Leadership
Across the Globe

“Come mothers and fathers throughout the land
And don’t criticize what you can’t understand
Your sons and your daughters are beyond your command
Your old road is rapidly agin’
Please get out of the new one if you can’t lend your hand
For the times they are a-changin’.”
—Bob Dylan

School for New Learning
DePaul University
Spring 2016

General Information:
Faculty: Gregory L. Gilmore
Email: profgregdp@yahoo.com
Telephone: 219/926-1441
Location: Loop Campus
Dates/Time: Thursdays, March 31-June 2, 5:45-9:00PM
Credit Hours: 4

Course Description:
What makes a good leader? Are leaders influenced and formed by time and place or are great economic, humanitarian and political leaders born to their destiny? What characterizes a good leader in our interconnected world and what leadership lessons can we learn from the past?

Globalization has become the buzzword of the 21st century. To some, it is a curse manifested in economic outsourcing, destruction of the rain forest, and exploitation of workers by multi-national corporations, human rights violations, environmental degradation—and much more. Proponents, however, argue that globalization, a phenomenon that has been going on since recorded history, has produced great benefits for many people around the world. Why has a word that has been in our English vocabulary for the past 40 years recently become such a polarizing term, often a focal point of hostile passions that have erupted in violent protests? What exactly is globalization? Where did it come from and who led us here? Why is it seemingly everywhere? What do we need to learn and do to thrive as residents and leaders in the global community? These are some of the many questions we will address in Leadership across the Globe.

This course is designed to take you on a learning journey that will progress along three parallel paths. On the first path you will explore the phenomenon of globalization, its history, the players, both past and present, the winners and losers, the promises and challenges for the future. On the second path you will examine the special challenges that globalization poses to each of us whether we are now in leadership positions or are aspiring to become the leaders of the future. As a class we will analyze several case studies involving leaders selected from different eras, from various walks of life, from around the world that have addressed or are now addressing issues that are global in scope. In this process, you will learn about the leadership principles, values and practices that guided and inspired these leaders. And then on the third path, you will be asked to identify and evaluate the lessons you have learned and their impact on what leadership means to you and the way you evaluate the leaders in your life.

Educational activities in the course are multi-media and include small and large group discussions, journaling, exercises and presentations, research, weekly writing assignments and a final paper.
**Course Learning Goals**

After completing this course, you will be able to:

- Articulate a deeper understanding of the complexities and interconnections of globalization.
- Describe the special challenges that globalization presents to each of us whether we are now in a leadership position or are aspiring to become a leader of the future.
- Explain the lessons you have learned from your examination of the principles, values, actions and the appeal of individual leaders from history whose endeavors have been global in scope and significance.
- Evaluate your own leadership skills and aspirations and those of the leaders in your life.

An overarching goal of this course is to be an enriching, rewarding experience where you will have the opportunity to share ideas in a safe environment.

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**Competencies Offered:**

**H-1-X:** Can describe the roles of individual leaders in history whose endeavors have been global in scope and significance.

**H-5:** Can analyze issues and problems from a global perspective.

**F-X:** Can articulate the lessons learned from studying leaders in history who have addressed global issues and can incorporate the findings into an evaluation of your own leadership aspirations as well as the leaders in your life.

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**Attendance and Class Participation:**

It is important that you attend each class session. DePaul University anticipates that all students will attend all classes. I hope that you will find this class so interesting that you will not want to be absent. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your “tutor” for the missed session. Students missing more than two class of our ten-week course will not have met the requirements for a passing grade.

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*We are not makers of history. We are made by history.*

--Martin Luther King
Course Resources:

Required Text

Required Article and Report Reading:


Deresiewicz, William. “Solitude and Leadership: if you want others to follow, learn to be alone with your thoughts.” American Scholar.

Friedman, Thomas L. and Mandelbaum, Michael. “Help Wanted” That Used to be Us: How America Fell Behind in the world It Invented and How We can Come Back, pp. 80-98.


*All of these reading assignments can be found on the DePaul Library’s electronic reserves (Ares) for this course

Recommended Reading (not required):


“I claim not to have controlled events, but confess plainly that events have controlled me.”

--Abraham Lincoln
**Websites:**

Harvard Business Review  
http://www.hbr.org/explore

Yale Center for the Study of Globalization  
http://www.ycsge.yale.edu/center/index.html

Yale Global Online Magazine  
http://www.yaleglobal.yale.edu

The Institute for Leadership Studies and History  
http://ilsh.org/

Center for Creative Leadership  
Advancing Global Leadership Programs  
http://www.ccl.org/leadership/landing/agl.aspx

Chicago Public Radio’s “Worldview”  
http://www.chicagopublicradio.org/Program_wv.aspx

American Public Media’s “The Story”  
http://thestory.org/archive/

C-Span: American Perspectives  
http://www.c-span/homepage.asp

Bill Moyers’ Journal  
http://www.pbs.org/moyers/journal/index-flash.html

The History Channel  
http://www.history.com

Paul Rogat Loeb  
http://www.theimpossible.org

**Blogsites:**

International Herald  

The Agonist  
http://www.agonist.org/

The History Network  
http://www.thehistorynetwork.org

The History News Channel  
http://www.hnn.us
### Course Schedule

The course consists of ten weekly sessions. The following table outlines the course:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Session One</strong>&lt;br&gt;March 31</td>
<td><strong>Introductions and Course Overview</strong>&lt;br&gt;<strong>Key topic:</strong> The economic and technological forces at play in globalization today.&lt;br&gt;<strong>What is leadership?</strong>&lt;br&gt;<strong>Exploring leadership as a process</strong></td>
<td><strong>Reading and Viewing Assignments:</strong>&lt;br&gt;Chanda, Chapter 1 (introduction—p. 33) and Chapter 8 (pp. 245-269). Bring to class (in writing) TWO well thought out questions along with your notes (2 pages) on the assigned reading and then upload your assignment to the D2L Dropbox. (Dropbox 2.1) Due: Session Two, April 7.&lt;br&gt;Watch “A Conversation with Nayan Chanda” <a href="http://globetrotter.berkeley.edu/people/Chanda/chanda-con0.html">http://globetrotter.berkeley.edu/people/Chanda/chanda-con0.html</a>&lt;br&gt;Watch “Charlie Rose Interview with Thomas L. Friedman” (on electronic reserves)</td>
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<tr>
<td><strong>Session Two</strong>&lt;br&gt;April 7</td>
<td><strong>Globalization: An Historical Perspective</strong>&lt;br&gt;<strong>Researching history: Chronology in Bound Together</strong></td>
<td><strong>Reading Assignments:</strong>&lt;br&gt;Chanda, Chapter 2 (pp. 35-69). Bring to class (in writing) TWO well thought out questions along with your notes (2 pages) on the assigned reading and then upload your assignment to the course D2L Dropbox. (Dropbox 3.1) Due: Session Three, April 14</td>
</tr>
</tbody>
</table>
| Session Three | The Leader: An Historical Perspective | Reading Assignments:  
1. Chanda, Chapters 3 and 4 (pp. 71–143).  
2. Bennis, Understanding the Basics (Ares)  
Bring to class (in writing) TWO well thought out questions along with your notes (3 pages) on the assigned reading and then upload your assignment to the course D2L Dropbox. (Dropbox 4.1)  
Due: Session Four, April 21  
Prepare:  
- Review Gallery of Leaders Study Guide (a handout)  
- Review Guidelines for Final Paper (a handout) |
| --- | --- | --- |
| Session Four | Exploring Leaders around the World and Their Defining Moments | Reading Assignments:  
Chanda, Chapters 5 and 6 (pp. 145–207).  
Bring to class (in writing) TWO well thought out questions along with your notes (3 pages) on the assigned reading and then upload your assignment to the course D2L Dropbox. (Dropbox 5.1)  
Due: Session Five, April 28 |
| Session Five | Exploring Leaders around the World (continued)  
Form Groups  
Reflection Paper on Global Topics (an assignment due on Session Six) | Reading Assignments:  
Chanda, Chapters 7,9 and 10 (pp. 207–320)  
Bring to class (in writing) TWO well thought out questions along with your notes (3 pages) on the assigned reading and then upload your assignment to the course D2L Dropbox. (Dropbox 5.1)  
Due: Session Six, May 5  
Prepare: Review Discussion Groups, Global Topics and Some Initial Resources (a handout) |
<table>
<thead>
<tr>
<th>Session Six</th>
<th>Group Discussions: Global Topics</th>
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<tbody>
<tr>
<td>May 5</td>
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**Reading Assignments**
- Adler and Gunderson, Leading Globally (Ares)
- Deresiewicz, Solitude and Leadership (Ares)

**Prepare:**
Group discussions on global topics

<table>
<thead>
<tr>
<th>Session Seven</th>
<th>Global Leaders and their influence on your own leadership development journey</th>
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<tr>
<td>May 12</td>
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**Reading Assignments**
- George, Discovering Your Authentic Leadership (Ares)
- Badaracco, The Discipline of Building Character (Ares)

**Prepare:**
Review Gallery of Leaders Study Guide and assignment (a handout)

<table>
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<tr>
<th>Session Eight</th>
<th>Global Roundtable: Part One</th>
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<tr>
<td>May 19</td>
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**Reading Assignments**
- Adler and Gunderson, Global Careers (Ares)
- Meister and Willyerd, Ten Forces Shaping the Future... (Ares)

**Prepare:**
- Revisit Final Paper Guidelines
- Roundtable participation

<table>
<thead>
<tr>
<th>Session Nine</th>
<th>Global Roundtable: Part Two</th>
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<tr>
<td>May 26</td>
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**Prepare:**
- Roundtable participation

<table>
<thead>
<tr>
<th>Session Ten</th>
<th>Embracing the Future: Some Final Thoughts</th>
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<tbody>
<tr>
<td>June 2</td>
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**Final Papers Due (Dropbox 10.1)**
Criteria for Assessment:

Leadership around the Globe is a graded course. Your final grade will be based on the successful completion of papers, weekly reading and homework assignments as well as class attendance and participation. Please see the following percentage distributions for specific assignments related to specific competencies:

For any two of the competencies:
- Class attendance and participation: 40%
- Weekly homework assignments: 30%
- Final Paper: 30%

For one competence:
- Class attendance and participation: 40%
- Weekly homework assignments: 20%
- Final Paper: 40%

Assessment Criteria for Each Competence:

If you are taking this course for two competencies, including the H-1-X, H-5 and F-X competencies, you will need to complete a 4-5 page Final Paper for each competency, or an 8-10 page paper, if you combine any two of the above competencies, complete all weekly homework assignments and participate in weekly classroom activities. If you are taking this course for only one competence, you will need to complete a 4-5 page Final Paper, complete all weekly homework assignments and participate in weekly classroom activities. By Session Four, if not earlier, class time will be devoted to reviewing the Guidelines for the Final Paper. I think you will find that ideas and topics for your Final Paper often naturally evolve as the class proceeds. Each week’s work follows a “building block” process.

Written Work will be Evaluated As Follows:

A = designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C = designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.
All papers must be typed, double-spaced with one inch margins, and exhibit college-level writing skills. Please use spell check and any other aids at your disposal. Be sure to read carefully for any grammatical errors. All papers and other assignments must be handed in by the due date, unless you have asked in advance and have received permission from me. In all of the material submitted in this class, you will be expected to uphold the University’s guidelines on academic integrity found in the Student Handbook (Please see below.) To take the course for Pass/Fail, please notify me by Class Two.

**Writing Help:**
For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the *Writing Guide for SNL Students* at [http://snl.depaul.edu/writing/index/html](http://snl.depaul.edu/writing/index/html). For on-campus and online tutoring, see the *DePaul University Writing Centers* at [http://condor.depaul.edu/~writing/](http://condor.depaul.edu/~writing/).

Also see: **Reading, Writing, and Researching for History: A Guide for College Students** at [http://academic.bowdoin.edu/WritingGuides/](http://academic.bowdoin.edu/WritingGuides/)

**Course Grading and Expectations:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectations</th>
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| **A** | Takes a leadership role in initiating and maintaining the flow and quality of class discussion.  
Sets an example by being a highly active, enthusiastic and engaged participant and substantive contributor in all course activities.  
Demonstrates an exceptional understanding of key concepts and ideas and applies that growing knowledge in both written and verbal communications.  
Displays a strong ability to analyze, synthesize and explain complex issues and ideas and draws on the reading, viewing and other assignments in the course in a way that reflects depth of knowledge and also contributes to the learning experience of others.  
Is open to the ideas of others, is always respectful, provides thoughtful and encouraging feedback to colleagues and shows a clear appreciation for the values of collaborative learning  
Engages in meaningful self-reflection and candid self-assessment and is willing to consider the feedback offered by others. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>B</td>
<td>Participation and contributions solidly meet course requirements. Demonstrates a good understanding of course content and that knowledge is generally displayed in class discussions, written work and other course assignments. Overall performance and effectiveness, however, do not reach the expectations at the A level.</td>
</tr>
<tr>
<td>C</td>
<td>Participation and contributions adequately meet course requirements. Overall performance and effectiveness, however, do not reach the expectations of the B level.</td>
</tr>
<tr>
<td>D/F</td>
<td>Participation and contributions do not meet course requirements. Course must be retaken.</td>
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**Course Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-94</td>
</tr>
<tr>
<td>B+</td>
<td>88-90</td>
</tr>
<tr>
<td>B</td>
<td>85-87</td>
</tr>
<tr>
<td>B-</td>
<td>81-84</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>69-72</td>
</tr>
<tr>
<td>D+</td>
<td>65-68</td>
</tr>
<tr>
<td>D</td>
<td>61-64</td>
</tr>
<tr>
<td>F</td>
<td>60 or below</td>
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**Addenda:**

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the quarter. Students not on the roster by this time cannot stay in class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.
In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student’s career at DePaul.

**DePaul University Academic Integrity Policy:** DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit [http://studentaffairs.depaul.edu/homehandbook.html](http://studentaffairs.depaul.edu/homehandbook.html) for further details.

**DePaul University’s Incomplete Policy:** Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

**Instructor:**

Gregory L. Gilmore earned his Master of Arts Degree in Economic Development and International Relations from The Fletcher School of Law and Diplomacy at Tufts University and his Bachelor of Arts Degree, with majors in political science and history, from Bowling Green State University. His career path has included executive leadership, entrepreneurial and consulting experiences in such diverse fields as downtown development, the performing and visual arts, real estate development, life coaching and landscape design. He has been a member of the part time faculty at the School for New Learning for the past twenty years where he has developed and taught an array of courses in the areas of leadership, personal change and the transition process and calling.