University of Southern Maine  
LOS470/670  

Leadership Study Abroad in the UK: Culture, Leadership and Change  

Summer 2018  

"Not all those who wander are lost."  
— J.R.R. Tolkien  

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I soon realized that no journey carries one far unless, as it extends into the world around us, it goes an equal distance into the world within.  

-Lillian Smith  

Course Description  
During the Summer semester, we will visit the UK for a ten-day Leadership Study Abroad Program. While in the UK, we will travel to cities and towns both in England and Scotland to learn about the stories, historical monuments, artifacts, history, people, culture and the leaders who shaped the history of the UK and beyond. In visiting the landmarks, museums and people there, we will seek answers to such questions such as: What impact have historical and contemporary UK leaders had in shaping our thinking today? What were and are the big societal issues in the UK and how are their leaders addressing them? Before our departure, we will read about culture, leadership and the UK and have two class meetings.  

To help you integrate your study abroad experiential learning, you will be given a number of opportunities to articulate your ideas through group discussions, and writing assignments. Leadership Study Abroad, LOS/SBS 470 is a three-credit undergraduate and MLS 670 three-credit graduate Spring 2017 course. The deadline for application is March 16th.  

Learning Objectives:  

1. Understand the past and present leaders and leadership that have shaped Scotland’s and England’s communities.  
2. Experience contemporary life in multicultural Europe
3. Appreciate the rich history of the UK
4. Develop cultural sensitivity, awareness and competence required in all professions

**Required Texts:**


Related Articles TBD Posted to BlackBoard

Frommer’s Scotland and England or any other travel book about traveling in the UK.

**Recommended Reading:**


**History of England and Scotland:**


**Recommended Films and PBS Series:**
*Downton Abbey*
*The Crown*—on Netflix
*Victoria*—on Netflix
*Outlander*
*Poldark*
Videos downloaded onto our Blackboard site

**Course Outline**
Although I have scheduled two meetings prior to our departure, we will be on Blackboard to discuss readings and travel information before and between our meetings.

**FtF Meeting One—June 5 5:30-8:00 PM**

**Read for class discussion:**
- Introductions
- Orientation to Leadership Study Abroad
USM’s International Program Pre-Departure Information
• Fundraising interest
• Expectations for the course and for travel
• Share learning goals (complete learning goals assignment found on Bb)

FtF Meeting Two—June 12, 5:30-8 PM

Class Assignments:
• Complete and score the Leadership Practices Inventory (LPI) and Learning Style Inventory (LSI) both of which can be found on our Bb site
• Form Teams for organizing community leadership interviews
• Fundraising and other updates
• Leadership and cultural competence
• Roles and responsibilities
• Final Planning and Checklist

Travel Abroad—Thursday, June 21st through Saturday, June 30th

Post-travel Class:

“We may not know how much we have learned from a place until we have left it.”

FtF Meeting -- June TBD, 5:30-7:30pm, room TBD
Debrief

Final paper due on or before Monday, July 16th

Grading

Incompletes will not be given after this date unless there are extraordinary circumstances warranting this course of action.

Participation and Overall Contribution to Class Learning: 15 points
The best learning occurs when each person takes responsibility for the learning of the entire group. Together we will create a valuable learning experience. Due to the nature of the course material, active participation and contribution is essential for each student to have a successful learning experience in this class.

To enhance learning from each other, we will use a seminar-like approach during our class time prior to and after our return abroad. In between classes, students are expected to continue sharing their thoughts about the reading on the discussion board.
Each student is also expected to contribute to optimizing one another’s learning by sharing videos, reading and mini presentations either while abroad, during scheduled classes or online through Blackboard. The goal in your participation is to help one another have an extraordinary experience for throughout the course.

**Attendance** is extremely important and includes coming to the two pre departure classes the one class after our return on time while staying for its duration.

**In addition, the participation factor will consider the timely completion of your writing assignments.**

**Personal Learning Goals: 5 points**

Often we approach a learning opportunity with our own ideas about important outcomes. One way of looking at this is to ask, “What would I be doing and learning if I were really successful in this course?” Therefore, it is beneficial for you to create a learning plan with your personal learning goals for this course. A guideline for writing your goals called **Learning Goals** can be found on blackboard.

**Reflection Journal: 30 points**

Each day of our travel abroad, you will write a journal entry that reflects upon your experiences and relate them to the reading prior to our trip. Each entry should include a thoughtful exploration of a part of the day’s experience that was particularly meaningful for you and not a rehash of the day’s events. The questions you will address each day are:

1. How does your experience today change your perceptions about yours and other’s leadership?
2. What are experiences that took you by surprise and encouraged you to use sensory perceptions (sight, smell, touch, sounds...)?
3. What do you know now that you didn’t know before?
4. How have your belief systems been challenged today? What did you see that made you rethink what you have always known to be true?

I will keep your reflection journal confidential unless you give me permission to share it with others. Your reflection journal should be submitted to Blackboard in Assignments. If you have crafted a hard copy journal, then you may scan it and post on BB as a PDF document.

**Integrative Final Paper: 50 points**

The purpose of this paper is to deepen the integration of your learning from your experience abroad. After we return from our trip, undergraduate students will integrate concepts and theories from required texts and articles that informs your experience abroad. This 5-6 page paper* will draw on course readings, your journal entries, interview data, your observations and subsequent reflections on lessons learned. You are asked to include your responses the following questions.
1) What themes about leadership and other topics emerged for you?
2) How has your experience abroad changed or informed your perceptions about leadership?
3) How has this course and your experience abroad helped you to be a more effective leader?
4) How does your reading about leadership and culture inform your understanding of your experiences in the US and culturally diverse communities? This is where you explicitly link and integrate into the body of your paper, theories, concepts and models with your own practice of and insights about leadership. Explain how they relate to your own work and life experiences to demonstrate your understanding of the course material.
5) What did you learn from your experiences abroad that inform you about yourself in relationship to other places and people in the world?
6) Reflecting on your experiences, individually and with the group, how did you grow or change through this course? Explicate this growth and change, including the intellectual, psychological-emotional, and interpersonal realms. What learnings will you take with you into the future?
7) Self assess your success in achieving your learning goals as well as a summary of your most important learnings, insights and achievements.

*Graduate students are asked to write a 6-8-page paper described above with a focus on a topic of interest and significance to them that more deeply explores and integrates research and data collected through observation, experience, peer reviewed articles and required reading for this course. Undergraduate students may choose to do this as well.

For information about criteria used to grade your writing, see “Grading Criteria for College Writing”.

If you need course adaptations because of a disability, please make an appointment with me as soon as possible.

**Grading Scale**

A  94-100 pts.  C  74 to 76 pts.
A-  90 to 93 pts.  C-  70 to 73 pts.
B+  87 to 89 pts.  D+  67 to 69 pts.
B  83 to 86 pts.  D  63 to 66 pts.
B-  80-83 pts.  F  0 to 119 pts.
C+  77 to 79 pts.