

# GLOBAL FOUNDATIONS OF CHARACTER AND LEADERSHIP: "I AND THE WORLD"

**Spring 2017**

Section L: Tuesday/Thursday, 9:30 am

Section I: Tuesday/Thursday, 11 am

Classroom 245

## **Instructor**

Dr. Andrea Boggio

Suite F - Room 414

Tel.: (401) 232-6455

[aboggio@bryant.edu](mailto:aboggio@bryant.edu)

## **Office hours**

Tuesday and Thursday: 9:00am-9:30am | 3:30-5:00pm

## **Course Description**

This course is designed to facilitate students' inquiry into the realm of ethics, leadership and character. These are concepts that span both cultures and historical eras; they are fundamentally connected to and grounded in the human experience. In our world and in the daily news, we inevitably see how ethical debates, ideas of character and leadership are woven into public debates influencing our relationships with other cultures and political entities. This class seeks to provide students with a solid foundation for engaging in and responding to moral debates and conflicts. Social, political, religious, economic, and cultural forces have been (and are) at work shaping how we understand what constitutes ethical behavior, good character and virtuous leadership. The class format combines class discussion/debate, mini lectures, activities and exercises.

## **Learning Goals**

In order to develop the skills needed for global engagement, our students need to develop the creative and analytical capabilities to examine contemporary problems in multiple perspectives – historical, economic, social, and cultural. To that end, the course is outcomes driven and based in the four learning goals the Carnegie Foundation has defined as central to a liberal education:

- Analytical Thinking
- Multiple Framing
- The Reflective Exploration of Meaning
- Practical Reasoning

The 2011 report *Rethinking Undergraduate Business Education* from the Carnegie Foundation for the Advancement of Teaching takes these four goals as the central dimensions in liberal learning, which the Carnegie report explains in this way:

The purpose of liberal learning is to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means to engage responsibly with the life of their times. (p. 60)

These four learning goals map clearly onto the Essential Learning Outcomes defined in the AAC&U LEAP initiative (Liberal Education and America's Promise), most particularly in the areas of "Inquiry and Practical Skills," "Personal and Social Responsibility," and "Integrative and Applied Learning"

(<http://www.aacu.org/leap/vision.cfm>). Those LEAP goals speak to the higher order capabilities developed in an entire four-year liberal arts experience, while our Global Foundations course works strictly at the first-year level. Still, by introducing the LEAP Goals, this course clearly sets students on a path developing important capabilities defined within the LEAP Essential Learning Outcomes:

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Information literacy
- Teamwork and problem solving
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

For these particular learning goals, the LEAP Value rubrics offer a peer-reviewed and tested basis for assessment of learning outcomes.

### **This particular section**

This section *I and the World* focuses on how we, as individuals, connect with other humans, nonhumans, and the environment. In addition to the overall learning goals that are common to all GFCL sections (and that discussed in the previous section of the syllabus), this section aims at achieve the following two goals:

1. Students will develop a sense of self that is connected with the moral obligations that can be drawn from our connections to the world;
2. Through an interdisciplinary approach that draws ideas, concepts, and evidence from various disciplines, students will have some understanding of the specific point of view of major disciplines in the arts and sciences (law, philosophy, history, genetics, psychology, political science, and the arts).

### **Assessing Learning Outcomes:**

As a key a part of the Gateway Experience, assignments in this course will require students to demonstrate your performance on five key learning outcomes.

#### **Effective Communication:**

You will demonstrate the ability to effectively develop and express ideas both in writing and orally.

Your performance on relevant tasks will be evaluated with regard to your ability to:

- Demonstrate awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).
- Use appropriate and relevant content to develop and explore ideas.
- Exhibit an ability to follow expectations appropriate to written or oral task(s) for basic organization, content, and presentation.
- Use of language that generally conveys meaning to your audience with clarity.

#### **Critical Thinking:**

You will exhibit the habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Your performance on relevant tasks will be evaluated with regard to your ability to:

- Describe an issue/problem to be considered critically so that understanding is not seriously impeded by omissions.

- Interpret/evaluate of information from source(s) to develop a coherent analysis or synthesis.
- Questions some assumptions, both your own and those of others.
- State a specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.
- Develop a conclusion which is logically tied to information; related outcomes (consequences and implications) are identified clearly.

### **Diversity Awareness:**

You will demonstrate your development of a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse global, social, cultural, and political contexts. Your performance on relevant tasks will be evaluated with regard to your ability to:

- Identify your own cultural rules and biases
- Demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- Identify components of other cultural perspectives and begin to recognize more than one worldview.

### **Ethical Reasoning:**

The ability to assess you own ethical values and the social context of problems, recognize ethical issues in a variety of settings. Your performance on relevant tasks will be evaluated with regard to your ability to:

- State both your core beliefs and the origins of the core beliefs.
- Recognize basic and obvious ethical issues and grasp some of the complexities or interrelationships among the issues.
- State a position and state the objections to, assumptions and implications of, and shows a developing ability to respond to each.

### **Information Literacy:**

The ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Your performance on relevant tasks will be evaluated with regard to your ability to:

- Determine the nature and extent of information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Use information effectively to accomplish a specific purpose.
- Demonstrate an understanding of the many economic, social, and legal issues surrounding the use of information and accesses and uses information ethically and legally.

### **Co-Curricular Integration:**

This course is not a stand-alone entity, but rather an integrated piece of the larger First-Year Gateway Experience. Faculty and staff involved in the Gateway Experience have coordinated to offer a variety of opportunities to explore curricular and co-curricular connections. This course will require student participation at **10 events** during the semester.

I will provide updates on dates and/or new events as the semester moves forwards. Here are the required/suggested co-curricular activities as of today:

## **SIX MANDATORY EVENTS**

1. MyPath Keynote Speaker (<http://my.bryant.edu/portal/mypath-at-bryant/>) (Feb. 15)
2. GFCL spring speaker (March, exact date TBA)
3. RED17 Keynote speaker (April 12)
4. FIRST First-Year Gateway session  
(<http://intranet.bryant.edu/resources/ace/files/Spring%202017%20ACE%20Workshop%20Schedule%20-%20Blackboard.xlsx>)
5. SECOND First-Year Gateway session
6. ONE ACE or Writing Workshop  
(<http://intranet.bryant.edu/resources/ace/files/Writing%20Center%20Workshop%20Schedule%20Spring%202017.docx>)

## **FOUR ADDITIONAL EVENTS**

Four of the following events:

- Additional Gateway sessions, Ace workshops, or writing workshops
- ACE 102  
(<http://intranet.bryant.edu/resources/ace/files/ACE%20102%20Tour%20Schedule%20Spring%202017.xlsx>)
- Career Planning 101 (attending it counts for 2 events since it is a 5 week course),
- Internship Showcase
- Amica Center events
- On-campus event with a guest speaker
- University speakers
- Cultural events
- Study Abroad sessions

A list of ACE events is posted on OneNote (sharepoint) under "Evaluation and grading/Co-curricular requirements."

Whenever you attend an event, you should send me an email stating which event you attended and whether or not the event is a swipe event

- If the event is a swipe event, you must write a paragraph of personal reflections on the event;
- If the event is not a swipe event, you must add a brief description of the event with a paragraph of personal reflections on the event.

## **Evaluation and Grading**

### **Letter grades**

- 93-100%: A
- 90-92%: A-
- 87-89%: B+
- 83-86%: B
- 80-82%: B-
- 77-79%: C+
- 73-76%: C
- 70-72%: C-
- 67-69%: D+

60-66%: D  
59% or below: F

### Grade Components

ePortfolio	5%
Co-curricular activities and reflections	20%
In class Exercises/Participation/Post-class Reflections	25%
Midterm	25%
Final 9:30AM section: May 12 at 6:30 pm 11AM section: May 9 at 10 am	25%

### Readings

There is not required textbook.  
Readings posted on OneNote (via sharepoint).

### Administrative Policies

Political and ethical debates often involve strong opinions and values. Universities should encourage free and open debate on controversial issues; however, strong opinions must be conveyed in an atmosphere of respect and tolerance for others' often equally strong opinions.

Academic honesty is the cornerstone of research and intellectual debate. Cases of academic dishonesty will be dealt with in the swiftest possible fashion according to university regulations. If you have any questions regarding what constitutes plagiarism or cheating, please ask me. Students should also review Bryant's Academic Honesty policy at <http://policies.bryant.edu/2016/09/02/academic-honesty/>.

### Attendance, Class Participation, and Effort:

Class preparedness and participation are essential to success in this course. The Bryant University Student Handbook indicates clearly that attendance is expected. This class is no exception. Indeed, part of the final grade is based on class attendance and participation (see "Student Work, Tests, and Grading Policies"). Laptop use is permitted only for note-taking purposes. Finally, according to the Bryant University Student Handbook, students must contact the Academic Records Office in the event of situations requiring prolonged absences. In addition, please provide independent notice to me in advance of the absence.

### Our Gateway Partners:

Academic Advising: Chris DaCosta, Senior Academic Advisor  
[cdacosta@bryant.edu](mailto:cdacosta@bryant.edu). Office: 1st floor of the Unistructure, M-wing

Student Affairs: TBA

E Portfolio: Laura Kohl, Associate Director of Library Services, Douglas and Judith Krupp Library: [lkohl@bryant.edu](mailto:lkohl@bryant.edu)