



CHAPMAN UNIVERSITY

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COURSE SYLLABUS

LEAD 510 – Leadership in International Contexts Summer 2018 / 3 Credits

LEAD 510—LEADERSHIP IN INTERNATIONAL CONTEXTS

Educating to Lead: Higher education, Leadership, and Global Change

CATALOG DESCRIPTION

This course is designed to provide additional opportunities to explore experimental areas and subjects of special interest in leadership. May be repeated for credit if course content is different, up to a maximum of 6 credits. (Offered as needed.) 1–3 credits. Prerequisites: Acceptance/enrollment in Attallah College of Educational Studies (ACES) Master of Arts in Leadership Development (MLD) program, or another ACES masters-level program with the permission of your advisor.

ADDITIONAL COURSE OVERVIEW

A review of the top 100 universities in the world ([Times Higher Education, 2018](#)) shows universities in the UK and US comprising 54% overall of the institutions listed, and 9 out of the top 10. This course will enable students to examine historical, philosophical, and leadership-oriented roots of western higher education by exploring its primary source in the UK. Examining the infrastructure and progressive evolution of higher education from the medieval university to civic-oriented institutions to open-access, mass systems of education, students will deconstruct the context and infrastructure in an effort to identify leadership lessons embedded within higher education. Students will discover how leadership can influence a system and society by taking a historical and comparative look at higher education. LEAD 510 complements *EDUC 663: Historical Foundations and Contemporary Challenges Facing Leadership in Higher Education* and *EDUC 664: Student Development in Higher Education* as a sequence of courses that will combine to further your knowledge, skills, and foundational preparations for careers in higher education.

COURSE OBJECTIVES

Through this course, students will:

- Engage in a global exploration of higher education history and impact upon society via local, national, and global communities.
- Explore the leadership lessons gleaned from milestone moments and current movements of higher education contextualized within an in-depth exploration of the impact higher education had/has upon history and society—and vice-versa.

- Explore the various types of UK higher education institutions, their locations, founding purposes, and leadership infrastructure; while delving into the history, context, local impact, and global influence of each institution.
- Examine leadership, governance, relationships between government, corporations, and higher education institutes, and the interdependence between higher education, social justice, and a democratic society.
- Compare and contrast the UK and US systems of higher education, learn about current leadership movements (i.e. – Bologna Process, A Crucible Moment, etc.), and examine current challenges (i.e. Brexit, Higher Education Reauthorization Act, University-community relations, etc.) from both countries.
- Have a working knowledge of the historical foundations undergirding Western higher education and its relationship to present day global leadership challenges.
- Be confident in their ability to evaluate and apply empirical research to examine and address how leadership lessons from within higher education can translate into broader action for contemporary societal challenges.

COURSE TEXTS

Required:

- Winn, J. and Hall, R. (2017). *Mass intellectuality and democratic leadership in higher education: Perspectives on leadership in higher education*. London, UK: Bloomsbury Academic.
- Deardoff, D.K., de Wit, H., Heyl, J. and Adams, T (2012). *The Sage handbook of international higher education*. Thousand Oaks, CA: Sage.
- Saltmarsh, J. and Hartley, M. (2012). *To serve a larger purpose: Engagement for democracy and the transformation of higher education*. Philadelphia, PA: Temple University Press.
- Bergan, S. Harkavy, I. Van't Land, H. (2013). *Reimagining democratic societies: A new era of personal and social responsibility*. Council of Europe Publishing.

Recommended Reading:

- Axtell, J. (2016). *Wisdom's workshop: The rise of the modern university*. Princeton, NJ; Princeton University Press.
- Dewey, J. (1916/2012). *Democracy and education: An introduction to the philosophy*. London, UK: Forgotten Books.
- Gaston, P. L. (2010). *The challenge of Bologna: What United States higher education has to learn from Europe, and why it matters that we learn it*. Sterling, VA: Stylus Publishing.
- Harper, S. R., & Jackson, J. F. (2011). *Introduction to American higher education*. New York, NY: Routledge.

INSTRUCTIONAL STRATEGIES

Lecture, discussions & dialogue, small group work, immersive travel experience, research paper, attendance/participation, and evaluation.

CHAPMAN UNIVERSITY ACADEMIC INTEGRITY POLICY

As expressed in our catalog, "Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university." Please know that plagiarism and cheating in ANY form will NOT be tolerated. Given the intent and subject of the course, it is vital that each student adhere to the highest standards of personal integrity. ***All work submitted must be the original work of the student, and secondary sources relied upon for ideas (as well as direct quotes, of course) must be properly attributed and cited.*** Failure to comply with this standard will result in the student

receiving no credit for the work in question with no option for make-up. *Depending on the severity of the infraction, the student will fail the class and face possible expulsion from the university.*

STUDENTS WITH DISABILITIES

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or (www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

EQUITY AND DIVERSITY

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy: <http://tinyurl.com/CUHarassment-Discrimination>. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

STUDENT SUPPORT

Over the course of the semester, you may experience a range of challenges that interfere with your learning, such as problems with friend, family, and or significant other relationships; substance use; concerns about personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You can learn more about the resources available through Chapman University's Student Psychological Counseling Services here: <https://www.chapman.edu/students/health-and-safety/psychological-counseling/>.

Fostering a community of care that supports the success of students is essential to the values of Chapman University. Occasionally, you may come across a student whose personal behavior concerns or worries you, either for the student's well-being or yours. In these instances, you are encouraged to contact the Chapman University Student Concern Intervention Team who can respond to these concerns and offer assistance: <https://www.chapman.edu/students/health-and-safety/student-concern/index.aspx>. While it is preferred that you include your contact information so this team can follow up with you, you can submit a report anonymously. 24-hour emergency help is also available through Public Safety at 714-997-6763.

Syllabus Prepared By: Chris Hutchison, Ph.D. and Justin Koppelman, Ph.D., fall 2016

This ends the official university syllabus for this course. Any changes to the information above this line must be approved by the CES Curriculum Committee.

METHODS OF EVALUATION

Student grades will be determined based upon class participation, presentations/projects, and final paper/presentation. Specifically, the following projects/assignments will be evaluated: 1) Pre-Travel Synthesis Paper, 2) Travel Journal, 3) Leadership Lessons Presentation, and 4) Leadership Framework Paper. Points are detailed below:

<u>Assignment</u>	<u>Points/Percentage</u>
Participation/Engagement	15
Pre-Travel Synthesis Paper	10
Travel Journal	20
Leadership Lessons Presentation	20
Leadership Framework Paper	35

Critical thought and clarity of expression—in class discussions and in written work—are highly valued, as are assignments turned in on time. Assignments are expected to be turned in by the due date indicated. Late work will be considered only in the case of emergency, or on a case-by-case basis when discussed with instructor prior to the date on which the assignment is due.

Grading Scale:

100-96 = A	95-91 = A-
90-87 = B+	86-84 = B
83-80 = B-	79-77 = C+
74-76 = C	70-73 = C-
69-60 = D	59 and below = F

Students with an average grade of C or below, and those having difficulty with course material, should seek advisement.

INCOMPLETES

An incomplete will be assigned to students who are unable, for documented medical or other approved university excuse, to complete a small portion of the course after the date to withdraw. Incompletes are not given in an effort to allow students time to do extra work outside of the semester to raise their grade. See the Handbook for university policy on when and how an incomplete is given.

ATTENDANCE & PARTICIPATION

As a graduate course, attendance and prepared engagement are expected throughout the semester. If this course is to succeed in preparing leaders for higher education (and if we are to succeed in becoming such), collaborative critical inquiry, dialogue, and creative exploration is essential. While attendance is not included in the grade, participation and engagement points will be assessed comprehensively; however, missing more than 3 class sessions will result in an automatic failure due to the significant amount of content that would have been lost. Please notify instructor if you anticipate missing multiple classes.

Participation will be assessed throughout the course by instructor and evaluated, in aggregate, based upon such factors as: preparation for class, contribution to the shared learning community, engagement in class discussions, commitment to learning, collaborative dialogue with peers, and active listening to others.
Participation and Engagement Weight: 15 POINTS (%).

GRADED ASSIGNMENTS

The assignments noted previously will be discussed further in class; however, brief overviews are listed below:

1. ***Pre-Travel Synthesis Paper*** This paper should facilitate deep reflection on readings to examine and synthesize the themes and issues they raise and students' thematic understanding of the content. Students should cite and reference course readings to support their synthesis. The paper should be 7-10 pages, double spaced, size 12 font, not including title or reference pages. This paper may consider any of the following questions:
 - What are some common themes in the readings? What additional or different perspectives do they add to your understanding of postsecondary education?
 - What leadership lessons can be gleaned from the historical interconnectedness between institutions of higher education and society?
 - What critique or limitations did you find with these readings? What unanswered questions are you left with?
 - What can be learned from these readings to advance the relationships between institutions of postsecondary education and society?***Grade Weight: 10 POINTS (%).***
2. ***Travel Journal***. The travel journal should document daily reflection on class sessions, guest presentations, and site visits while abroad. When possible, reference to course readings should be incorporated to build connections between readings and place-based experiences. Students should document critical thinking about concepts and theory as well as exploration of personal perspectives about the role of leadership as an influence of relationships between postsecondary educational institutions and society.
Grade Weight: 20 POINTS (%).
3. ***Leadership Lessons Presentation***. Leadership lessons gleaned from a critical examination of the development (historically and currently) of higher education and society. Students will be given the opportunity to deconstruct a specific topic raised within the course, and examined through the travel experience, then re-present its importance, grounding in a leadership theory, and impact upon the future of higher education, communities, institutions/organizations, and/or democratic societies. Presentations will be shared in the final class session of the travel experience, and students are encouraged to be creative in their presentation methods (i.e.—use of personal narrative, artistic expression, cultural artifacts from the trip, photography, etc.). Students will be encouraged to utilize local resources, including the libraries, to supplement their presentation foundations.
Grade Weight: 20 Points (%).
4. ***Leadership Framework Paper***. Students will develop a framework of leadership for the future of postsecondary education's role in communities and society. Your paper must be between 5,000 – 7,000 words, typed, double-spaced, in 12pt Times New Roman font, with 1" margins. This paper will be discussed in further detail during the course.
Grade weight: 35 Points (%).

ASSIGNMENTS DETAILS

In addition to factors specified for each assignment, student work will be graded upon the following: meeting the criteria of and adherence to each assignment, quality and depth of work, and demonstration of critical thought and comprehension of material. Please note that page-ranges suggested for each assignment are a guideline; work is ultimately assessed on its quality, not the quantity of pages. All written assignments should

be submitted via Blackboard by the due date noted in the course calendar. Written assignments should employ proper spelling and grammar, and follow APA style, including the use of:

- 1-inch margins / Double-spacing
- 12-point Times New Roman font
- In-text citations, reference pages, and cover page

ADJUSTMENTS TO SYLLABUS AND COURSE CALENDAR

Faculty reserve the right to make adjustments to the course syllabus and/or calendar as needed. The course focus upon contemporary challenges within higher education may further lend the syllabus and/or course calendar for LEAD 510 to be revised based upon relevant current issues. While changes/revisions will be announced to the class at least one-week prior to any assignment due date (and major changes in assignments or grading disbursed via writing, e-mail, and/or Blackboard), it is imperative that you also make sure to keep up-to-date with the course schedule and its content—and ask for clarification as needed.

If the next generation of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must be engaged in the work of society and the community
(Astin & Astin, 2000, p. 2)¹

¹ Astin, A., & Astin, H. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W.K. Kellogg Foundation.

LEAD 510 TENTATIVE OUTLINE AND ITINERARY – JANUARY 2018

Class # & Date	Topic(s) Covered	Required Readings / Assignment Due Dates
Mon 6/11 4:00-7:50pm <i>At Chapman</i>	<ul style="list-style-type: none"> • Introduction to Course • Historical foundations of Western higher education (UK) (1096-1636) • Historical summary of US higher education • Society and higher education-an interwoven evolution • Milestone moments and influential movements 	N/A
Wed 6/13 4:00-7:50pm <i>At Chapman</i>	<ul style="list-style-type: none"> • The intertwined evolution of two systems (UK and US) (1636-2016) • Growth, influences, similarities, and differences historically through present day • How the systems have grown, overlapped, differed, etc • Institutional governance and societal influence 	Reading: TBD
Mon 6/18 4:00-7:50pm <i>At Chapman</i>	<ul style="list-style-type: none"> • Higher education purposes, leadership influence, and contemporary change • Bologna process, Robbins Report, Brexit, A Crucible Moment, and UK/US higher education leadership • Global influence 	Reading: TBD
Wed 6/20 4:00-7:50pm <i>At Chapman</i>	<ul style="list-style-type: none"> • Leadership lessons from the Academy and beyond—changing a system, a culture, and the world • Travel preparation 	<u>**Pre-Travel Synthesis Paper Due by 5:00pm on Friday (6/21) via Blackboard</u>
Sun 6/24	<u>ARRIVE IN OXFORD BY 4:00pm</u> <i>**Group shuttle from Heathrow may be available depending upon arrival time of flight.</i> Welcome at 5:00pm Orientation and tour of accommodations at 5:30pm Group Dinner in Oxford (6:00pm-7:30pm) <i>Free Time</i>	Reading: TBD Travel Journal #1
Mon 6/25	Walking tour of Oxford and Christ Church College (10:00am-12:30pm) <i>Lunch on Own</i> Tours of Baliol and University Colleges (3:00pm-5:30pm) – <i>Among the Oldest Colleges of Oxford</i> <i>Free Time</i>	Reading: TBD Travel Journal #2
Tues 6/26	Class Session (8:30am-12:30pm) <ul style="list-style-type: none"> • Ancient Universities • Red Brick / Civic Universities • Society and Education <i>Lunch on Own</i> Tour of Bodleian Library (2:00-3:30pm) <i>Free Time</i>	Reading: TBD Travel Journal #3
Wed 6/27	<u>TRANSFER TO BRISTOL</u> <i>**Private Bus departs Oxford at 9:00am</i> <i>Lunch on Own</i> Tour of Bristol University (3:30pm-5:00pm)	Reading: TBD Travel Journal #4

	Group Dinner in Bristol Free Time	
Thurs 6/28	Bristol Archives Tour (10:00am-11:30am) Wills Memorial Building Tour (2:00pm-3:30pm) Free Time	Reading: TBD Travel Journal #5
Fri 6/29	<u>TRANSFER TO LONDON</u> **Train departs Bristol at TBD Lunch on Own Group Dinner in London (5:00-7:00pm) Free Time	Reading: TBD Travel Journal #6
Sat 6/30	Free/Reflection Day in London <ul style="list-style-type: none"> • Topics to Research (for Presentations): <ul style="list-style-type: none"> ○ Shared leadership goals/issues of UK and US higher education ○ Contemporary challenges faced by leaders of both systems 	Reading: TBD Travel Journal #7
Sun 7/1	Class Conversation and Group Lunch in London (11:00-1:00) <ul style="list-style-type: none"> • Federal Universities—University of London system Free Time	Reading: TBD Travel Journal #8
Mon 7/2	Tour of University College London (9:30am-11:00am) Lunch on Own <u>TRANSFER TO OXFORD</u> **Oxford Tube (bus) departs London at TBD Free Time	Reading: TBD Travel Journal #9
Tues 7/3	Free/Reflection Day in Oxford <ul style="list-style-type: none"> • Topics to Research (for Presentations): <ul style="list-style-type: none"> ○ Shared leadership goals/issues of UK and US higher education ○ Contemporary challenges faced by leaders of both systems 	Reading: TBD Travel Journal #10
Wed 7/4	Tour of Oxford Brookes University (9:30am-11:00am) Lunch on Own Class Session (1:00pm-5:00pm) <ul style="list-style-type: none"> • New/Polytechnic Universities • Democracy, leadership, and education (UK and US) <ul style="list-style-type: none"> ○ Bologna process, Brexit, and higher education ○ Communities, society, government, and higher education 	Reading: TBD Travel Journal #11
Thurs 7/5	Class Session (8:30am-12:30pm) <ul style="list-style-type: none"> • Democracy, leadership, and education (UK and US) <ul style="list-style-type: none"> ○ Moving forward: higher education leadership for the 21st century • Leadership Presentations Lunch on Own Closing and Group Dinner in Oxford (4:00pm-6:00pm) Free Time	Reading: TBD Travel Journal #12 <u>Leadership Presentations Due in Class</u>
Fri 7/6	<u>DEPARTURE FROM OXFORD</u>	

	<i>**Group shuttle from Oxford to Heathrow may be available depending upon departure time of flight.</i>	
Mon 7/9	NO CLASS	<u>Travel Journal Due by 5:00pm via Blackboard</u>
Fri 7/13	NO CLASS	<u>Leadership Framework Paper Due by 5:00pm via Blackboard</u>