

Leadership Through the Ages: Czech Dissidents, Sages, & Resisters

Course code: SOC 225

Term and year: Summer II 2024

Day and time: 24th June - 11th July, 2024

Instructor: Joshua M. Hayden, EdD

Instructor contact: Joshua.hayden@aauni.edu

Consultation hours: MW 10-13

Credits US/ECTS	3/6	Level	Undergraduate
Length	15 weeks	Pre-requisite	None
Contact hours	42 hours	Course type	Elective

1. Course Description

This course is focused on dissidents, sages, and resisters who wrought change within Bohemia, Czechoslovakia and the Czech Republic. 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 the 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.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

1. *Describe leadership situations and tactics of specific historical figures;*
2. *Identify relevant contextual elements and their implications for leadership processes;*
3. *Compare and contrast Czech leaders related to their contexts, aims, and outcomes*
4. *Analyze leadership challenges with an appreciation for different cultural perspectives and their implications for leadership processes;*
5. *Analyze and critically evaluate ideas, arguments, and points of view regarding leaders' ideas, contexts, behaviors, and principles in application of leadership knowledge.*

3. Reading Material

Required Materials

- Albright, M. (2012). *Prague Winter: A personal story of remembrance and war, 1937-1948*. Harper Perennial.
- Wren, J. T. & Swatez, M. J. (1995). The historical and contemporary contexts of leadership: A conceptual model. In J. T. Wren (Ed.), *The leader's companion: Insights on leadership through the ages*. (pp. 245-252).
- Fudge, T. (2017). Why was Jan Hus burned at the stake during the Council of Constance? *Andrews University Seminary Studies* (55), 29-44.
- Johannesen-Schmidt, M. C. (2007). Leadership style matters: The small, but important style differences between male and female leaders. In A. H. Eagly (Ed.) *Handbook on Women in Business and Management* (pp. 279-303). Edward Elgar Publishing.
- McNamara, K.J. (2019). TomasG. Masaryk: A life at the bloody crossroads. *Academic Questions* (32), 123-131.
- Goethals, G.R. & Allison, S.T. (2019). *The romance of heroism and heroic leadership*. Emerald Publishing, Ltd.
- Reinfeld, B. (1997). Františka Plamínková (1875–1942), Czech feminist and patriot. *Nationalities Papers: The Journal of Nationalism and Ethnicity* (25), 13-33.
- Hayden, J.M. (2017). Vaclav Havel, the playwright-dissident: Theater as a seismograph for social change. In S. J. Erenrich and J. F. Wergin (Eds.). *Grassroots Leadership and the Arts for Social Change*. (pp. 47-56).
- Hayden, J.M. (2024) *Leadership and the Ethics of Hope: Václav Havel and the Charter 77 Human Rights Movement in Czechoslovakia, Leadership, special issue "Leadership and the Future of Humanity"*.
- Heifetz, R. A. & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leadership*. Harvard Business Review Press.
- Iggers, W. (1995). *Women of Prague: Ethnic Diversity and Social Change from the Eighteenth Century to the Present*. Berghahn Books.
- Johnson, C.E. (2020). *Meeting the ethical challenges of leadership: Casting light or shadow*. (7th ed.). SAGE.
- Allison, S. T. & Goethals, G. R. (2008). Deifying the dead and downtrodden: Sympathetic figures as inspirational leaders. In J. B. Ciulla et al. (Eds) *Leadership at the Crossroads: Leadership and Psychology*. (pp. 181-195). Praeger.
- Chaleff, I. (2003). *The courageous follower: Standing up to and for our leaders* (2nd ed.) Berrett-Koehler.
- Havel, V. (1991). *Disturbing the peace: A conversation with Karel Huizdala*. Vintage.

Recommended Materials

- Holy, V. (1996) *The Little Czech and the Great Czech Nation: National Identity and the Post-Communist Social Transformation*. Cambridge Studies in Social and Cultural Anthropology, Series Number 103. UK: Cambridge University Press.

4. Teaching methodology

- This is a small, intentional learning community. You are not invisible here. We expect every student to contribute to class discussions, activities, and group work.
- You are expected to arrive at all classes and events *on time*.
- Come prepared with ideas. I expect to see reading notes out in front of you at the start of each class session so you are prepared to discuss readings and topics.
- Be open to sharing your ideas, reactions, and perspectives.
- Actively listen to your classmates.

5. Daily schedule

- Class will be 9:00a.m. to 11:45a.m. and 1:00p.m. to 3:00 p.m. each day, Monday to Thursday
- Prague is our classroom, so we will be out and about during class a majority of those days.

6. Course Schedule

Date	Class Agenda
Session 1 Monday June 24	<p>Topic: Introduction to Leadership Studies and Czech Cultural Context</p> <p>Description: In this first session we will explore the interdisciplinary field of leadership studies focusing on how we will go about analyzing historical leaders in their cultural and historical context.</p> <p>Reading:</p> <ul style="list-style-type: none">• Finish reading <i>Prague Winter</i>• Czech Culture videos on NEO (under lesson 1) <p>Assignments/deadlines:</p> <ul style="list-style-type: none">• Complete the Reading Guide to <i>Prague Winter</i>
Session 2 Tuesday June 25	<p>Topic: Survey of Czech history; leadership contextual framework / Introduction to Jan Hus and Medieval Europe</p> <p>Description: Introduction to Czech historical context and how we will study leadership in this course. Why does context matter to leadership? How do structural and cultural forces impact our interpretation of leadership?</p> <p>Reading:</p> <ul style="list-style-type: none">• Read Northouse, ch. 1 "Introduction to Leadership" in Leadership Theory and Practice• Read Wren & Swatez "The Historical and Contemporary Contexts of Leadership: A Conceptual Model"
Session 3 Wednesday June 26	<p>Topic: Jan Hus' Leadership / Introduction to Tomáš Garrigue Masaryk</p> <p>Description: Survey of the life and context of Jan Hus as a church and social reformer. Discussion on the meaning of courageous followership within Hus' life- the ways in which he was both obeying the church and defying the church at the same time- what happens if you fundamentally disagree with your authorities? In the afternoon we will begin to explore the life and times of T.G. Masaryk, professor and founder of Czechoslovakia.</p> <p>Reading:</p> <ul style="list-style-type: none">• Read Fudge, T. (2017) Why was Jan Hus burned at the stake during the Council of Constance?"

	<ul style="list-style-type: none"> Read: Chaleff (2009) ch. 1 "The dynamics of the leader-follower relationship in <i>The Courageous Follower</i>
Session 4 Thursday June 27	<p>Topic: T.G. Masaryk and Excursion to Lany</p> <p>Description: We will take an academically focused excursion to Lany, the summer residence of the Czech president since Masaryk. We will visit the T.G.M. Museum and the grounds of Lany palace and residence. We will look at the life and times of T.G. Masaryk in terms of the Czech revival, his unpopularity for stances on controversial issues, and why and how he founded Czechoslovakia right after the "Great War". We will examine leadership ethics of heroism, mythology, and the romance of leadership.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Read McNamera (2019) Tomas G. Masaryk: A life at the "bloody crossroads" 2. Read Heifetz (2002) ch 1 "The Heart of Danger" from <i>Leadership on the Line</i>
Session 5 Monday July 1	<p>Topic: Františka Plamínková and Facing Resistance</p> <p>Description: We will examine Plamínková's challenges as a school teacher turned women's rights advocate turned Senator during the First Republic. We will discuss her stance against Hitler and look at the context of Operation Anthropoid to which her death is associated. We will discuss the dangers of picking up the mantle of leadership and the elements of mentoring since the elder Plamínková and Horakova had a close relationship.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Read Reinfeld (2007) Františka Plamínková (1875–1942), Czech feminist and patriot 2. Read Eagly, A.H. & Johannesen-Schmidt, M. C. (2007). "Leadership style matters: The small, but important style differences between male and female leaders." <p>Evening:</p> <ul style="list-style-type: none"> • 6:00pm: Watch the movie "Anthropoid" together at AAU
Session 6 Tuesday July 2	<p>Topic: Bad Leadership and Resisting Evil</p> <p>Description: Is the class we will take the leaders we have discussed so far and examine them also as followers—there were regimes they were under, organizations they served and authorities they were subject to. What is the difference between a follower and an opponent when it comes to dissidents?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Johnson (2018), ch 4 "Combatting Evil" in <i>Meeting the Ethical Challenges of Leadership</i> <p>Afternoon activity:</p> <ol style="list-style-type: none"> 1. Team Challenge around Prague
Session 7 Wednesday July 3	<p>Topic: Milada Horáková and Authentic Leadership</p> <p>Description: We will look at Horakova's life in terms of authentic leadership and the relationship between suffering and responsible leadership. We will discuss what she faced under The First Republic as she began her political activity and work for women's rights.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Read Iggers, W. (1995) Milada Horáková in <i>Women of Prague:</i> • Read Northouse ch. 11 "Authentic Leadership" (excerpt) in <i>Leadership Theory and Practice</i>

	<p>Afternoon activity:</p> <ol style="list-style-type: none"> 1. Work on research projects / consult with professor
Session 8 Thursday July 4	<p>Topic: Visit to Museum of Communism</p> <p>Description: Through the museum and our discussion we will explore the events that led to the communist coup in 1948 as well as the evolution of totalitarian communism in Czechoslovakia.</p> <p>Reading: none</p>
Session 9 Monday July 8	<p>Topic: Jan Palach</p> <p>Description: We will watch parts of a recent (subtitled) movie on Jan Palach and discuss this act of self-immolation on Wenceslas Square in 1969. Why was this act important? Can one act be a form of leadership?</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Read Allison & Goethals ch. 11 "Deifying the Dead and Downtrodden" in <i>The Romance of Heroism and Heroic Leadership</i> 2. Read Exhibition Jan Palach '69 in NEO
Session 10 Tuesday July 9	<p>Topic: Václav Havel, Charter 77 and the Ethics of Hope</p> <p>Description: We will discuss Havel's life and times leading up to and through his presidency, watching several documentaries on his life. We will explore Havel and Charter 77 leadership in the 1980s and Havel's time as the last president of Czechoslovakia and first president of the Czech Republic. We will look at the relationship between hope and leadership and the ways in which power complicates hope in the process of leadership.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Hayden (2024) <i>Leadership and the Ethics of Hope: Václav Havel and the Charter 77 Human Rights Movement in Czechoslovakia. Leadership</i> 2. Havel, excerpts from <i>Disturbing the Peace</i> (interview in 1986)
Session 11 Wednesday July 10	<p>Topic: Václav Havel: Velvet Revolution and Everything After</p> <p>Description: We will tour the places in Prague where Havel lived, lead, and shaped him into the person he was. Then we'll look at the students of the Velvet Revolution and how the Civic Forum that Havel helped start became a conduit for a regime change and the journey from totalitarianism to democracy.</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Žantovský "The Fog of Revolution" from Havel: A Life. 2. Havel (1978) "The Power of the Powerless" excerpts
Session 12 Thursday July 11	<p>Topic: Leadership Lessons from Czech History</p> <p>Description: We will discuss the themes about leadership that we can take from this course and reflect on their application to our own contexts. This class will be critical for students research for their comparative paper on the leaders we have explored in this course. Students will present their findings from their research projects.</p> <p>Reading: none</p> <p>Assignments/deadlines:</p> <ol style="list-style-type: none"> 1. Research Project (paper and presentation) 2. Comparative Leadership Synthesis Paper (due July 15th)

7. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation (including minute papers)	42	20%	1,2	1,3
Prague Winter Reading Guide	30	15%	1,2,3	2
Research Project	20	20%	1,5	1
Journal	20	20%	1,5	1,3
Comparative Leadership Synthesis paper	38	25%	3,4	1,2
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

8. Detailed description of the assignments

Class participation:

This is a small, intentional learning community. You are not invisible here. We expect every student to contribute to class discussions, activities, and group work. You are expected to arrive at all classes and events on time.

Come prepared with ideas. We expect to see reading notes out in front of you at the start of each class session so you are prepared to discuss readings and topics. Come to class having read and noted the assigned reading material so you are prepared to engage in meaningful discussion and activities.

Don't be afraid to ask questions, offer ideas, or build on the ideas of others. This is how we will construct our learning together, and every voice matters!

This is not a lecture course that is about just memorizing facts for a test. You must take ownership of the material and be prepared to demonstrate your own learning and meaning-making. I am providing the resources and guiding discussions, but what you get out of this course depends on what you put into it.

Beyond the Classroom: As a study abroad course, our learning takes place well beyond our classroom lessons. You will participate in guided tours, site visits, and sessions with guest speakers. You are expected to be actively engaged in ALL of these activities. Listen attentively, take notes, ask questions, and show respect and enthusiasm for all speakers.

Assignment 1: Prague Winter Reading Guide

You will be required to read Madeline Albright's *Prague Winter* before the course begins and complete a reading guide which you will submit to NEO. These are your notes and

reflections on this reading. They will be an important for understanding the Czech context and history to interpret the leaders we will be studying.

Assessment breakdown

Assessed area	Percentage
Completion of all chapter questions	30%
Substantive reflection on questions	40%
Evidence of reading comprehension	30%
	100%

Assignment 2: Journal

- You will need to purchase a journal before travel and bring it everywhere we go.
- Take notes on lectures and readings, reflect on experiences as they happen.
- These notes will help you process your experience and solidify lessons.
- Grading: You will have a **one-on-one process meeting** with Dr. Hayden, where you will share your journal (overview) and discuss your process of reflection throughout the course. Your journal will be taken up shortly not for reading content but for measuring effort and consistency.

Assessment breakdown

Assessed area	Percentage
Evidence of note taking and critical reflection	40%
Connections to readings	30%
Personal reflection on leadership lessons	30%
	100%

Assignment 3: Research Project

You will choose a place in Prague that symbolizes, demonstrates, or suggests something about the process of leadership. This can be a place focused on a leader or event, or it can be a public art display or structure. There are a lot of options here. Your task is to find a place that is interesting and research not only what it is about or who it is depicting, but to investigate the importance of its context (use the Wren and Swatez model) and what insights into leadership it offers us. Deliverable will be a picture plus a 2-3 page write-up of your findings with APA citations. You will present this on the last day of class.

Assessment breakdown

Assessed area	Percentage
Follows guidelines and meets requirements	25%
Integrates 2 or more readings into analysis of the place or person	35%
Relies on quality external sources to communicate about place and context	40%
	100%

Assignment 4: Research Paper

- Write an 9-10 page (minimum) double spaced essay with APA formatting.

- You will use your course readings and other academic resources, with proper citations and references.
- *Synthesize your learning of all the leaders in our course into principles, lessons, themes and support your argument with good examples.*
- *Identify common threads:*
 - *Universal themes/lessons/principles across all of these leaders*
 - *A conclusion you can draw about leadership by looking at all of these different people at different times.*
- *Explain the importance of context when studying leadership.*

Assessed area	Percentage
Appropriate use of APA format, well structured paper	20%
Synthesis of themes and justification/ evidence	30%
Effective and specific use of course readings on leadership and biographical details. Plus evidence of additional research.	30%
Explanation of the importance of context when studying leadership	20%
	100%

9. General Requirements and School Policies

General Requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic Communication and Submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence Excuse and Make-Up Options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student

should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late Work: No late submissions will be accepted – please follow the deadlines.

Electronic Devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and Disruptive Behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,

- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course Accessibility and Inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first

two weeks of the term. All requests must include specific dates for which the student requests accommodations.

10. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Joshua M. Hayden, Ed.D.

Date: April 22, 2024

Approved by: Karen Grunow-Hårsta, Ph.D

Date: April 22, 2024