

PORTLAND STATE UNIVERSITY
in partnership with the Gap Year Association (GYA)

INTL 299: Leadership Across Borders

COURSE SYLLABUS

CREDITS: 4 quarter-credits – Continuous Enrollment Course

Students who plan to use this course to fulfill specific requirements should discuss transfer options and obtain written approval from a counselor or study abroad advisor at their own college/university PRIOR to enrolling in this course.

PREREQUISITES:

There are NO prerequisites for this course.

METHOD OF INSTRUCTION:

This course is a field-based self-study. The course instructor will correspond with the student and provide written feedback on course assignments via email and other remote communication.

INSTRUCTOR OF RECORD:

PSU has approved the following Instructors of Record, one of whom will be assigned to you (typically two+ weeks prior to the beginning of your program):

- Britt Basel, MS - brittbasel@ecothropic.com
- Dianna Hahn, MA - dianna@gapyearassociation.org
- Alexander Papouchis, MS - alexpapouchis@gmail.com
- Cam Sylvester, MA – ccamsylvester@gmail.com

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COURSE DESCRIPTION:

This course is designed to provide hands-on learning opportunities for undergraduate students who undertake study-away opportunities. This course creates a chance for students to assess and understand differing models of leadership in modern societies. Students will explore varying models of leadership from a host culture's perspective, compare them to the student's home culture, and assess personal leadership strengths through this lens of comparison. Students will be expected to integrate information from participant observation, research, readings, and interviews to inform their conclusions.

COURSE EXPECTATIONS:

- **Environment of Respect:** Disagreement and diversity of opinions are encouraged. You will be challenged to think critically about the impact of cultural differences, which may emerge in concepts of gender, race, the roles environment has in business and market development, socioeconomic status, physical and cognitive ability, sexuality, and other forms of diversity. You are encouraged to ask difficult questions and engage in discussion and critical reflection. Please be respectful of others, listen, and try to understand differences.
- **Experiential Learning:** In this course, learning is an experiential process in which you will have the opportunity to reflect on your experiences throughout the term. The richness of the course will depend on the questions, insights, and active participation that you bring.
- **Personal Responsibility:** You are expected to engage fully in the coursework and take action if you need help. Please communicate any concerns about assignments, deadlines, or course activities to your Instructor of Record.
- **Academic Integrity:** Please adhere to university policies. Take special note of policies regarding plagiarism and course withdrawal. Each student is expected to prepare their own assignments, and any assignments submitted should be the sole work of the student. Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated. PSU's Code of

Student Conduct may be found at <https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility>

STUDENT OUTCOMES:

Upon completion of this course, participants will be able to:

- Explore different cultural values around leadership (effective and ineffective).
- Understand one or more models for assessing leadership systems and styles.
- Understand personal strengths in leadership terms.
- Navigate cross-cultural leadership styles in preparation for a global workforce.
- Analyze and summarize insights gained from engaging in varied local cultural experiences.
- Improve cross-cultural communication, interpersonal skills and enhance critical thinking of international development through volunteer activities.

CONTACT HOURS, EXCURSIONS, AND METHODS OF INSTRUCTION:

A total of 40 contact hours will be facilitated. These hours will come in the forms of:

1. On-site instruction with local guides, group field trips, independent travel, and guest speakers.
2. Books, periodicals, and videos provided by on-site organization/tour operator/field instructors.
3. Volunteering with environmental conservation projects (ie, reforestation, invasive species removal, censusing of local fauna, etc.).
4. Introduction to, and volunteering on alternative building and/or alternative energy projects and methods.
5. Interviews with local people in positions of leadership.
6. Optional: Students will use the Internet to access resources and evaluate information sources according to the external criteria, such as the author's credentials, the timeliness of the information, the genre of the source, etc.

ASSIGNMENTS

REQUIRED HOURS: You must complete 40 contact hours as described above. The Gap Year Association will provide verification of hours.

DAILY JOURNAL: The journal requirement is an important component of your grade for this course. It will count for 30% of your final grade. Elements that make a strong journal include self-reflection and evidence of critical thinking.

If you are enrolled in multiple courses, you are only required to **maintain one journal for all courses**

Journals should be **handwritten and legible**, as handwritten reflections tend to be deeper and more insightful than those maintained digitally. Additionally, many programs have limitations to device usage in different locations; as such, a typed version may not be an option.

Journals will be graded as follows:

- **Self-reflection (20%):** Ask yourself critical questions about the experience you are having. How is this different from what you expected? What personal challenges are you experiencing? How are you learning and growing from this experience?
- **Reflection about your location and host culture (20%):** What is similar to and/or different from your home culture/environment? What is unique about this place/location? How is your day-to-day experience and learning in the host culture challenging or validating your worldviews?
- **Sharing reflections on group dynamics (20%):** What lessons can you take away from the experience you are having with your cohort? How are you developing or changing within the group?

- **Reflection on specific course themes (20%):** Review the student outcomes from the courses you are registered for. In your journal entries, speak directly about your inquiry and learning related to those course themes.
- **Quality & Consistency (20%):** Journaling every day or every few days with focus on the above elements will lead to higher quality journals and a better overall journal grade.

REQUIRED READING: You must read at least **ONE** book from the Recommended Reading list and demonstrate knowledge learned and/or perspectives expressed (with [MLA](#) or [APA](#) citations) in your FINAL REPORT.

A **FINAL REPORT** of insights gained from your study-away experience is required in order to complete the course. **Our expectation is that the paper you submit will reflect college-level writing.** Your report should be 8-10 pages in length. Reports must be typed (double spaced) with a cover page that includes your name, the academic quarter (e.g. fall 2021), the name of the program you attended, and the course number.

Submit a comprehensive analysis of one organization you volunteered or engaged in experiential learning with during your program. In your report, describe the organization and its mission, the issue the organization addresses, and your experience working with the organization. Furthermore, your report should discuss and analyze the leadership styles you observed within the local context you are immersed in.

As you research the issue you might want to consider:

- *How did the issue become a problem?*
- *What are the long term effects of the issue, the history of the organization?*
- *How does the organization get funding, and how does your participation or support impact the organization?*
- *How is the organization led/governed?*
- *Who has a voice in how things are managed? Who can impact decision-making?*
- *Be sure to include an analysis of your own personal experience such as expectations going in, challenges that you faced, and observations on leadership/governance.*

Final Report will be graded as follows:

- Description of observed leadership in host culture/setting – 10%
- Analysis of leadership in host culture/setting – 20%
- Description and analysis of your personal experience with leadership and insights gained from observation and relevant reading/research – 20%
- Analysis of how you personally might implement different leadership strategies to be effective within diverse teams – 20%
- Clarity and Organization of Ideas – 10%
- Grammar and Punctuation – 10%
- Ability to Demonstrate Knowledge from the Required Readings - 10%

DEADLINES & SUBMISSIONS:

All course requirements must be submitted by:

- Fall Semester: January 20th
- Spring Semester: June 20th

SUBMITTING JOURNALS & FINAL REPORTS:

- **Journals:** Once complete, please capture legible images/scans of your handwritten journal and submit as **ONE COMPLETE** document via email/shared drive to your instructor. Instructors reserve the right to refuse your journal submission if it is not legible. Some tips for quality submission when photographing or scanning your journal:
 - Ensure adequate light

- Use equal camera height/distance if taking photos of journal
- Turn OFF the flash
- Pay attention to shadows and reflections
- Ensure the entire page is captured and sections are not cut off (even margins)!
- **Final report:** Please email or share your final report with your Instructor of Record

COURSE EVALUATION:

- **Daily Journal** (30% of total course grade): Evaluation criteria include, but are not limited to, clearly presented ideas and observations, creative thought, and relevant concepts.
- **Final Paper** (70% of total course grade): Evaluation criteria include, but are not limited to, appropriate grammar and verb use, format, content relevance, organization, analysis, originality, and summarization skills.
- **Required Readings:** This is a requirement for successful completion of this class and 10% of your paper grade depends on your referencing examples and lessons learned. Citations are required.
- **Required Hours:** The Gap Year Association will provide verification of these hours.
- **Grading:** This course is graded with letter grades A - F. See more details about PSU's grading system [here](#).

READING LIST

Students must read and cite at least ONE book in the final assignment. The following books have been approved for this course. Any other books not on this list must first be approved by your Instructor of Record.

ALL REGIONS:

Drive: The Surprising Truth About What Motivates Us, by Daniel Pink

Most people believe that the best way to motivate is with rewards like money – the carrot-and-stick approach. Daniel H. Pink asserts that the secret to high performance and satisfaction – at work, at school, and at home – is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.

Start with Why: How Great Leaders Inspire Everyone to Take Action, by Simon Sinek

In studying the leaders who've had the greatest influence in the world, Simon Sinek discovered that they all think, act, and communicate in the exact same way-and it's the complete opposite of what everyone else does. People like Martin Luther King Jr., Steve Jobs, and the Wright Brothers might have little in common, but they all started with why.

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You, by John C. Maxwell

First we have to be a leader on the inside by cultivating right values. Then we have to act like a leader, which is all about influence. As Dr. John Maxwell says... "if you are taking a walk in the forest, and no one is following, you are mere talking a stroll."

The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change, by Stephen Covey

Be Proactive, Begin With The End In Mind, Put First Things First, Think Win-Win, Seek First To Understand Then Be Understood, Synergize, Sharpen The Saw.

A Path Appears: Transforming Lives; Creating Opportunity, by Nicholas D. Kristof and Sheryl WuDunn

Stories about people who are making the world a better place and a guide to the ways that we can do the same.

The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World, by Jacqueline Novogratz

Jacqueline Novogratz found a blue sweater that she donated to Good Will in an African Market three years

later. This book makes us rethink what we consider charity and engagement.

How to Change the World: Social Entrepreneurs and the Power of New Ideas, by David Bornstein
Profiles of social entrepreneurs and how one person can make an astonishing difference in the world.

The White Man's Burden, by William Easterly
Easterly explores why international efforts to provide aid and economic development have not been successful.

Gaviotas: A Village to Reinvent the World, by Alan Weisman
A look at a real life “utopia” created in the 1960 in Colombia and how it is now one of the oldest examples of sustainable living community.

Beyond Good Intentions: A Journey into the Realities of International Aid, by Tori Hogan
The autobiography of a young American aid worker in Kenya, Uganda and Rwanda, searching for the truth about what does and does not work in international aid.

Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa, by Dambisa Moyo
Debunking the current model of international aid, Dambisa Moyo offers a new idea for financing the development of the world's poorest countries.

The Beast, by Oscar Martinez, Daniela Maria Ugaz, John Washington, and Francisco Goldman
The Beast was researched and experienced by a Central American journalist who documented the perilous journeys of migrants as they attempt to enter the United States.