Syllabus

OPRE 188 – Intro to Global Leadership: Pre-Freshman Studies in London

Course and Instructor Information:

Instructor	Contact Information
Dr. Trish Dorman	Email: trishd@uoregon.edu
	Microsoft Teams: Trish Dorman

Class Location	CRN	Credits	Term
GEO London Center	41267	4	SU25

Office Hours

Due to the modality of this course, I will not be hosting standard office hours. Instead, you may schedule a time to meet with me anytime between classes or site visits. Just email me or stop me after class to set up a time.

During office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student's post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Feel free to come with a peer if that is more comfortable for you.

Course Materials

[Leadership for a better world : understanding the social change model of leadership development - University of Oregon (exlibrisgroup.com)](#)

You will need your DuckID to sign into the [shared libraries page](#), which will allow you to read the book for free online.

- Click the link for "Ebook Central Academic Complete"
- Sign in with your Duck ID

Course Description

Welcome to Intro to Global Leadership! In this course we will contextualize leadership in real-world examples, leveraging the Social Change Model of Leadership (SCM) as our guide. This approachable introduction will kick-start your development into becoming a changemaker in our interconnected world. You will leave the course having developed a deeper understanding of yourself, your values, and your place in the global community.

You can expect a hands-on learning experience, as we explore questions such as:

- What makes a leader?
- How can collaborative leadership be enacted as a force for good in the world?
- How can I build leadership capacity?

In the next 3 weeks, you will be exposed to leadership in a variety of contexts and hear from individuals who are paving the way for change on issues they care deeply about in their communities. London provides the backdrop for our exploration, and it is particularly well suited as a vibrant and diverse city.

After getting grounded in the principles of leadership, you'll refine your toolkit and put it to practice in a culminating integrative project.

Course Objectives

This course's objective is to give students a broad introduction to leadership on personal, community and global scales.

Each student participant will demonstrate the ability to:

- Understand one's talents, values, and interests, especially as they relate to their capacity to provide effective leadership.

- Develop the capacity to mobilize themselves and others to serve and work collaboratively.
- Identify and analyze global leadership efforts in London, researching and highlighting leadership behaviors and efforts which will the world to function more effectively and humanly.

These goals are met through a series of activities which provide opportunities for you to reflect, team build, collaborate and develop commitments to take home with you. At the end of the program, you will give a personal presentation on how to apply the knowledge gained towards becoming a globally minded leader.

Course Modality

This is an in-person course. Classes will take place at the GEO center in London and at a variety of other locations in London per the provided schedule. Classes will start promptly at the designated time. You are expected to be on time, attend all classes, and remain engaged for the duration. If you need accommodation related to a disability, you can request those by working with the Accessible Education Center.

Classes will consist of brief introductions of concepts, seminar-style discussions, workshop-style activities, and student presentations. The class will go on excursions and hear from guest speakers, leaders, and topic experts to explore leadership in London and the variety of innovative strategies and solutions used to try to solve global problems.

The course is designed to be interactive with students, instructors, and guest speakers exploring topics together. Come prepared to actively participate every day.

Technical Requirements

Canvas is the place to go for course information and engagement outside of class. For information on accessing the Canvas site, please refer to the email you received from Mary Hiles with the subject line "Intro to Global Leadership: Pre-freshman Studies in London - Programme Materials and Communication".

Course Policies

Communicating with Me: How and Why

Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

I will periodically post announcements previewing critical concepts we'll work on and highlighting due dates. You can also find this information on the overview page in each Canvas module.

When I need to get in touch with individual students, I do so through email.

When giving feedback on assignments, I do so in Canvas.

How can you communicate with me?

If your question (or comment) is

- *a practical, yes/no* one about an assignment, reading, or other component of our class, please post your question on the Discussion thread titled "Class Questions and Answers," which I respond to daily, and where your peers can also pose questions and share answers. You can also ask these questions in class.
- *about a technical challenge* with Canvas or another technology, please contact the UO Service Portal.
- *about course content or activities, about something personal, time sensitive, or something else* that doesn't feel like it fits above, please reach out to me by email or in person.

Why should you communicate with me?

I'm here to help you be successful! Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! I also want to know how you are doing in the course and how you feel about your experience abroad. If you are having trouble with some aspect of it, I would like to strategize with you, and if you're loving it, I want to celebrate with you!

Classroom Community Expectations

All members of the class can expect to:

Participate and Contribute: All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. Prior to class, ensure you've read and

thought about assigned materials and are prepared to actively contribute your thoughts to class discussions.

We will establish more specific participation guidelines and criteria for contributions in our first week of the term.

Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect - after all controversy with civility is a key component of the Social Change Model for Leadership. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Help Everyone Learn: Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Act with Professionalism: Professional behavior is expected at all times. While in London, students should think of themselves as American Ambassadors. Everything you say and do should reflect well on yourself, America, and the GEO program. Right along with that is respect for the British culture and way of life. We are guests here!

Guidelines for using Canvas Discussion:

- Use subject lines that clearly communicate the content of your post
- Write concisely and be aware that humor or sarcasm doesn't always translate in writing.
- Be supportive and considerate when replying to others' posts. This means avoid using jargon or inappropriate language, disagree with respect, and provide clear rationale or evidence to support your different view.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
- Contribute and interact often!

Absences

While students are here in London to experience the UK, attendance in class is critical. Refer to the attendance policy you will receive during orientation for more details.

No make-up exams or assignments are available for unexcused absences.

Course Deadlines and Late Work

No late work will be accepted without a verifiable, academically legitimate reason.

Grading Policies

This course uses the UO grading scheme.

Course grades will be approximately distributed according to the recommended guidelines of the Lundquist College of Business at the University of Oregon. An "incomplete" grade is not available barring an emergency of some kind.

Individual Evaluation

Class and Field Excursion Participation (15 points)

Students are expected to attend every class and participate in class discussions and workshops. What does this look like?

- Pre-Class Preparation: Complete all assigned readings and listen to/view any podcasts, videos, or other multimedia materials **before** class and come prepared with questions or discussion points.
- Daily Discussion Contributions: Actively engage in class discussions, demonstrating critical thinking and application of course concepts.
- Workshop Engagement: Be present and actively participate in hands-on activities and group exercises.

You will be evaluated on quality of contributions, frequency of participation, evidence of participation, and ability to engage with peers' and guest speakers' ideas.

We will also visit several social enterprises during our time in London. Points will be awarded for punctuality, respectful behavior, active participation, and reflection on these site visits. Although specific groups will be tasked with preparing the class and crafting initial questions (see below) all students are expected to engage fully during each site visit and with guest speakers. You will be evaluated on level of engagement, quality of questions asked, professional behavior, and ability to connect visit experiences with course concepts.

Journaling Assignments (15 points)

To allow adequate time for personal reflection, students will write and submit weekly journal entries, reflecting on:

- Personal leadership insights and initial impressions of London's leadership landscape.
- Connections between site visits/guest speakers and course themes.
- Synthesis of learning experiences and application to future leadership goals.

You will be evaluated on depth of reflection, ability to connect experiences with course concepts, and evidence of ongoing observation and insight.

Presentation (20 points)

At the conclusion of the program, each participant will give a brief (5 minute) presentation on how you will apply the knowledge and insights from the program towards becoming a globally minded leader. The presentation should touch on our personal leadership journey during the course, highlighting key learnings and how they connect to the Social Change Model of Leadership. You will reflect on how the London experience has influenced your understanding of global leadership and discuss specific ways you plan to apply these insights in your future academic, personal, and/or professional life.

This presentation is an opportunity to demonstrate your growth throughout the course and articulate your future direction as a leader. Be authentic, specific, and forward-thinking in your reflections.

You will be evaluated on your depth of reflection and self-awareness, clear articulation of key learnings and their personal significance, specificity of plans for applying knowledge, evidence of growth in your global leadership perspective, and adherence to the specified time limit.

Group Evaluation

A substantial portion of course assignments will be completed in groups. These groups will be formed at the start of the course and will work together on the following assignments. More detail will be provided for each assignment and groups are encouraged to meet with me to discuss their work on the assignments and raise any questions they have.

Site Visit/Guest Speaker Briefing (15 points)

Each group will be responsible for preparing the class for a specific speaker or site visit. These assignments will be made at the start of class when groups are formed. For their assigned speaker or site visit, groups will be responsible for:

- Researching the assigned speaker or site visit location prior to the scheduled visit and prepare a brief (5-minute) presentation for the class.
- Developing a list of 5-7 thoughtful questions for the speaker or site host related to the course content.
- Preparing and delivering a professional introduction at the outset of the visit and an expression of gratitude from the class at the end.
- Leading a short class debrief, discussing key takeaways from the visit as they relate to the course content.

Your group will be evaluated on quality of research and presentation, relevance of prepared questions, professionalism in introduction and thank you, effectiveness in leading post-visit discussion.

Global Leadership Project (35 points)

A significant project over the duration of the course, the Global Leadership Project is designed to encourage students to apply the concepts they are learning in class to a global leadership problem present in the British context. I will also be looking for application of SCM leadership principles in the group process along with evidence of effective teamwork and individual contributions. Additional instructions for this assignment will be provided in a separate document early in the course.

Note: I reserve the right to change a team graded assignment to an individual graded assignment if deemed appropriate given the team situation. An example of this would be if one or more members of the team doesn't fairly and/or equitably contribute to a team's final submission.

Grading Scale

Percentage for the Course	Letter Grade
97-100%	A+
94-97%	A
90-94%	A-
87-90%	B+

Percentage for the Course	Letter Grade
84-87%	B
80-84%	B-
77-80%	C+
74-77%	C
70-74%	C-
67-70%	D+
64-67%	D
61-64%	D-
0-61%	F

Generative Artificial Intelligence Use

Unless otherwise noted during class activities, you may only use ChatGPT or any other GenAI tools in this class to *enrich* and *enhance* your thinking, communication, and learning; but not to *replace* or *subvert* it. See the table below for some examples of allowable and non-allowable uses of GenAI tools in this class (NOTE: This is not an exhaustive list of examples).

Example of Allowable Use of GenAI Tools	Why is this Allowed?
Prompting GenAI tools to **brainstorm ideas** for a class project.	This might enhance your thinking by exposing you to more diverse ideas than you might come up with on your own.

	However, it is important to start with **brainstorming your own ideas first** (to aid your creative thinking), rather than letting GenAI do that initial work for you.
Using GenAI tools for writing support (e.g., to improve **writing quality, clarity, and expression**).	GenAI writing tools, like ChatGPT, can provide ideas for how to revise a sentence or word, begin a paragraph, or express your thinking more clearly. Used in this way, GenAI tools might enrich your communication skills. However, it is important to **get your thoughts written down first** and then see how GenAI tools might enhance them; rather than asking GenAI tools to do the writing first!
Using GenAI tools as a **study or assignment aid.**	GenAI tools can offer study tips, provide example text/quiz practice questions, design a personalized study guide, design flashcards, give directions for how to complete an assignment, create learning simulations and interactive scenarios to help you think more deeply about the class content, and provide a rubric so you can self-assess your own work. Using GenAI tools in this way can enrich your thinking and learning. However, make sure to double-check the accuracy of any AI-generated information.

Example of Non-Allowable Use	Why is this NOT Allowed?
Prompting a GenAI tool to **respond to a discussion forum prompt** for you.	This is considered plagiarism (i.e., passing off text written by something else as your own).
Using a GenAI tool (e.g., Slidesgo) to **design a class presentation** for you.	Designing a presentation requires you to actively engage in thinking and learning about the material and consider how best to communicate that information to an audience. Prompting GenAI tools to do this work for you subverts your learning and the opportunity to develop your creative communication skills.
Modifying AI-generated work	Making minor adjustments to AI-generated work only supports surface-level learning, rather than deep learning, because the focus

slightly to **make it appear as if you created it**.	is on minor adjustments rather than truly understanding the material.
Copying AI-generated text word for word into your written work, but **citing it as written by AI**.	Given that GenAI tools were made by stealing the intellectual property rights of others without permission, you are not permitted to cite GenAI tools as a source (read "The Case For Not Citing Chatbots As Information Sources" and "Generative AI Has an Intellectual Property Problem"); instead, please find an original source to cite. Additionally, when you put in the effort to find an original source to cite, you are deepening your thinking and learning.
Using a **GenAI tool to create media** (e.g., images, audio, video) for a class project if a similar media exists already (e.g., Creative Commons images, Public Domain audio).	Considering that GenAI tools that produce images, audio, video, and other forms of media are built on media stolen from artists AND that generating media with AI is an energy intensive process, which negatively impacts the environment, you are strongly encouraged to look for media that already exists (e.g., Pixabay images/video; YouTube audio library songs and sound effects) as Creative Commons or in the Public Domain to include in your class projects.

If you find yourself turning to GenAI tools to do your work for you, consider setting up a meeting with me to discuss how class activities and assignments can be adapted to support your learning. Additionally, when using ChatGPT and other AI writing tools, which are notorious for producing misinformation and fabricating information, it is your responsibility to verify the credibility, accuracy, and trustworthiness of any information you use from these tools.

Finally, if you use any content produced by a GenAI tool in your assignment submissions, you must quote or cite it like any other source you use and reference in your work.

Class Schedule

A detailed class schedule will be distributed once you arrive in London. However, major assignments have been listed below. Readings should be done *prior to* the date listed. Refer to Canvas for full details on all assignments. Note that the site visit/guest speaker group project deadlines are not listed below, as they will be assigned in the first class.

Week 1: Introduction to Global Leadership

Monday – Orientation

Tuesday

- *Read chapters 1 and 2 of Leadership for a Better World*

Wednesday

- *Read chapters 3, 4, and 5 of Leadership for a Better World*
- *Listen to Brené Brown and Simon Sinek on the leadership skills we need to build on Rethinking with Adam Grant*

Thursday

- *Read chapters 6, 7, and 8 of Leadership for a Better World*

Friday – Greenwich Trip

Sunday

- ***Assignment Due: Submit Journal #1 on Canvas by 11:59pm***

Week 2: Global Leadership in Action

Monday

- *Read chapters 9, 10, and 11 of Leadership for a Better World*

Tuesday

- *Read Who were the Windrush generation and what is Windrush Day? (bbc.com)*

Wednesday

- Read Cross-Cultural Leadership: What We Know, What We Need to Know, and Where We Need to Go

Thursday - Fulham Football Foundation

- *Read chapter 12 of Leadership for a Better World*
- *Read Design Thinking for Social Innovation (ssir.org)*

Friday – Brighton Trip

Sunday

- ***Assignment Due: Submit Journal #2 on Canvas by 11:59pm***

Week 3: Putting it All Together

Monday

- *Read: https://lordslibrary.parliament.uk/covid-19-empowering-women-in-the-recovery-from-the-impact-of-the-pandemic/*
- *Read: What We Know About the New U.K. Government's Approach to AI | TIME*

Tuesday – Fulham Football Foundation

- ***Assignment Due: Global Leadership Project Group Presentations***

Wednesday – Cockpit Studios and Class

- ***Assignment Due: Individual Presentations***

University Policies

Incomplete Policy

An incomplete may be issued when the quality of work is satisfactory, but some essential requirement has not been completed due to extenuating circumstances beyond the student's control that occurred after the last day to drop a class. Faculty and students should develop a contract outlining the requirements and specific deadlines for making up the incomplete. Students need to initiate the process for receiving an incomplete by submitting a web form via the registrar's office by 5:00pm on the Friday of finals week. Contracts should be sent to the registrar's office and the Office of Advising and Student Experience (lcbadvising@uoregon.edu) by the instructor. More information is available on the Incomplete Grade Request page.

Access and Accommodations*

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability (https://aec.uoregon.edu/content/what-disability) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Accommodations for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance,

please fill out the Student Religious Accommodation Request fillable PDF form and send it to me within the first weeks of the course so we can make arrangements in advance.

Your Wellbeing

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services helps students cope with difficult emotions and life stressors.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Academic Integrity

The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without "the express written permission of the instructor(s)." Academic misconduct is prohibited at UO. I will report all suspected misconduct to the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include of the relevant assignment or exam, or of the course.

While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity.

If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I view student questions about academic integrity as a desire to act with integrity, so I welcome your questions.

Lundquist College of Business Code of Conduct

The Lundquist College of Business learning community is committed to a set of core values that guide our interactions with one another. Our values are as important within our Lundquist College community as within the business community. Our values help define both how we aspire to act and what it means to be a business professional.

- Integrity - Members of our community act with integrity and honesty. These qualities are essential in providing a basis for trust and go to the core of what is expected from business professionals.
- Respect - Our community conveys respect for the dignity of all people. Our relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. We are sensitive to the impacts of both our words and actions on others.
- Openness - We encourage all members of our community to exchange ideas freely within the bounds of reasonable behavior. We recognize that learning requires an open environment.
- Responsibility - We act publicly and accept responsibility for our actions. We understand that the community will keep us accountable for our dealings. We deliver on the commitments and promises we make to others.
- Teamwork - Our community is stronger when we work as a team. We foster attitudes encouraging members of the community to give and receive constructive criticism, and develop creative solutions to challenges.

Reporting Obligations

I am a designated reporter. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex- or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123 to request information and resources. Students are not required to participate in an investigation to receive support, including requesting academic supportive measures. Additional resources are available at investigations.uoregon.edu/how-get-support.

I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

Title IX

If you or someone you know (student, faculty, or staff) has experienced gender discrimination, sexual harassment, or sexual violence, the university can offer assistance, support, and resources. Please see the How to Report page.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at the Help for Victims and Survivors page. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 (SAFE), or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at the University's Civil Rights Reporting page or contact the non-confidential of Affirmative Action and Equal Opportunity (AAEO) office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment.

Specific details about confidentiality of information and reporting obligations of employees can be found at the University's Equal Access page.