

**Course Title: GOVT 4399 ST - Sustainable Leadership:  
Global Leadership by Design**

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Instructor: Dr. Harold Mock

**Course Description**

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In this course, we will examine what it means to be a global-citizen-leader and global leadership in a complex and ever-changing world. There are very few specific roadmaps to follow when it comes to your future careers, navigating relationships, and global issues that have impact across the world. Through this course, you will learn and apply competencies that will help you become a proactive leader, who can take action in the face of ambiguities. Building upon knowledge and skills you have already acquired in your undergraduate experience, you will examine the role of intercultural competence, systems-thinking, and adaptive versus technical approaches as it relates to leadership.

**Objectives: Concepts**

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In our course, you will learn about principles for effective leadership by examining leadership theoretically and in historical case studies. Our theoretical orientation will prepare us to make both positive and normative statements about leadership—the practice of mobilizing people to achieve a desired end. We will bridge the divide between theory and practice, exploring the relationship between leadership and power, authority, and citizenship. Because our course is based at the European Study Center in Strasbourg, many of our case studies will deal with questions of business and politics within the European Union.

**Objectives: Skills**

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In addition to engaging with concepts related to leadership and globalization, we will cultivate our skills as citizens, as leaders, and as members of organizations. Through a variety of focused exercises and inventories, students will reflect on their own strengths and weaknesses. They will practice skills related to communication, problem-solving, and strategic thinking.

## Class Meetings

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Our course is comprised of class meetings, interactive leadership exercises, and class excursions. In our class meetings, we will explore a variety of topics related to globally responsible leadership.

- defining globally responsible leadership
- the challenges of developing globally responsible leadership
- embedding global leadership into political and business operations
- beliefs supporting global leadership
- global leadership practices
- techniques for practicing globally responsible leadership
- implications for the future of leadership in a global community

## Interactive Leadership Exercises\*

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- Full day executive leadership training seminar by a professional leadership trainer
- Presentation and roundtable discussions with members of the EU Parliament on Peace Building and Conflict Resolution in Europe
- Yoga and leadership activity with a French yoga instructor

## Class Excursions\*

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- Full day excursion to Heidelberg, Germany and attend a guest lecture
- Visit the Council of Europe and attend a lecture on Social Charter
- Visit the U.S. Consulate in Strasbourg
- Visit the human resources department of a local company to learn about their corporate social responsibility

*\*Leadership exercises and class excursions may change and are not confirmed until listed on the weekly schedule.*

## Required Texts

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You should purchase a copy of the required text in advance of our first class meeting. To supplement the primary text, I will place materials on our online course page. The required text for purchase is:

- Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed. (Oxford: Oxford University Press, 2017). The book is 134 pages in full.

Additionally, we will share the following texts with you electronically.

- Stephen Van Evera, "A Farewell to Geopolitics," in *To Lead the World: American Strategy After the Bush Doctrine*, ed. Melvyn P. Leffler and Jeffrey W. Legro (Oxford: Oxford University Press, 2008), 11-35.
- Eitan D. Hersh, "The Problem with Participatory Democracy is the Participants," *New York Times* (29 June 2017).

## Contributions

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Our course requires your active contributions to our discussions and learning. In fact, you might look at our course as a discussion about leadership and the theories that explain how leaders are effective. We will practice our oral and written communication, listening, and reading skills and learn to incorporate feedback from others. Each of you has a distinctive background, personality, and communication style that can contribute to a creative and effective learning climate in our class.

## Assignments

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Your grades in this course will be based on (1) your participation in class meetings, leadership exercises, and excursions, and (2) the quality of your two essays.

In our first essay, students will choose one of the excursions associated with their time in Strasbourg—*e.g.*, a visit to the Council of Europe, to the Deutsche Bundesbank, etc.—and identify how they see the principles of globally responsible leadership embodied in that organization. How, for instance, has the organization incorporated globally responsible leadership into its operations? How has the impact of globalization transformed the organization?

In our second essay, students will choose one of the case studies we have discussed in our class meetings and offer a transatlantic assessment. Using the lenses of politics or business, how has your understanding of your topic been transformed by your study in Strasbourg?

## Grading and Assessment

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Your contributions in class, during the interactive leadership exercises, and class excursions will comprise forty percent of your final course grade, and your two essays will count for thirty percent each.

<b>Contributions:</b> Assessed and recorded after each class meeting.	<b>40%</b>
<b>Essay One:</b> Due Friday, July 20 <sup>th</sup>	<b>30%</b>
<b>Essay Two:</b> Due Friday, August 3 <sup>rd</sup>	<b>30%</b>

Essay Two will be completed upon your return to the United States. Send via email to Harold Mock at [harold.mock@gcsu.edu](mailto:harold.mock@gcsu.edu).



**Grading:** Scores of A recognize creative and integrated engagement of the ideas we study with the overall logic of the course. Scores of B denote comprehensive awareness of the most important components of the course. Scores of C represent accurate but selective comprehension. Scores of D signify relevant misunderstanding. Scores of F represent confused or irrelevant work. Late assignments receive a score of F.

**Attendance:** You will receive a grade for each class meeting. Absences from class, leadership exercises, or excursions will receive grades of zero. In calculating your final grade, I will waive the single lowest score. Students who are absent on the day an assignment is due should submit their assignments electronically no later than the beginning of that day's class meeting.

### **Honor and Academic Integrity**

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As a student of the humanities, you are bound by the highest sense of honor and academic integrity. To compromise one's own honor adversely ripples throughout the scholarly community, a community built upon mutual trust. The American Historical Association, in its "Statement on Standards of Professional Conduct," holds that "the trust and respect both of one's peers and of the public at large are among the greatest and most hard-won achievements that any scholar can attain. It is foolish indeed to put them at risk." Those truths apply to every level of your work—from your responses in the classroom to your professional publications. Be mindful that even accidental or subtle violations of professional standards remain, in fact, violations. The AHA writes that "the real penalty for plagiarism is the abhorrence of the community of scholars." Not attributing the concepts of others still constitutes academic fraud, even in craftily reworded sentences. Similarly, providing one citation for an extensively used source amounts to plagiarism.