

# Fraternity and Sorority Leadership Development

EDUC 407 - 34847 – 2 credits, P/NP Credits  
University of Oregon – College of Education - Department of Family & Human Services

## 2014 Spring Term Syllabus

Meeting Days/Time: Thursday 12:00-1:50 PM

Location: Peterson 102

INSTRUCTOR	
<b><i>Justin Shukas, M.Ed.</i></b> Director of Fraternity & Sorority Life Office of the Dean of Students	
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## DESCRIPTION

This course is designed to help students look critically at the contemporary issues facing the North American Fraternity and Sorority Movement, locally and nationally. Students will research, debate, and present on critical issues facing the contemporary fraternity and sorority including legal issues (risk management, alcohol, liability, hazing), diversity and multiculturalism, and the history and purposes of Greek-letter organizations. Students will also learn how to become effective change agents in addressing these serious and complicated issues. As an outcome of the course students will be able to look critically at Greek-letter organizations and their respective communities and will become better skilled as leaders to address problems and effect change as necessary.

The goal of this course is to provide student leaders who possess membership in a social Greek-letter organization with the skills, knowledge, and resources to allow them to reach their potential as leaders and council/chapter officers. This course will focus significantly on both the practical and theoretical side of being an organizational leader and it will be balanced with understanding how to create a stronger fraternity and sorority community. Students will engage in self-reflection and authentic conversations with their peers in order to gain a greater awareness of fraternity and sorority life at the University of Oregon and on the national level. Furthermore, the course will take leadership concepts from the private, public and nonprofit sectors and relate them to fraternity and sorority life.

## OBJECTIVES

Students completing the course will gain competencies in the following areas:

### Knowledge

1. Organizational theory and community governance.
2. In-depth understanding of Greek organizations on campus and the international fraternal community.
3. Understanding of Greek governance, policies and community values.
4. Infrastructure and philosophy of the Fraternal Relevance Movement.
5. Leadership ethics, values and community culture.
6. Leadership and management.
7. Bystander behavior.
8. Students will explore issues of power, culture, and ethics and personality responsibility
9. Students will learn how to exhibit behaviors that promote health communities and how to challenge barriers to community and personal safety
10. Address social issues within the Fraternity and Sorority Life community that exist today.
11. Responsibilities of Greek membership and leadership; as an individual, Greek Community member, University of Oregon student and an engaged citizen.

### Skills

1. Critical thinking
2. Communication
3. Conflict resolution
4. Leadership styles
5. Teamwork
6. Relationship development

## TEXTBOOKS & READING MATERIALS

TITLE	AUTHOR	Required/Optional
<i>Leaders Eat Last: Why Some Teams Pull Together and Others Don't</i>	Simon Sinek	Required
<i>StrengthsFinder 2.0 w/ Access Code</i>	Tom Rath	Required
<i>Course Readings (available on Blackboard)</i>		

## COURSE STRUCTURE

The following activities are used to present the course content: lectures, presentations, class discussion and activities, DVDs, and assigned readings.

## ASSIGNMENTS

All assignments must be typed in Times New Roman font, double-spaced, 12-point font size, have 1" margins, and follow APA style. Written assignments will be graded on clarity of thoughts, clarity of writing (including proper grammar and correct spelling), and appropriate application of concepts taught.

## **Journal Entries**

Over the course of the term you will be asked to write and submit six (6) journal entries. Prompts are provided on the course schedule. Your reflections should be insightful and demonstrate your ability to reflect on your personal experiences, while incorporating the knowledge you have gained from this course. Each journal entry should be no less than 1 full page and no more than 3 full pages double spaced in length. Citations are not necessary in journal entries as these should be reflective of your own thoughts and opinions.

## **Reflection Papers**

Over the course of the term you will be asked to write and submit two reflection papers. As you write these guided reflections you should draw upon the readings, class discussions, and personal experiences. Your reflections should be insightful and demonstrate your ability to reflect on your personal experiences, while incorporating the knowledge you have gained from this course. Each reflection piece should be 3- 5 pages double-spaced in length. Please remember to include references and in text citations if you are referring to an idea or concept that is not your own.

## **Discussion Leads**

Students will select a day to act as the discussion lead. Each student group will come up with discussion questions and lead the reading discussion during one class session. Groups need to submit a copy of their discussion questions to the instructor at the beginning of class. Discussions should last 30 minutes. There is no required format for the discussions; you can be as creative as you like in how you present the material for discussion. This can include any or all of the following: presenting information, leading a discussion, doing an activity, showing a video, role play etc. If you plan to use more than the allotted 30 minutes you will need to seek permission ahead of your discussion date. The discussion session you facilitate will be assigned at the beginning of the term. **No make-ups for Discussion Leads.** Students will be evaluated on their effectiveness in integrating the day's reading assignments and presenting the material, their ability to facilitate activities/discussion effectively, and their ability to engage the class.

## **Final Case Study Presentation**

Fraternity and sorority leaders are often asked to prepare written documents or respond to interview questions or crisis situations involving Greek students or Greek chapters. Since senior level administrators, faculty, or un-affiliated students with little experience regarding Greek life often read these papers/articles or observe the actions of Greek students it becomes important to be able to present both written and oral arguments clearly, concisely, and convincingly (with appropriate support).

You will be divided into small teams of 4-6 to present a response to a case study topic that is focused on a topic/issue related to the North American fraternity and sorority life movement. The case study your team is given will be a realistic situation that Greek student leaders may encounter. You will be provided with an outline for presenting your response to the case. Each team will present their case study to a panel of student affairs professionals.

A handout discussing the format for the case study and a grading rubric will be provided to you at the same time you receive the case. Your ability to utilize information from the course readings, as well as your critical thinking ability will be critical when presenting your case. The instructor will form teams. You will receive the case 3 weeks before the presentation.

The following is the outline for the project:

- Identify the issue impacting the fraternity/sorority community needing change?
- Is this just an issue at the University of Oregon or do other communities face this issue?
- Why is this issue significant and why does it require a change?
- Identify possible solutions/proposed change?
- What is the best solution? Why? How do you know?
- How do we implement the change needed? Please be specific about the change needed – does it involve policy changes? New programs? Involve financial costs/resources?

Each student will submit a 3-4 page individual response to the case study (10% of total course points) and participate in the case study presentation (20% of the total course points).

## GRADING POLICY

Your final grade for this course will be determined based on the following course activities and assignments: attendance/participation in discussion sections, five journal entries, three reflection papers, current events presentation, and final case study presentation. All papers should be typed and double-spaced.

- ❑ Journal Entries (6) = 30%
- ❑ Reflection Papers (2) = 30%
- ❑ Discussion Lead (1) = 10%
- ❑ Final Case Study Presentation (1) = 20%
- ❑ Final Case Study Individual Paper (1) = 10%

Your final grade will be based on the weighted sum of the percentages earned for each course activity/assignment. Final letter grades for the course will be calculated as follows:

A+	97-100%	A	93-96.9%	A-	90-92.9%
B+	87-89.9%	B	83-86.9%	B-	80-82.9%
C+	77-79.9%	C	73-76.9%	C-	70-72.9%
D+	67-69.9%	D	63-66.9%	D-	60-62.9%
		F	< 59.9%		

*Please note that if this class is taken P/NP, 70% or higher is required to pass the class.*

## COURSE INCOMPLETES

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see <http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf> .

## SCHEDULE OF TOPICS AND ASSIGNMENTS

WEEK	DAY	TOPIC / ASSIGNMENT	READ BEFORE CLASS
1	April 3	<p style="text-align: center;"><b>Start With Why</b></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Course Overview</li> <li>3. Start with Why</li> <li>4. History of Greek-letter Organizations and American Colleges and Universities</li> <li>5. Greek Termination</li> <li>6. North-American Interfraternity Conference</li> <li>7. National Panhellenic Conference</li> </ol>	<ul style="list-style-type: none"> <li>• “The American Fraternity”</li> <li>• “Addendum to The American Fraternity”</li> <li>• “National Panhellenic Conference”</li> <li>• “North American Interfraternity Conference”</li> </ul>
2	April 10	<p style="text-align: center;"><b>Understanding Your Strengths and Capitalizing on Them</b></p> <ol style="list-style-type: none"> <li>1. StrengthsFinder 2.0</li> </ol> <p><b>Guest Presenter:</b> Heather Kropf, Assistant Director for Leadership &amp; Community, Residence Life and Drew Terhune, Assistant Residence Life Coordinator</p> <p><b>Journal Entry #1 Due</b></p> <ol style="list-style-type: none"> <li>1. Why did you decide to join your organization?</li> <li>2. Why did you decide to take FHS 407?</li> <li>3. What are your personal goals for your chapter and/or FSL community?</li> </ol>	<p>Complete the StrengthsFinder 2.0 assessment and print off and bring to class the strengths insight report and reflect on your results. Highlight the words that are most relevant to you in the descriptions</p>

<p style="text-align: center;"><b>3</b></p>	<p style="text-align: center;">April 17</p>	<p style="text-align: center;"><b>Individual and Shared Values</b></p> <ol style="list-style-type: none"> <li>1. Understanding Personal Values</li> <li>2. Trash Your Values</li> <li>3. Create Your Personal Board of Directors</li> <li>4. Values Based Organizations</li> <li>5. Values Movement in Greek Life</li> <li>6. Defining Community</li> </ol> <p style="text-align: center;"><b>Journal Entry #2 Due</b></p> <ol style="list-style-type: none"> <li>1. What is one strength you can use to make a positive impact as a leader in FSL?</li> <li>2. How can you leverage your strengths as a student to become more academically successful?</li> <li>3. How can I encourage other people to use their strengths?</li> </ol>	<ul style="list-style-type: none"> <li>• “Social Change Model of Leadership: A Brief Overview”</li> <li>• “Aligning Individual and Organizational Values with Action: A Challenge for fraternity and Sorority Leaders”</li> <li>• “Leadership, Management and A Moral Code”</li> </ul> <p style="text-align: center;"><b>Bring your own chapter’s public creed, motto, values, mission statement, etc. to class</b></p>
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<p style="text-align: center;"><b>4</b></p>	<p style="text-align: center;">April 24</p>	<p style="text-align: center;"><b>Multiculturalism and Diversity in Greek Life</b></p> <ol style="list-style-type: none"> <li>1. Cultural Movements and Changes to College Campuses</li> <li>2. Historically Black Colleges and Universities and NPHC</li> <li>3. The Development of NALFO</li> <li>4. Membership Intake</li> <li>5. Terminology</li> <li>6. Veterans involved in GLO</li> <li>7. Emergence of LGBT Greek Letter Organizations</li> </ol> <p><b>Guest Presenters:</b> Kari Herinckx, Director of Diversity Education &amp; Support and Maure Smith-Benanti, Assistant Director, LGBTESSP</p> <p><b>Journal Entry #3 Due</b></p> <ol style="list-style-type: none"> <li>1. Who is on your Board of Directors and why?</li> <li>2. When will you be challenged to be congruent with the principals of your organization?</li> </ol>	<ul style="list-style-type: none"> <li>• “National Pan-Hellenic Conference”</li> <li>• “National Association of Latino Fraternal Organizations”</li> </ul>
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5	May 1	<p align="center"><b>Critical Issues Facing Our Communities</b></p> <ol style="list-style-type: none"> <li>1. Alcohol and substance abuse</li> <li>2. Hazing</li> <li>3. Sexual Violence</li> <li>4. Bystander Behavior</li> </ol> <p><b>Guest Presenters:</b> Jennifer Summers, Director of Substance Abuse and Student Success and Renae DeSautel, Sexual Violence Response &amp; Support Services Coordinator</p> <p><b>Journal Entry #4 Due</b></p> <ol style="list-style-type: none"> <li>1. What did you learn about NPC and/or NALFO organizations?</li> <li>2. How can IFC/PHC or the University better support or highlight the cultural organizations?</li> <li>3. How is your organization similar and different to other IFC, NPHC, MGC, and/or PHC organizations?</li> <li>4. How can we better help each other succeed?</li> <li>5. What does it mean to be a member of the FSL community?</li> </ol>	<ul style="list-style-type: none"> <li>• “Leaders Eat Last” Part 1: Our Need to Feel Safe</li> <li>• “Leaders Taking Action: From Bystander Behavior to Intervention”</li> <li>• “Hazing and Higher Education: State Laws, Liability, and Institutional Implications”</li> <li>• “The Dark Power of Fraternities”</li> </ul>
6	May 8	<p><b>Ritual and Values Congruence</b></p> <ol style="list-style-type: none"> <li>1. Ritual</li> <li>2. Values Congruence</li> <li>3. Fraternal Relevance</li> <li>4. SWOT Analysis (Groups)</li> </ol> <p><b>Journal Entry #5 Due</b></p> <ol style="list-style-type: none"> <li>1. What do you believe is the biggest threat to the FSL community?</li> <li>2. How does your chapter educated members on issues such as alcohol, hazing, and sexual assault?</li> <li>3. Do you think it is relevant and sufficient?</li> <li>4. What more could we do as a community or as chapters to create a caring community?</li> </ol>	<ul style="list-style-type: none"> <li>• “Leaders Eat Last” Part 3: Reality</li> <li>• “A Call for Values Congruence”</li> <li>• “Questionable Value of Fraternities”</li> <li>• “Should Black Fraternities and Sororities Abolish Undergraduate Chapters?”</li> <li>• “Secret Thoughts of Ritual”</li> <li>• “Leading Through Ritual”</li> <li>• “The Role of Hazing in Fraternal Relevance”</li> </ul>



7	May 15	<p style="text-align: center;"><b>Leadership</b></p> <ol style="list-style-type: none"> <li>1. Leadership Defined (Learning Reconsidered) and Basic Assumptions of Leadership</li> <li>2. Ethical Decision Making</li> <li>3. Values Based Leadership</li> </ol> <p><b>Reflection Paper #1 Due</b></p> <ol style="list-style-type: none"> <li>1. Do you buy what you sell?</li> <li>2. When you are talking to those who are not Greek and explaining your values-based organizations, do you believe you are selling the truth, or have our values-based organizations taken on an identity that is more like the stereotype?</li> <li>3. What are the limitations to Greek-letter organizations survival on a college campus?</li> <li>4. Are Greek-letter organizations still relevant?</li> <li>5. If so, to who? Will they continue to exist in another 100 years?</li> </ol>	<ul style="list-style-type: none"> <li>• “Leader Eat Last” Part 6: Destructive Abundance</li> <li>• “Thinking About Being a Fraternity or Sorority Leader?”</li> <li>• “Leading Chance: A Tradition of Excellence”</li> <li>• “Leading the Revolution: Practical Tools for Implementing Change”</li> <li>• ”R.E.A.C.H. 5 Ways to Maximize Your Greek Experience</li> </ul>
8	May 22	<p style="text-align: center;"><b>Brand Management</b></p> <ol style="list-style-type: none"> <li>1. Social Media</li> <li>2. Total Frat Move</li> <li>3. Media</li> <li>4. Event Planning</li> <li>5. Selling your Greek experience to employers</li> </ol> <p><b>Bring Your Resume to Class</b></p>	<ul style="list-style-type: none"> <li>• “Your Culture is Your Brand”</li> <li>• “Growing Your Organization’s Social Media Strategy”</li> <li>• “Putting Twitter to Work for You”</li> </ul>

9	May 29	<p style="text-align: center;"><b>Risk Management and Community Standards</b></p> <ol style="list-style-type: none"> <li>1. Top 10 Worst Fraternities (Rolling Stone)</li> <li>2. Ladder of Risk</li> <li>3. Insurance</li> <li>4. FIPG</li> <li>5. Liability</li> <li>6. Fraternity and Sorority Judicial Board</li> <li>7. FSJB Case Study from AFA</li> <li>8. Community Standards</li> </ol> <p><b>Journal Entry #6 Due</b></p> <ol style="list-style-type: none"> <li>1. Submit a copy of your resume highlighting your Greek related experiences.</li> </ol>	<ul style="list-style-type: none"> <li>• “Risk Management: Rarely Easy, Always Necessary”</li> <li>• “Are We Really Still Talking About Risk Management?”</li> <li>• “One More Thing: Top Ten Risk Management Guidelines”</li> <li>• “Insurance and Risk Management Facts”</li> <li>• “The Ladder of Risk”</li> </ul>
10	June 5	<p>Keeping the Legacy Alive</p> <ol style="list-style-type: none"> <li>1. Creating Change</li> <li>2. “Motivating the Middle”</li> <li>3. Strategies for Motivating Your Members</li> <li>4. Strategic Planning</li> <li>5. Generating Buy-In</li> </ol> <p><b>Reflection Paper #2 Due</b></p> <ol style="list-style-type: none"> <li>1. What do you want your legacy to be within the Greek community at Oregon?</li> <li>2. What are your biggest obstacles to leaving your legacy?</li> <li>3. How will you motivate your members to generate buy in?</li> <li>4. How will you become a chapter leader (refer to “Leaders Eat Last:” Part 8)</li> </ol>	<ul style="list-style-type: none"> <li>• “Leaders Eat Last” Part 8: Becoming a Leader</li> <li>• “Why We Should Close More Chapters”</li> <li>• “Confronting the Idiot in Your Chapter”</li> </ul>
11	Friday, June 13 8:00-10:00 AM	<p style="text-align: center;"><b>Case Study Final Presentations and Final Paper Due</b></p>	<p style="text-align: center;"><b>Peterson 102</b></p>

## **COURSE POLICIES**

This syllabus is subject to change at the discretion of the instructor. If assignment deadlines or requirements are altered a new syllabus will be posted on Blackboard and new information will be provided in class or via Blackboard.

### **ATTENDANCE POLICY**

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

### **ABSENCE POLICY**

Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor's voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused. Unexcused absences may not be made up.

Excused absences can be made up only with the instructor's approval. Examples of excused absences include documented illnesses, trips to represent the University, etc. Please consult the course instructor before an absence if you have a planned absence you feel should be excused.

Due to the experiential learning and class participation component of the course, attendance and preparation are critical. Much of what you learn from this course will be based on the experiences you and your peers have both in and outside of the classroom. Students are expected to attend class regularly, be prepared for each class by completing all assigned readings prior to class, and participate in class discussions, activities, and structured experiences. The course instructor will subjectively take into consideration student participation in terms of attendance, preparation, attentiveness, and the quality of responses, comments, and questions in class.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

### **ACADEMIC MISCONDUCT POLICY**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

### **CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or [stevensj@uoregon.edu](mailto:stevensj@uoregon.edu) or Surendra Subramani, Diversity Coordinator, at 346-1472 or [surendra@uoregon.edu](mailto:surendra@uoregon.edu).

Outside the College, you can contact:

UO Bias Response Team: 346-1139 or <http://bias.uoregon.edu/whatbrt.htm>

Conflict Resolution Services 346 -0617 or <http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>

Affirmative Action and Equal Opportunity: 346-3123 or <http://aaeo.uoregon.edu/>

## **DIVERSITY**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

## **DOCUMENTED DISABILITY**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

## **EXPECTED CLASSROOM BEHAVIOR**

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

## **GRIEVANCE**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

## **INCLEMENT WEATHER**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

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