PORTLAND STATE UNIVERSITY –
in partnership with The Gap Year Association study abroad

INTL 299: Leadership Across Borders

COURSE SYLLABUS

CREDITS: 4 quarter-credits – Continuous Enrollment Course
Students who plan to use this course to fulfill specific curriculum areas should discuss transfer options and obtain written approval from a counselor or study abroad advisor at their own college/ university PRIOR to enrollment in this course.

PREREQUISITES: There are NO prerequisites for this course.

METHOD OF INSTRUCTION:
This course is field-based. The course instructor will be available via e-mail.

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.hahn@gmail.com
- Alexander Papouchis, MS - alexpapouchis@gmail.com
- Cam Sylvester, MA – ccamsylvester@gmail.com

Office: 503-206-7336
Web: https://gapyearassociation.org
Address: PO Box 17427, Portland, OR 97217

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 perspective, compare them to the student's home culture, and assess personal leadership strengths. Students will be expected to integrate information from participant observation, research, readings and interviews to inform 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 include 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 have the opportunity to engage in and reflect on a variety of different experiences throughout the term. The richness of this class will depend on the questions, insights, and active participation that you bring.
- **Personal Responsibility**: You are expected to engage fully in this class and take action if you need help. Please communicate any concerns about assignments, deadlines, or classroom activities.
- **Academic Integrity**: Please adhere to university policies. Please take special note of policies regarding plagiarism and course withdrawal. It is expected that each student will prepare his or her own assignments and that any assignments submitted will be the sole work of the student. Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated. The University's Code of Student Conduct may be found at https://www.pdx.edu/dos/psu-student-code-conduct.

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.

STUDENT ASSIGNMENTS:
REQUIRED HOURS – must complete 40 hours of international volunteering. Student must provide verification of volunteer hours with a daily log and letter from on-site supervisor.

A DAILY JOURNAL in English will be a descriptive study/journal of your semester. Use it to keep brief narratives of your daily experiences. It should contain notes on places visited, interviews, daily purchases, oral language activities, student observations of different and unique cultural traits, etc.
Self-reflection is important and will be a significant part of your journal grade. Self-reflection will involve answering questions that force you to think critically about your experiences. When writing journals consider questions like:

- How is this experience different from my expectations?
- What challenges have I faced throughout this experience? How am I overcoming them?
- Explore differences, similarities to your home culture.
- What have been the most poignant learning experiences? How has that impacted my world-view?

REQUIRED READING – must read at least 1 book from the Recommended Reading list and demonstrate knowledge learned and/or perspectives expressed (with citations) in your FINAL REPORT.

FINAL REPORT of insights gained from this international service experience. Our expectation is that the papers you submit will reflect college-level writing. Your report will be 10-12 pages in length. Reports must be typed (double spaced) with a cover page that includes your name, the quarter (eg. Fall 2018), the international program attended, and course number.

> **Submit a comprehensive report and analysis about your volunteer experience during your experience. In your report, describe the organization and mission, the issue the organization addresses, your experience working with the organization and how you can continue to address the issue moving forward.**
>
> As you research the issue you might want to consider:
> - How the issue became a problem?

- What are the long term effects of the issue, the history of the organization?
- How does the organization get funding, how does your volunteer work impact the organization?
- What kind on on-going support is necessary to resolve the issue?
- Be sure to include an analysis of your own personal volunteer experience such as expectations going in, challenges that you faced, recommendations for the organization and final insights gained by the experience as this is the most heavily weighted part of the report.

Final Report will be graded as follows:

- Description of observed leadership in host culture – 10%
- Analysis of leadership in host culture – 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 with a local staff person – 20%
- Clarity and Organization of Ideas – 10%
- Grammar and Punctuation – 10%
- Ability to Demonstrate Knowledge from the Required Readings - 10%

DUE DATES, SUBMITTING JOURNAL AND FINAL REPORT:
Calendar/Schedule:
All course requirements must be submitted by:

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

Submitting Journals & Final Reports:
Please email your final report to the instructor, and post any necessary journals or supportive documents to:

The Gap Year Association
PSU Grading Instructor
PO Box 17427
Portland, OR 97217

*** Purchase tracking for anything you post as some materials have gotten lost in the past.

COURSE EVALUATION CRITERIA:
Daily Journal (40% of total criteria): Evaluation criteria include, but are not limited to, clearly presented ideas and observations, creative thought and appropriateness.

Final Paper (60% of total criteria): Evaluation criteria include, but are not limited to, complexity of grammar and verb use, format, content appropriateness, organization, analysis, originality and summarization skills.

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 minimum ONE book in the final assignment. The following books have been approved for this course. Any other books not a part of this list must first be approved by the Field Instructors.

All Regions:

Drive: The Surprising Truth About What Motivates Us – 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 – a 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 – 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 – 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-Nicholas D. Kristof 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: 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: David Bornstein
Profiles of social entrepreneurs and how one person can make an astonishing difference in the world.

The White Man's Burden: 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 example of sustainable living community.

Beyond Good Intentions: A Journey into the Realities of International Aid: 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: 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: 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.