LEAD 134: Military History Staff Ride

INSTRUCTOR: Donna Rice, PhD

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COURSE CREDIT: 3 undergraduate credits

DATES, TIMES, NUMBER OF SESSIONS: Organization dependent, 45+ classroom sessions each semester (50 minutes each),

Course prerequisite: None

Catalog Description: This interactive, participatory seminar/workshop invites participants to explore, experience, and evaluate leadership techniques in historical settings in Europe, Asia, and the United States. It presents students with the issues and challenges faced by acknowledged leaders of the 19th and 20th centuries during periods of armed conflict and great societal changes. Students delve into the decision-making process of these historical figures via their writings, and by student presentations of case studies on the consequences of these decisions at the actual historical sites. Real world site locations will determine required readings/research.

Course Rationale: Leadership is becoming an increasingly important 21st Century skill. The course provides a unique experience designed to better understand historical events and to sharpen developing leadership skills.

Classroom, laboratory, and field experience: Students will be required to complete at least 45 contact hours of classroom and laboratory/field experience. They will participate in a review and discussion of the required materials and critically analyze how to apply their knowledge. Each student enrolled will participate in a semester-long university level class co-sponsored by his or her high school History/Social Studies department(s) or elective program, local community service organization, or supervised summer seminar such as the American Legion/Auxiliary Boys and Girls State Program(s).

Required Participation: Participation includes a student produced learning journal, a field experience, and regular evaluations at the end of academic classroom unit. Attendance at sessions is mandatory for all participants.


**Instructional Strategies Employed:** Lecture, demonstration, small group discussion, large group discussion, teamwork, participation, field experience, and self-directed learning.

**Technology, equipment, or skills required:** All students are expected to complete and submit written assignments to their assigned instructor. As such, the following technology is required: Access to email and the Internet.

**Time commitment and participation requirements:**
To be successful in this course, you must be willing to allocate sufficient time to access course materials, participate in required field experiences, and complete all of the assignments.

**Target Course Competency:** Gain a working understanding of historical events and develop leadership skills by studying the dynamics of the leaders involved.

**Learning Expectations:** Upon completion of the course, students will be able to:

- Identify the dynamics of the leader decision-making process, especially those factors, which interact to produce success and failure.
- Define "face of battle," the timeless human dimensions of actions of leaders under severe stress.
- Cite case studies in the following areas:
  - Application of operational leadership
  - Complex stress-laden operations
  - The relationship between technology and organizational operations
  - Leadership, at any level desired
  - Organizational cohesion
  - How logistical considerations affect operations.
- Provide an analytical framework for the systematic study of leaders making stressful decisions.
- Pursue academic interests through the use of military history.
- Recall the heritage of significant military leaders.

**Assessment Strategies:** Participation, multiple choice and short answer examinations, individual project, learning log, and reflective essay.

**Evaluation:**

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<tr>
<th>Assignments</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Participation: in all classroom or program activities</td>
<td>Completed during class</td>
<td>100</td>
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<tr>
<td>B. Involvement: reviewed lessons and standards and participated in discussions</td>
<td>Completed during class (in some cases reviewed lessons and standards outside of class)</td>
<td>50</td>
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<tr>
<td>C. Analytical Journal: entries (one for</td>
<td>Prepared during class, submitted following</td>
<td>50</td>
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*Revised on 2/22/2016 by rtg*
each week or in summer programs each day) | class  
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D. Pre-visit planning paper (3 pages) | Completed after class/program 50
E. Reports of assigned portion of staff-ride experience | Performed during class 50
F. Post experience paper including lessons learned and recommendations for future staff rides | Completed during or after class 50
Total Points Possible | 350

**Grading Scale:**

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<tr>
<th>Points Possible</th>
<th>Grade</th>
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<tr>
<td>315 to 350</td>
<td>A</td>
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<tr>
<td>280 to 314</td>
<td>B</td>
</tr>
<tr>
<td>245 to 279</td>
<td>C</td>
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<tr>
<td>210 to 244</td>
<td>D</td>
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<tr>
<td>209 or less</td>
<td>F</td>
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**Assignments:**

A. Participation: *Participation in all classroom and/or program activities (100 points)*
Each student must complete at least 45+ contact hours in the classroom and field experience or summer program and demonstrate active participation.

B. Involvement: *Applying concepts learned (50 points).* Each student must actively participate in discussions related to the lesson objectives. Students are expected to elaborate upon their participation and learning in their reflective journal (Assignment C).

C. Analytical journal (50 Points). Each student will complete an analytical journal entry for each week (or day in concentrated summer programs). Reflections are thoughts, ideas, or opinions formed or remarks made as a result of processing experiences. Reflection does *not* mean to describe in chronological order what one did during the course of a day. It means explaining and justifying, searching and questioning, evaluating and growing. Students are encouraged to write their journal entries at the conclusion of each week/day in a notebook. Each of the journal entries should be thoughtful and concise. Each individual entry should not exceed one double-spaced typed or hand-written page unless necessary with the entire assignment not exceeding 7 pages. It is expected that each submission is sufficiently descriptive and therefore should not be less than one-half of a page. Below are some prompts one may use in crafting responses. It is not required to respond to these questions, but use them if they are helpful.

- Evaluate your performance in the activities with which you participated today. Support your evaluations with specific examples.
- Describe the lessons and standards and what you felt were valuable to you.
- Describe something you learned during the staff ride.
- Describe your thoughts on connections of the applicable concepts and issues faced by the leaders involved.
• Describe a leader and his or her leadership qualities that impressed you. Why?
• Discuss what you would do differently in dealing with the issues faced by the leaders involved.

D. Pre-visit planning paper (50 points). Students will complete a three-page planning paper based on their assigned portion of the staff ride detailing the planned learning outcomes and activities for their efforts in this real world, historical site visit.

E. Reports of assigned portion of staff-ride experience (50 points). Students will prepare and brief their portion of the Staff Ride Experience to their peers and instructor(s) at the location of the historical event. This 15 to 30 minute presentation will focus on the historical leader’s issues, experiences, outcome(s), and impact on history at that time period or subsequent to the event, in line with their instructor(s)’ guidance and directives.

F. Post experience paper (50 points). A second, post-experience assessment, paper, of not less than four pages, will provide classmates and course instructor(s)/mentor(s) a detailed “lessons learned” of the staff ride experience, focused on the student’s portion of that event. This paper will include recommendations for future historical staff rides to the same site or other similar experiences.

Academic Integrity Policy:

Transcripts:
Upon completion of the course you may request official transcripts to request transfer to another institution and/or for your personal records.

This syllabus is subject to change/improvement/local historical sites as needed.