track changes; submit papers and assignments to capetownassignments@gmail.com.

Leadership: Global Theory & Practice 401 (ULP 401)
Summer 2017 – 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

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*

Komives, Lucas, & McMahon, Exploring leadership, *The relational leadership model*

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*

Northouse, Leadership: Theory & Practice, *Introduction (chapter 1)*

Northouse, Leadership: Theory & Practice, *Transformational Leadership (chapter 9)*

Northouse, Leadership: Theory & Practice, *Servant Leadership (chapter 10)*

Stengel, *Mandela's 8 lessons of leadership*

Strauss, *Finding yourself through Myers-Briggs test*

Shankman, Allen, & Haber-Curran, *Developing emotionally intelligent leadership*

Assignments

Assignment	Points
Leadership Autobiography	50
Monte Carlo Quizzes	100
Course Workbook Reflections	120
Personal Vision Paper	80
Final Paper	150
TOTAL	500

Digital Story: Leadership Autobiography (50pts) – Due 5/22 by noon (eastern time)

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. You may set the YouTube clip to **unlisted** – so that only those with the direct link can view the video.

Monte Carlo Quizzes (100pts) – Due various dates (weeks 1, 2, & 5)

In order to successfully meet the course objectives, it is essential that you complete your reading assignments. This assignment is designed to motivate you to keep up with your reading assignments so that you can successfully accomplish the course outcomes.

At the start of each class, a student volunteer will roll a die. If an odd number is rolled, a quiz will be given. If an even number is rolled, there will not be a quiz. If a quiz will be given, a second roll of the die will indicate which quiz question will be asked, and the profession 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 and clearly define or describe it. Then 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. Student's choice: Answer any one of the above five questions.

Your lowest quiz grade will be dropped. 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). All quiz grades will be averaged together for your final grade.

Course Workbook Reflections (120pts) – 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 journals in the program workbook****

Personal Vision Paper (80pts) – Due 6/18 & 6/25

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 (900-1200 words/5-6 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 (150pts) – Due 7/16 by 7pm (ET)

The final assignment for the leadership course is a paper (roughly 2,500-3,000/7-10 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) (1 pages)
- which leadership theories support your definition (use materials from the course) (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 (1-2 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 (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 2017 – 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

Ash & Clayton, *Standards of Critical Thinking*

While Abroad

Ash & Clayton, *Generating, deepening and documenting learning*

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

Dunlap, et al., *White students' experiences of privilege and socioeconomic disparities*

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

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

Gergen & Vanourek, *Core identity*

Jobs, *Stay hungry, stay foolish*

Johnson, *Privilege, oppression, & difference*

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
Class Participation	150
Course Workbook Reflections	200
Final Paper	150
TOTAL	500

Class participation/attendance (150pts)

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

Course Workbook Reflections (200pts) – 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 journals in the program workbook****

Final Project (150pts) – Due 7/10 by 7pm (ET)

The purpose of this assignment is for you to consider ways the materials we discussed in class and your civic and global responsibility. For this assignment, you can choose one of two options

Option 1 – Paper

The purpose of this paper (1800-2000/6-8 pages) is to describe what you've learned (through class, discussions, fieldwork) about others and make connections to your responsibilities. 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
- create a personal definition for global citizenship grounded in the curriculum (1 page)
- identify course material relevant to your understanding of civic responsibility leveraging class discussions, guest speakers, and the fieldwork (2-3 pages)
- reflect critically on your values and belief systems and your encounters with others (other people and cultures) have impacted these values and beliefs – have they changed, if so how? (2-3 pages)
- explain how you intend to continue becoming a global citizen after this experience in your local community – give specific examples (1-2 pages)

Option 2 - Presentation

PechaKucha is a style of presentation that presents ideas in an engaging, yet succinct manner. Presenters show 20 slides for 20 seconds each, resulting in a 6 minute and 40 second presentation. The slides usually display visual media that supplement the narration shared by the presenter and advance automatically. Some guidelines as you prepare your presentation:

- While it is not standard custom in PechaKucha presentations, please make a brief title slide with your name and title of your presentation (this is in addition to the 20 slides for the presentation).
- In keeping with PechaKucha, please use 20 slides that change every 20 seconds automatically. This means that your presentation will require practice to ensure that you have perfect timing! The slides should be mostly visual with **very little** text or none at all.
- Use images that complement, support, or even distract us from what you are saying or contradicts your points (that last one is used often for humor)
- For our aesthetic enjoyment, make sure each slide image should be 1024 x 768 pixel jpegs.
- Also, minimize (or not use at all) fancy dissolves from slide to slide; they are distracting.
- A reference page (also not included in the 20 slides for the presentation)

For instructions on how to create and record this on your pc or mac, see the link below.

<https://societyforhumanecology.files.wordpress.com/2011/11/how-to-make-a-pk-guide1.pdf>

During your presentation, please make sure to 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 (for examples, see www.sixwordstories.net). This is a chance for you to be creative with these words.
- a personal definition for global citizenship grounded in the curriculum
- course material relevant to your understanding of civic responsibility leveraging class discussions, guest speakers, and the fieldwork
- critical reflection on your values and belief systems and your encounters with others (other people and cultures) have impacted these values and beliefs – have they changed, if so how?
- explain how you intend to continue becoming a global citizen after this experience in your local community – give specific examples

Please submit the PechaKucha presentation as a YouTube link to capetownassignments@gmail.com.

You may set the YouTube clip to **unlisted** – so that only those with the direct link can view the video.

All components should reference how the experience in South Africa and the coursework have influenced your view on civic engagement. *The project is due one week after the program ends.*