**Christopher newport University – In partnership with Anglo-American University**

**LDSP 320: Leadership Through the Ages**

**Study Abroad Course Summer 2020**

**Instructors:**

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**Course Description from Catalog**

LDSP 320. Leadership Through the Ages (3-3-0) Prerequisite: LDSP 240 with grade of C- or higher. In attempting to understand leadership in the 21st Century, one cannot ignore the insights and practices of significant figures from the past. This course is designed to introduce students to some of the most influential historical leaders and thinkers from throughout the world and to examine how their lessons in leadership may or may not be applicable to current leadership issues. Using an interdisciplinary approach, students will study leaders acting in multiple contexts to understand how the contemporary and immediate situational factors influence leadership behavior.

**Introduction**

This study abroad course is focused on dissidents, sages, and resistors who wrought change within various European nations, including The Czech Republic and Germany. Through academic study, dialogue, personal observation, cultural experiences, and contextual analysis students will learn the dynamic role context plays in shaping leadership processes, stories of resistance, and effective social change. Students will complexify their understanding of good and bad leadership through studying specific leaders and their collaborators and attempt to analyze what they said and did in light of the places, people, history, and cultural environment that shaped them and their relationships. Some leaders will be inspiring, some will serve as a warning, and almost all will be a mix between the two. We will draw on classic leadership texts, biographies, writings, and art to draw implications for our own lives, our communities and aspirations.

**Course Objectives**

**Big Picture: *To better understand the role of context, agency, and storytelling in leadership processes as we experience the culture and places that shaped leaders.***

By the end of this course, you (students) should be able to:

1. Describe leadership situations and tactics of specific historical figures using terms and concepts from the field of leadership studies;
2. Identify relevant contextual elements and their implications for leadership processes
3. *To identify and distinguish cultural values, practices, and particular heritages associated with particular leaders and their influence;*
4. Compare and contrast European leaders related to their contexts, aims, and outcomes;
5. Use an expanded historical understanding regarding the role of leadership, the selected leaders’ life and times, and perceptions of failure and success regarding each selected figure’s impact on history.
6. Increase your awareness of how the study of leadership can provide insight into historical change and further develop your foundation to personally, knowledgably, and effectively engage the conversation of leadership studies.
7. *Analyze issues with an appreciation for different cultural perspectives and their implications for leadership processes*
8. Apply fundamental principles, generalizations, and/or theories regarding leadership, leaders’ stories, and context to current leadership issues.
9. *The ability to analyze issues with an appreciation for different cultural perspectives and their implications for leadership processes*
10. Analyze and critically evaluate ideas, arguments, and points of view regarding leaders’ ideas, contexts, behaviors, and principles in application of leadership knowledge (Important)

**Required Texts:**

1. Havel, V. (1990) *Disturbing the Peace: A Conversation with Karel Huizdala.* New York: Alfred Knopf.
2. Wren, T. J. (1995). *The leader’s companion: Insights on leadership through the ages.* New York, NY: Free Press**.**
3. Course packet provided by the instructors. This packet will include biographical material on the leaders we will study, relevant leadership readings, and writings and artwork from the leaders themselves. ***Students should print this material, read it carefully and bring it with them on the trip to refer to and reflect upon.*** These will serve as a foundation for our discussions and the places we will visit.

**List of Assignments and Weights**

Each assignment is described in the syllabus (often with further details to follow).

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| --- | --- |
| Course Engagement | 10% |
| Scholar Quizzes | 15% |
| Pre-U.S.-Departure & Pre-Prague-Departure Reflection Journals | 10% |
| Reflection and Research Journals | 20% |
| Leadership Context and Story Research Paper Outline | 10% |
| Leadership Context and Story Research Paper | 35% |
| TOTAL | 100% |

**Assignments Overview**

***Course Engagement 10%:*** *Evidencing engaged presence with content and course community. It is expected that you will have access to assigned course readings in class.*

Students are expected to attend all pre-trip sessions and come to class on time and prepared (this is “attendance”, i.e., having done all assigned readings and completed all assignments for the class period), engage in critical thinking throughout discussions, contribute thoughtfully and vocally at level consistent with but stretching of personality (this is “class participation”), and evidence active engagement and mental presence during each class session (this is “presence”).

Curiosity and the critical thinking that results from it are requirements for thoughtful engagement and learning in this class, as well as the respect and open-mindedness that allow for truly understanding others’ point of view and convictions. This includes your conduct when we are traveling and interactions with the professor outside of class, emailing or contributing a note in a relevant group thread when you come across an article, thought, etc. that resonates with our course content, etc.. See policies related to course engagement below:

* ON ABSENCE: Physical and mental presence in class is required for a **perfect** course engagement grade.
* Attendance is typically taken regularly at the beginning of the course, yet decreasing in formality as I get to know you.
* Missing a class session will affect your grade, yet we recognize that students could experience an illness or conflicting demands that would interfere with class sessions.
* Providing a doctor’s note does not excuse you from using a “free” absence—and while it is NOT necessary to explain to me why you are absent, you are welcome to communicate excuses and justifications (note these are not the same!).
* If you have an extended illness or emergency, please talk with me about the situation.
* Missing class does NOT waive the due dates for assignments.
* SCHOLAR: We will use Blackboard Scholar (available via your CNUConnect login) for **selected** aspects of the course. Your participation on the site is required. Please make sure you can access the course site as soon as possible. If you are new to using Scholar, stop in to the IT Services Help Desk in the Trible Library, 24/7 Room. If you have difficulty with the course site at any time during the semester, contact the Help Desk at [ITService@cnu.edu](mailto:ITService@cnu.edu) or 757-594-7079, or submit an Online Helpdesk Request at <http://support.cnu.edu/>. Course announcements, assignment details, changes, and other important information communicated via Scholar are considered formal notice to students.
* ON USE OF EMAIL: For this course, also be prepared to check your CNU email account daily (which you should do anyway!! ☺). We will send some announcements and personal communications via email and scholar. Also, please ONLY email me from your CNU account, as I will not open email sent from a non-CNU email address. Again, please do not anticipate immediate responses to email sent in the evenings, late at night, or on the weekends.
* ON TECHNOLOGY: \*Please note, technology in the form of certain apps and websites will be utilized in navigating the study abroad experience. We will go over these in our pre-departure meetings.\* As far as all lecture hours during the course, the following apply: Please make sure your cell phone is on silent prior to the start of class. Nonverbal communication of cell phone/“texting posture,” and “laptop zone-out” evidence distractions and interruptions that could result in point deductions from your final grade. Laptop use is only permitted for those who have learned the discipline of using it as a learning tool, therefore believing it necessary for their success and having no desire or inclination to even entertain temptations of being distracted from their purpose in being here--or a required accommodation from the Dean of Students Office. In the event a laptop use becomes an evident temptation and distraction, you may be asked to put it away and lose course engagement points.

***Scholar Quizzes* 15%**

Your understanding of the theoretical underpinnings and ideas that frame this course is essential. Therefore, you will complete scholar quizzes on the readings for this course. Quizzes will be 10 questions involving T/F, multiple choice, fill in the blank, etc. concerning the readings from the unit.

***Pre-U.S.-Departure Expectations & Pre-Prague-Departure Synthesis Journals 10%***

1. Example Questions for PreDeparture Expectations Portion:
   1. What and/or whom influenced your decision to study abroad? What do you hope to gain from being abroad? Personally? Regarding your understanding of leadership?
   2. Imagine yourself after the experience has concluded. What do you anticipate having to share with peers, family, or reminiscing about with classmates and instructors? Potential employers? Prospective study abroad students?
   3. How do you anticipate being changed by this experience? What would make it successful? Disappointing? What will be your standard of measure for assessing its value within your experiences?
   4. What do you anticipate being most challenging about studying abroad? Most enjoyable? What might be beneficial ways to respond to such anticipated challenges as well as enjoyable experiences?

2. Example Questions for Final Synthesis Portion:

1. What did you learn about your own values, cultural dispositions, personal challenges, assumptions shaped by your usual context, and aspirations through the experience of this course?
2. What are five lessons you learned about the relational process of leadership and change through this course?
3. Which leader was the most inspiring or cautionary to you personally? Why?
4. What new concepts or ideas were compelling to you? How will you apply them to your own leadership practice?

***Reflection and Research Journal (10%): Due submitted to instructor PRIOR to leaving Prague***

You will be expected to keep a hand-written journal (like Moleskine or others you can find in bookstores or online) of your thoughts, experiences, and research that you will do during the course. In one sense, this will be a personal journal of your experience and, therefore, will be kept confidential. On the other hand, it will be a compilation of what you are learning and processing before, during and after our travels. Study abroad is both an intensely personal and deeply intellectual and emotional learning experience. One framework we use for reflection on experience was first articulated by David Kolb and since used and refined by others. Here is a summary:

1. Concrete experience: What happened? This can be both experience, conversation or something that struck you personally during a class session or cultural experience. Describe it in detail, quote or summarize.
2. Reflective observation: So what? What did the experience mean in terms of the challenge, confusion, clarity, or inspiration. Why did it strike you or cause discomfort or elicit an emotional response? Here you can interpret, analyse, make a personal connection, or evaluate.
3. Abstract conceptualization: And? What new thoughts or connections come up for you when you think about course readings, your previous experience, and new experiences. What lesson(s) is there for you and for your leadership? What are you learning about your own values and worldview? How did your experience or a new culture or cultural understand change your interpretation of the leader we are studying?
4. Active experimentation: Now what? This is the place of application of learning, to consider the practical implications of new and old concepts. How will what you’ve learned result in new behaviors? How will you take what you’ve learned back into your life at CNU and after

Since we will be studying eleven leaders, you will be expected to have at least eleven journal entries (in addition to the pre-U.S.-Departure expectations and pre-Prague-Departure synthesis journals--overviewed above) Thirteen total entries are expected, but we recommend you do more and get in the regular habit of journaling during this rich experience.

***Leadership Context and Story Research Paper Outline 10% Due before departure***

Prior to departure it will be expected that you submit your selected leader subject for the final paper, your projected sources, and a preliminary paper outline.

***Leadership Context and Story Research Final Paper 35% Due shortly after our return, August 5th***

You will select one of the historical figures we are studying in class for research and analysis in terms of the influence of multiple layers of context on the person’s leadership. You must reference a **minimum of five books and/or journal articles**. Note**: Wikipedia and similar sites are not acceptable.**

We highly recommend that you begin research on your selected leader before we depart for our trip. Upon selecting a leader, references, and beginning to frame your paper—you will write a 2,500 – 3,000 word paper on your selected leader, and the context within which he/she interacted. The parameters for selecting a leader-figure who will serve as the subject of your paper are as follows:

* The figure must have had a biography written about them AND/OR be referenced in SCHOLARLY ARTICLES in the library database system. YOU MUST HAVE A REPUTABLE BIOGRAPHICAL WORK AS A REFERENCE.

Your paper should include:

* An introduction and thesis statement (you must make a claim about how your selected figure/s exhibited leadership processes within their context, or what we can learn about leadership through looking closely at this leader); quality, thoughtful transitions, and a conclusion
* Coverage of “agency”/the person (background, traits, etc.), major influences on their life and thought and what they are known for; as well as an acknowledgement of their followers and seeming purpose.
* Coverage of aspects of the person’s context using the Wren & Swatez model (explicitly cover historical, contemporary, and immediate context factors).
* A thoughtful, yet concise discussion of acknowledged connections between the person (agency) and their context (structure) in terms of the leader’s stories (We’ll go over with Gardner reading). How was their personal story shaped by their context? What story/ies did they choose to tell and what medium or processes did they use to [story]tell? How were people affected by/respond to their storytelling? How did they affect change?
* Applications of selected theoretical leadership perspective/s which you believe help explain or clarify the change that resulted from their agency.
* References to a minimum of five books and/or scholarly journal articles is required for C grade.

**Written Work**

All written assignments should be in 12 pt., Times or Times New Roman font, with 1-inch margins, and APA style citations/references (see guide in syllabus and use Purdue owl as resource). All written assignments should be submitted via Scholar SafeAssign AND in Hard Copy format upon collection in class. Timely email submissions accepted/requested in some situations. If your work does not meet these specifications, you can expect a deduction.

**Grading Scale**

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| --- | --- |
| 93-100= A  90-92 = A - | "A" grades reflect the "wow" factor.  This shows exceptional, extraordinary effort and results. "A" grades reward work that achieves the highest level of excellence. |
| 87-89 = B+  84-86 = B  81-83 = B - | "B" grades reflect the "very good" factor.  This shows effort exceeding average and work that is of high quality, but short of excellence. |
| 78-80 = C+  75-77 = C  72-74 = C - | "C" grades reflect average work and satisfactory results. |
| 69-71 = D+  66-68 = D  63-65 = D - | "D" grades reflect less than sufficient effort and less than adequate results. |
| 62 and below= F | "F" grades reflect far less than sufficient effort and results, or may be given in response to violation of academic integrity. |

**Grading Processes and Assistance:**

Grading within the discipline of leadership studies and many other disciplines is often a subjective exercise. Alongside this acknowledgment, I am committed to fairness, varying perspectives, review and reconsideration within the grading process to a reasonable point. Please know I am available throughout the course for assistance on assignments, and often make specific attempts, assignments, and allocations of time for just such purposes. Once assignments are submitted, I strive to maintain a reasonable returned grade goal. Returned grades typically means the assignment is either in hand with the respective grade according to indicated parameters AND/OR posted in the blackboard scholar grade center. I am committed to students checking grades early, often, or as needed in maintaining awareness of course performance—and I am available for assistance towards meeting your goals. Prior to teaching I coordinated student success efforts, and as such, am ever “for” you from my heart in your educational efforts. It is a true joy of mine to help you however I can. If you have questions *don’t hesitate* to contact me.

If you receive a grade that you believe does not properly reflect the quality of the work you submitted, you are invited to make a private inquiry as well as be prepared to explain and document (making reference to the grading scale above) why the grade for the particular assignment is unfair. Much of what we do is subjective, thus, in the event you do not understand my reasoning, it is incumbent upon me to make myself understood and visa versa. Also please note it is a matter of courtesy, respect, and integrity that questions and complaints come to the party in question first before circulating to others (in this case, me). Serious consideration will be given to any written request received within 10 days.

Assignments are to be submitted on the date due, at the time specified, and via the channel specified (scholar, hard copy, etc.). I reserve the right to exact a penalty for late work (quizzes/exams included where relevant). Due dates are clear and fixed, unless it is announced otherwise or there is an arrangement in advance for exceptions. All work submitted after the date and time due will be penalized at the discretion of the professor.

**University Resources and Reminders**

**Academic Integrity: DO NOT CHEAT. EARN YOUR OWN DEGREE.** Integrity is integral to a life of leadership. The future of our nation and our global community depends on you—as a member of our next generation of leadership—to exhibit honesty and integrity and lead by example. Accordingly, the CNU Honor Code is enforced in this class**. *“On my honor, I will maintain the highest possible standards of honesty, integrity, and personal responsibility. That means I will not lie, cheat, or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”***Any violation of this code will be met with appropriate sanctioning. In adhering to the honor code, students are to make certain their work is their own and must give credit where credit is due. Additionally, if a student becomes aware of any violation of the honor code, she or he is obligated to report the violation to the professor, the chair of the department, or an individual in the CHECS office. We all fail the PERFECT standards of integrity, yet we strive to uphold the vision and acknowledgment of such—sometimes through admission of guilt, apologizing, and seeking to make things right. Plagiarism is representing someone else’s work or ideas as your own. **Be aware that if a student is discovered to have plagiarized any major assignment, he or she will fail this course.** If you have any questions concerning what constitutes plagiarism, please contact me at any time. In this class, students are required to submit formal papers through SafeAssign. Academic integrity is the foundation of college life at Christopher Newport University. All members of the CNU community are responsible for working together to establish and uphold an environment conducive to an honorable academic endeavor. In no case will academic dishonesty be tolerated. On commencement day, you will want the degree conferred to be one that you actually have earned—lest your character resemble “termites holdin’ hands” (the opposite of integrity).

**Learning Accommodations/Disabilities:** In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Jacquelyn Barnes, Student Disability Support Specialist in Student Affairs (594-7160) to discuss your needs. Students with documented disabilities are to notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

**Student Success:** We want you to be successful at CNU. This requires that you have an idea of what it looks like for you to be successful, and that you also desire to achieve the vision of success you have for yourself. I encourage you to reflect upon and share your vision of your own personal success with those who want to help you succeed (myself included!). Please feel free to come see me during my office hours or to schedule an appointment if you have questions, concerns, or even specific curiosities about the course and material. I want you to succeed in this course and at Christopher Newport. I encourage you to come see me during office hours or to schedule an appointment to discuss course content or to answer questions you have. If I become concerned about your course performance, attendance, engagement, or well-being, I will speak with you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

**Academic Support:** The Center for Academic Success offers free tutoring assistance for Christopher Newport students in several academic areas. Staff in the center offer individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your work as well as provide assistance with global tasks. Go as early in the writing process as you can, and go often! You may visit the Center for Academic Success to request a tutor, meet with a writing consultant, pick up a schedule of workshops, or make an appointment to talk one-on-one with a University Fellow for Student Success. The Center is located in Christopher Newport Hall, first floor, room 123.

**From the Center for Career Planning:**

Your post-CNU success is important and is dependent upon how you use your time in and out of class. The Center for Career Planning (CCP) is a resource to help you identify and pursue activities to connect your academic and career interests. You are encouraged to complete your Handshake at CNU profile; network at career fairs; take advantage of on-campus interviewing, career panels, and employer events throughout the semester; and schedule at least one individual meeting per year with the CCP staff. Schedule an appointment and find out about CCP events at [cnu.joinhandshake.com](http://cnu.joinhandshake.com/), or by calling 757-594-8887.

**The Leaders we will study:**

**Unit 1 - Representative Fighters**

1. **Jan Hus:** Czech theologian, philosopher and church reformer.
2. **T. G. Massaryk:** philosopher, sociologist, statesment, politician and advocate for restructuring and independence; founder of Czechoslovakia.
3. **Milada Horáková:** lawyer and politician who resisted occupation of Czechoslovakia in the 1930s-1940s and was killed by the communist party.

**Unit 2 - Power of the Powerless**

1. **St. Agnes of Bohemia:** 13th Century princess who joined the religious order of Poor Clares and devoted her life to caring for the sick and poor in Prague.
2. **Jan Palach:** Czech student whose self-sacrificial protest is considered to have catalyzed the Velvet Revolution
3. **Václav Havel:** playwright and dissident who led the Charter 77 movement for human rights, the Velvet Revolution and become the first President of the Czech Republic in the 1990’s.
4. **Dietrich Bonhoeffer:** German theologian and pastor who resisted Hitler’s rise to power while many Catholic and Protestant churches in Germany joined Hitler.

**Unit 3 - Overcoming Resistance, Staying Authentic**

1. **Marie Terese:** only female sovereign of Habsburg House who held a 40 year reign
2. **Franz Kafka:** Jewish writer of major influence who explored themes of alienation, existential anxiety, guilt, and absurdity in Central European life.
3. **Frantiska Plaminkova:** Czech teacher, feminist, and suffrage activist executed by the Gestapo.
4. **Madeleine Albright:** Czech American politician and former U.S. Secretary of State (1997-2001), diplomat and friend of Václav Havel.

**Projected Course Schedule and Itinerary**

**This course is a traditional study abroad course which will run through CNU’s Extended Summer Term from May 11 - August 7, 2020**

**Category Content Contact Minutes**

Pre-Departure Class 1 CNU: Overview 60

Pre-Departure Class 2 CNU: Wren on History & Context 75

Quiz 1 on Scholar

Pre-Departure Class 3 CNU: Burns on Context & Causation 75

Quiz 2 on Scholar

Pre-Departure Class 4 CNU: Gardner on Leader Storytelling 75

Quiz 3 on Scholar

subtotal: 285

Other Pre-Departure Assignments: Review of Coursepack, Paper Outline Elements, Pre-U.S. Departure Expectations Journal

U.S. DEPARTURE/PRAGUE ARRIVAL July 11-12

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| **Date** | **Activities** | **Contact Minutes** |
| **Sunday, July 12** | Arrival and transportation from Airport to AAU Housing |  |
| **Monday, July 13** | 9:00 – 10:00 Tour of AAU area and icebreaker activity with AAU coordinator/guide  10:00 – 12:00 am AAU Lecture I: Czech history/leadership (Josh Hayden & Milada Polisenska, historian)  Midday Lunch at AAU Cafe  Afternoon Guided tour I: Tour of Prague Castle/Castle gardens with AAU guide  Evening Welcome dinner with AAU staff | 120 |
| **Tuesday, July 14** | 9:30 – 11:30 am AAU Lecture II: Jan Hus (Lori)  Midday Lunch at AAU cafe  Afternoon Academic visit I: [The Bethlehem Chapel](https://en.wikipedia.org/wiki/Bethlehem_Chapel) with CNU professor (Lori)  Evening Movie screening I at AAU “Jan Hus” with AAU faculty commentary | 120  45 |
| **Wednesday, July 15** | Morning All day excursion (I): Hussite [Museum](https://www.visittabor.eu/the-hussite-museum) in Tabor by train with AAU coordinator  Midday Lunch in Tabor  Afternoon Guided tour II: Old Town [underground tunnels](https://www.visittabor.eu/the-hussite-museum) |  |
| **Thursday, July 16** | 9:30 – 11:30 am AAU Lecture III: T.G.Masaryk (Josh)  Midday Lunch at AAU Cafe  Afternoon Half day excursion I: [Museum of T.G.Masaryk in Lany](http://www.muzeumtgm.cz/en/museum-of-tg-masaryk-in-lany/) with AAU coordinator by minibus  Evening Dinner ON OWN | 120  60 |
| **Friday, July 17** | Morning Academic visit II: Museum of Communism or similar exhibition including lecture on Milada Horakova with (Josh)  Midday Lunch at AAU cafe  Afternoon Academic visit III: [Vysehrad Castle and Cemetery](https://www.prague.eu/en/object/places/137/vysehrad?back=1) (symbolic grave of Milada Horakova) with AAU coordinator/guide  Evening Movie screening II at AAU (Milada) with AAU faculty | 120  130 |
|  | TOTAL | 715 |
| **Saturday 18 - Sunday 19 July** | FREE WEEKEND IN PRAGUE |  |

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| **Monday, July 20** | Morning All day excursion II (academic visit IV): Birth House of Jan Palach in Vsetaty by train with AAU professor (Josh)  Midday Lunch in Melnik  Afternoon Guided tour III: [Melnik Chateau](https://www.lobkowicz-melnik.cz/en/english/) with AAU coordinator | 120 |
| **Tuesday, July 21** | MorningAcademic visit V: [Convent of St.Agnes from Bohemia](https://www.prague.eu/en/object/places/768/national-gallery-prague-convent-of-st-agnes-of-bohemia-narodni-galerie-praha-klaster-sv-anezky-ceske) with AAU professor (Lori)  Midday Lunch at [Convent Restaurant](https://anezka.kalinarestaurant.cz/about-us/?lang=en)  Afternoon Free afternoon in Prague  Movie screening III (“[Jan Palach](https://www.imdb.com/title/tt8443592/)”, 2018) with AAU faculty commentary (Josh) | 60  60 |
| **Wednesday, July 22** | 9:30 – 11:30 am AAU Lecture IV: Vaclav Havel (Josh)  Midday Lunch at AAU Cafe  Afternoon Academic visit VI: [Vaclav Havel Library](https://www.vaclavhavel.cz/en/) - permanent exhibition on VH or another event (depending on the schedule) with AAU professor (Josh) | 120  60 |
| **Thursday, July 23** | 9:30 – 11:30 am Academic visit VII: Vaclav Havel (Ondrej Pilny)  Midday Lunch at AAU Cafe  Afternoon Individual research/study  Evening Dinner ON OWN  Theater on the Balustrade/Havel’s play with AAU professor (Josh) TBDO | 120 |
| **Friday through Sunday (24 - 26 July)** | Excursion to Berlin by train. Academic content: Reichstag, Berlin Wall, Holocaust Museum, visit to Bonhoeffer Museum including lecture (Lori).  Housing at a youth hostel. | 120 |
|  | TOTAL | 660 |

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| **Monday, July 27** | 9:30 – 11:30 am AAU Lecture VI: Maria Theresa (Josh)  Midday Lunch at AAU Cafe  Afternoon Guided tour IV: Jewish Prague, Jewish Quarter and J.Museum with AAU guide  Evening Dinner ON OWN  OPTIONAL: movie screening IV at AAU e.g. “[Divided we fall](https://en.wikipedia.org/wiki/Divided_We_Fall_(film))” (Josh) | 120 |
| **Tuesday, July 28** | Morning Academic visit VIII: [Franz Kafka](https://kafkamuseum.cz/en/)’s Museum with AAU professor (Lori)  Midday Lunch at AAU cafe  Afternoon Guided tour V: [David Cerny Sculpturework](https://www.theguardian.com/travel/2012/aug/10/david-cerny-sculpture-walk-prague-city-break) with AAU guide  Evening Dinner ON OWN  Theater play e.g. The Estates Theater - Kafka: The Trial (balley) (Lori) | 60 |
| **Wednesday, July 29** | Morning All day excursion III: [Terezin Concentration Camp](https://www.pamatnik-terezin.cz/?lang=en) with AAU coordinator  Midday Lunch in Terezin  Afternoon Return to Prague | 50 |
| **Thursday, July 30** | 9:30 – 11:30 am AAU Lecture VII: Madeleine Allbright (Lori)  Midday Lunch at AAU Cafe  Afternoon Academic visit IX: [National Memorial to the Heroes of the Heydrich Terror](https://www.prague.eu/en/object/places/565/national-monument-to-the-heroes-of-the-heydrich-terror-narodni-pamatnik-hrdinu-heydrichiady) with AAU coordinator (lecture held at the museum) | 120 |
| **Friday, July 31** | Class wrap up at AAU (Final Lecture VII): Comparative Analysis of Leaders: Drawing Conclusions (Josh and Lori co-teaching and facilitating group discussion)  Lunch at AAU  Free afternoon in Prague  Evening: Farewell dinner with AAU staff | 120 |
| **Saturday, August 1** | FREE DAY IN PRAGUE |  |
| **Sunday, August 2** | Morning : Departure for Vaclav Havel Airport |  |
|  | TOTAL | 470 |
|  | **GRAND TOTAL** | **2,130** |

August 5th FINAL LEADERSHIP CONTEXT & STORY RESEARCH PAPER DUE

August 7th CNU Extended Summer Term Grades Due

*Early Fall 2020 Semester Reunion Gathering, Fall Semester Launch Celebration, and Opportunities*