

## **OLIS 608: Leadership in Integrity**

*CRN 24598*

Lawrence 230

Mondays, 12-1:50 pm

Fall 2014

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Office Hours: by appointment

### **Course Overview**

The Oregon Leadership in Sustainability (OLIS) Program is concerned with the ways in which leaders in government, non-profit organizations, communities and business institutions address some of the most important problems facing society today. This is the second course in a series of three focused on individual and group leadership development in light of adapting to complex problems. As a workshop, this course employs a variety of tools to strengthen personal awareness and skills in terms of leadership for sustainability: individual reflective exercises, group exercises, dialogue - ultimately a game plan for developing leadership capacity as change agents for a drastically and potentially transformational societal shift.

The purpose of the workshop is to provide students a space for learning and reflection regarding their future leadership role.

### **Course Objectives**

By the end of this course, students are expected to:

- Understand their personal values, beliefs, passions.
- Communicate and collaborate more effectively through facilitation, dialogue, and outreach.
- Compare and contrast various theoretical scholarship within the leadership and sustainability theory field.
- Compare and contrast competing theoretical scholarship within the social change and resilience theory field.

### **Course Content and Structure of Sessions**

**Week 1, January 5:** Course Overview, discussion of cultural humility and privilege

**Week 2, January 12:** Job Search Workshop with Rhonda Smith

**Holiday, January 19:** Martin Luther King, Jr. day

Download and Review:

[http://www.ssireview.org/articles/entry/climate\\_science\\_as\\_culture\\_war](http://www.ssireview.org/articles/entry/climate_science_as_culture_war)

Identify and briefly describe a consensus-based process that can be used in negotiation or conflict resolution, give an example of how it has been applied, and write about a current or future setting in which it may be useful in your work. (2 pages, to be sent via email by Jan 26)

### **Week 3, January 26: Culture, part 1 (national issues)**

Download and Review from Blackboard:

1. Green 2.0 Executive Summary
2. Diversifying the Conservation Movement

### **Week 4, February 2: Culture, part 2 (international issues)**

Download and Review from Blackboard:

1. GRI Social Disclosure Framework
2. Green Empowerment 2013 Annual Report

### **Week 5, February 9: Policies and Implementation, part 1**

Identify and briefly describe an historical national or international example of environmental justice and trace the processes (successful and unsuccessful) that led to current policy decisions. Focus on groups involved, resources needed, and total time spent. (2 pages, sent by Feb. 9)

### **Week 6, February 16: Current Case Study – PLACE, Catlin Gabel**

Download and Review from Blackboard:

1. Catlin Gabel's Make Your Place

We will work collaboratively to develop a program evaluation for PLACE.

### **Week 7, February 23: Labor**

Guest Presentation

### **Week 8, March 2: Policies and Implementation, part 2**

Prepare an annotated bibliography on a current environmental issue that involves a significant cultural and social dimension. The 5 sources may include news articles, academic analysis, and organizational reports (such as annual reports). Identify and briefly describe the source, perspective, and audience and gauge impact. (2 pages, due March 2)

## **Week 9, March 9: Training**

TBA

## **Week 10, March 16: Scenarios**

Prepare a program assessment with provided rubric. (4 pages, due March 16)

### **Assignments and Evaluation**

- 25% Class Participation: Preparation of readings, discussion and quality of engagement with peers
- 25% Professional Development work with Rhonda Smith
- 25% Ongoing Written Assignments
- 25% Final Program Assessment

### **Inclusion Statement**

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.