College of Arts and Sciences  
IDIS-196-001, First Year LEAD Seminar I (1 credit)  
Fall 2014  
Wednesdays 5:30 in East Quad Building (EQB) 207

Instructor: Name: Margaret A. Weekes, J.D.  
Office: Battelle-Tompkins 168  
Office hours: Tuesday, 2-5; Wednesday, 2-5, and by request  
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Course Description

The First Year LEAD Seminar provides an introduction to leadership and ethical development, through an inquiry-based study of leadership theory and practice and ethics. This study is grounded in cohort learning and seminar discussion, with opportunities to engage frequently in class with Washington area leaders who will be prepared to discuss their experience with leadership ethics. It also incorporates weekly practice in discussion groups, providing experience and the opportunity to reflect upon what is learned in class seminar discussions. Throughout the year, students will share and apply their developing knowledge to their own intended fields of study, as they learn from each other and work with faculty in their disciplines to expand their understanding of Leadership and Ethics. Students take the course both fall and spring of their first year.

As we develop our study of leadership and ethical development from diverse perspectives and experiences, we will continue to systematically question and analyze the reach and application of leadership and ethical development in our own systems of thought, experience and lives. If we fail to understand leadership and what it means and can be, we may fail not only to lead a department or other endeavor, we may fail to recognize and support an idea or perspective critical to our fields and to human health and happiness. To advance our learning about leadership and ethical development we will engage in ongoing dialogue and discussion in class and in discussion groups, write regularly, and prepare presentations exchanging ideas and building knowledge in this subject of inquiry.

Required Texts and Materials

The following are required texts. There will also be handouts and Blackboard materials, as well as texts and avenues suggested by the curricular area or major you are pursuing. Many of the texts listed will be used again in spring semester. Many are available online or in Bender Library or local community libraries. If you have any difficulties obtaining or paying for the materials, please let me know. Further, the texts will all be on reserve.
Achebe, *Things Fall Apart*
Harvard Business Review, ed., *On Leadership*
HBS, *On Managing Yourself*
Lansing, *Endurance*
Melville, *Billy Budd*
Miller, *Death of a Salesman*
Morrison, *The Bluest Eye*
Sophocles, *Antigone* or Anouilh, *Antigone*
Handouts

**Recommended Reading**

Isaacson, *American Sketches: Great Leaders, Creative Thinkers, and Heroes of a Hurricane*
Isaacson, *Benjamin Franklin*
McCullough, *Brave Companions: Portraits in History*
Sotomayor, *My Beloved World*
Wilson, *Letters to a Young Scientist*

Biographies of leaders in your academic field and any other biographies or autobiographies that catch your eye

**Course Objectives**

This course is designed to help you become an ethical leader:

- who understands and practices effective leadership
- who is a critical, ethical, and creative thinker
- who recognizes, evaluates, and works to solve problems wherever you find them
- who knows him or herself and understands the ethical underpinnings of responsible and effective leadership
- who is prepared to be transformative and effective across disciplines and the globe
- who recognizes opportunities for leading and who is able to construct and formulate solutions to problems and to leadership conundrums, whether serving as project leaders or adjuncts to the project leader
- who does not shrink from struggle and difficulty, but who through knowledge, commitment, and ethical development will be actively engaged, meeting the needs of the communities in which you find yourself

To accomplish these goals, this course is a cohort-based seminar, which will teach you how to engage effectively in rigorous inquiry based discussion and debate, assess and report on case studies and simulations, recognize your interpersonal strength, learning and leadership styles, and intrapersonal dynamics, and apply your recognized strengths and styles to issues to be
resolved. To become an effective and ethical leader, you will practice leadership and followership in class simulations and through real world experience, analyze this practice both orally and in writing, develop and deliver effective presentations and written papers that assess leadership and ethical theory and its application, and prepare short research papers that present interpretations of leadership and ethical development in the context of your intended major or other substantive field. You will be part of one of the issue groups we will set up in the class and in which you will work to resolve real world problems throughout the year. You will also have the opportunity to engage with leaders in the Washington, D.C. community, who are excelling in fields in the arts and sciences.

**Learning Outcomes**

By the end of this two semester First Year seminar, a student will be able to apply the outcomes of the LEAD Certificate program proficiently. A student who completes the four year certificate program will be able to apply these outcomes at an advanced level. By completing the certificate program a student will be able to:

a. Recognize and articulate leadership theories, history, and practice
b. Identify and describe leaders in the disciplines traditionally recognized for leadership insights, as well as non-traditional leaders from all the disciplines and practices of human endeavor
c. Explain and apply ethics and develop ethical solutions to contested and seemingly irresolvable issues, using reading and discussing teachers such as Aristotle, Plato, Kant, Hume, Mill, and Rawls, as well as analyzing case studies and issues arising in class and community projects
d. Recognize power relations and imbalance, including the embedded practice of treating people or groups as “other” or different
e. Identify and describe group dynamics and non-verbal communication
f. Recognize, appraise, and construct their own and others’ leadership styles
g. Identify how leadership decisions can lead to conflict, modify decisions or leadership placement and facilitate resolution of these conflicts
h. Recognize and interpret leadership needs across disciplines, recommend leadership strategies and plans and design leadership programs
i. Design and organize leadership as leaders of group and individual leadership projects, identifying and planning situations of leadership and followership that supports other leaders
j. Construct substantive leadership projects that help resolve real world problems

Specifically, upon completion of both semesters of this first year seminar, you will be able to:

- Critically discuss leadership theory and practice with recognition of the ethical issues involved
• Analyze and explain in speech and writing leadership and ethical development
• Explain and analyze various and competing leadership and ethical theories and histories throughout time
• Question and explore perspectives beyond established patterns of thought
• Assess and weigh moral and political beliefs and practices and their applications to ethical dilemmas
• Locate, evaluate, cite and effectively use information from academic sources, interviews, and experience to explain and analyze your developing knowledge and practice of leadership and ethical development

You will have developed the following substantive knowledge and academic and practical skills

**Substantive Knowledge**

Understanding of leadership history and theory throughout history, with particular emphasis on leadership roles often unrecognized in the arts and sciences

Knowledge of the ethical texts written and discussed throughout history and their effects on leadership and specific academic disciplines

Knowledge of leaders in the academic discipline or fields which you are interested and their effects on history and the advancement of their discipline and human happiness

**Academic Skills**

Written and oral communication skills necessary for collecting, analyzing and synthesizing information and communicating it clearly and accurately

Critical and creative thinking skills

Knowledge of your own learning and leadership styles and best ways for mastering new materials

**Practical Skills**

Leadership of small groups and organizations gained through hands on experience in your issue group and our seminar and rigorous reflection on the successes and failures of that leadership

**Standards of Performance Evaluation**

A--All course requirements met, work shows full understanding of course material and an original perspective on the subject;
B--All course requirements met, work shows full understanding of course material (or satisfactory understanding of course material and an original perspective on the subject);
C--All course requirements met, work shows satisfactory understanding of material;
D--Work fails to meet minimum course requirements, either in full and timely completion of requirements or in satisfactory understanding of course materials;

F--Work fall far below minimum course requirements either in full and timely completion of requirements or in satisfactory understanding of course material.

**Academic Integrity Code**

Standards of academic conduct are set forth in the University's Academic Integrity Code, [http://www.american.edu/academics/integrity/code.cfm](http://www.american.edu/academics/integrity/code.cfm). All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this code.

All work must be entirely your own and must be prepared originally for this class and not be a resubmission of work prepared for another class or program. When you quote from others’ work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others’ ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the academic integrity code and will result in sanctions.

By registering in this class, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should such violations occur.

Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Academic Integrity Code can result in failure in the course, as well as more serious academic sanctions.

**Course Requirements and Expectations**

**Class Participation and Attendance Policy**

Much of this class will be spent in rigorous, inquiry-based discussion, using the assigned readings, our issue group experiences, and our observations of leaders. Attendance is required for every class, field visit, and other program activity. It is critical that you attend every class and program activity, having done all assigned readings with careful analysis and thought, bringing any questions or insights to class to share with others. To insure that every student learns as much as possible, and integrates the wealth of academic materials and information and experiential and artistic experiences into her or his learning, every student will be expected to participate in every class. This will help you strengthen your critical thinking skills as you build knowledge.
The assigned readings should be done for the class indicated. Thus, the readings listed under August 27 should be done before the meeting of the class on August 27. This will help insure that you understand the issues raised in the course and are able to make significant, informed contributions to class discussions. If you have any questions, please email me at mweekes@american.edu, meg.weekes@gmail.com, call me at 202-885-X6383 or 202-246-3807, or stop by my office in Battelle-Tompkins 168.

**Reading and Writing Standards**

The ability to read accurately, comprehend, summarize, analyze, and critique a text, as well as to present views in an orderly, concise, and persuasive manner, are critical skills for all intellectual endeavors. This course is designed to help you work on these skills through written analysis of source materials and interactive class discussions. Grading of written work in the course will be based upon manifestation of and improvement upon these skills as well as accuracy and originality of ideas expressed.

This course is designed not only to teach you the ideas of others but also to help you develop and present your own ideas clearly and precisely. Class discussions are designed to help you to articulate your thoughts on ideas presented in the reading. The frequent writing and presentation assignments and the final paper are all designed to help you to formulate clear and concise arguments.

In addition to visiting the excellent Bender library, I recommend consulting the American University library’s website, [http://www.american.edu/library/index.cfm](http://www.american.edu/library/index.cfm) for information on research tools, databases, and services available to you as an American University student. We will visit this library and get to know a reference librarian, but in the meantime, you should know about this resource. If you have any questions about this, please let me know. I also highly recommend that you take the American University Library’s Library Use Tutorials ([http://www.american.edu/library/instruction/library_use.cfm](http://www.american.edu/library/instruction/library_use.cfm)) and its Information Literacy Tutorial, [http://subjectguides.library.american.edu/infolit](http://subjectguides.library.american.edu/infolit). It is an excellent introduction to researching and writing. It is important to evaluate all websites you use in your academic work, and also all those you will use in your future careers, for academic quality and reputation. Throughout this and every other course careful attention should be given to writing style, source citations, and proper listing of references, and the library’s tutorial is very helpful.

For questions about citation, please refer to the library tutorial on the use of EndNote at [http://subjectguides.library.american.edu/AUEndNote](http://subjectguides.library.american.edu/AUEndNote). Andrea Lunsford, *The Everyday Writer*, is the standard writing and citation guide used at American University. The third edition can be accessed online at: [http://bcs.bedfordstmartins.com/everyday_writer3e/default.asp?uid=0&rau=0](http://bcs.bedfordstmartins.com/everyday_writer3e/default.asp?uid=0&rau=0)
Policy on Collaborative Work

Some of the assignments for this class will be derived from your work in your discussion groups. In addition, you may want to discuss leadership and ethical theories in study groups with your classmates. In all cases, you must comply with the requirements of the Academic Integrity Code, that is all work must be your own, and what you contribute to any group or collaborative project must be identifiably your own, or contain citations to your sources. If you have any questions at all about collaboration, whether for your issue group work or as a result of your establishment of a study group, please let me know so that we can discuss the parameters of effective and ethical collaboration in each instance. All work that you submit for class must be your own work.

Academic Support for Learning

If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition, this university provides a wide range of services to support you in your efforts to be successful in this course.

Academic Support and Access Center (http://www.american.edu/ocl/asac/). ASAC supports the academic development and educational goals of all American University students and is committed to providing access for individuals with disabilities within the university's diverse community. It provides study skills materials and workshops, individual academic assistance, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the Academic Support Center (ASC) Writing Lab or in the Writing Center, Bender Library Commons, first floor, 202-885-2991.

In addition, ASAC offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. If you have a disability and might require accommodations in this course, please notify me via Disability Support Services (DSS) or the Academic Support Center (ASC) early in the semester so that I can make arrangements to address your needs.

Counseling Center (202-885-3500, MGC 214, www.american.edu/ocl/counseling) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources

Writing Center (202-885-2991, Bender Library Commons, first floor, http://www.american.edu/cas/writing/index.cfm) offers free individual coaching sessions to all AU students. In each 45-minute session, a student writing consultant helps address assignments, understand the conventions of academic writing, and teaches students how to revise and edit their own work. The Center offers appointments on the hour from 11:00 a.m. to 9:00 p.m. Monday through Thursday; 11:00 a.m. to 6:00 p.m. Friday; and 3:00 p.m. to 8:00 p.m. Sunday.
Center for Diversity and Inclusion (202-885-3651, Mary Graydon 201-202, http://www.american.edu/ocl/cdi/index.cfm) is dedicated to enhancing LGBTQ, multicultural, first generation, and women’s experiences on campus and to advancing AU’s commitment to respecting and valuing diversity by serving as a resource and liaison for students, staff, and faculty on issues of equity through education, outreach, and advocacy.

Dean of Students (202-885-3300, Butler Pavilion 408, http://www.american.edu/ocl/dos/index.cfm) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student’s ability to succeed academically. The DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.
Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, refer to the AU Web site (http://www.american.edu/emergency/) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information. For ease of reference, my email addresses are: mweekes@american.edu and meg.weekes@gmail.com. My cellphone number is 202-246-3807.
Assignments

Note: This information is repeated in attached schedule of class meetings and activities, under the date each assignment is due.)

Three short papers analyzing leadership theory and ethical development in texts 30%
  September 17, must be turned in at 5:30 p.m. at the beginning of class
  October 15, must be turned in at 5:30 p.m. at the beginning of class
  November 12, must be turned in at 5:30 p.m. at the beginning of class

Discussion group engagement, presentation and reflection paper 15%
  Paper due November 26, no later than 11:59 p.m.
  Presentation December 4

Research proposal for spring semester 20%
  September 24-30, schedule a meeting with me
  October 22-28 schedule a meeting with me
  November 19-24 schedule a meeting with me
  December 4, proposal must be turned in at 5:30 p.m. at the beginning of class

Regular, informed class participation 20%

Take Home Final Essay 15%
  December 15, no later than 11:59 p.m.
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REMINDER: The assigned readings should be done for the class indicated. Thus, the readings listed under August 27 should be done before the meeting of the class on August 27. This will help insure that you understand the issues raised in the course and are able to make significant, informed contributions to class discussions. Further, in many classes, we will have the opportunity to engage with current leaders, who will visit class for 30-45 minutes, please plan to be in class, prepared for discussion and engagement at the start of every class period. If you have any questions, please email me mweekes@american.edu.

SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

August 27  Introduction and discussion of program, class syllabus, and discussion groups
Readings from Endurance. What is leadership? Who leads?

September 3  Continuing discussion of leadership issues raised in Endurance: the “Great Man” Theory debunked? Classical Ethical theories
Finish Endurance, TBA

September 10  What is leadership? What is needed to lead? Readings TBA from Billy Budd and HBS,
Handouts on Work Camps and their leadership styles

September 13  Retreat: Introduction of learning and leadership styles; The Blue Planet. Handouts

September 17  Is authority leadership? Is power? What protection exists in the face of abusive authority?
Leadership theories and ethical problems
Continue Billy Budd, HBS, and Handouts
Short Writing Assignment 1 due no later than 5:30 p.m. at the beginning of class
Discussion Group formation

September 24  What protection exists in the face of abusive authority? Finish Billy Budd
Schedule meetings with me this week between today and September 30, to discuss leadership and ethical development as they pertain to your academic and research interests.
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<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>October 1</td>
<td>Does leadership require dreams? Leadership theories and ethical problems Readings from <em>Death of a Salesman</em>, HBS, and Handouts</td>
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<td>October 8</td>
<td>What happens if we are not mindful of our dreams? Finish <em>Death of a Salesman</em>, HBS, and Handouts</td>
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<tr>
<td>October 15</td>
<td>Does leadership require flexibility? Change and liberty, ethics, and leadership Readings from <em>Things Fall Apart</em> and handouts</td>
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<td>Short Writing Assignment 2 due no later than 5:30 p.m. at the beginning of class</td>
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<tr>
<td>October 22</td>
<td>Status and Privilege: Introductory discussions Readings from <em>Things Fall Apart</em> and Handouts; Schedule meetings with me this week between today and October 28, to discuss leadership and ethical development as they pertain to your academic and research interests.</td>
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<td>October 29</td>
<td>Property, Ethics, and Change. How do we lead change? Readings from <em>Things Fall Apart</em>, HBS, handouts</td>
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<td>November 5</td>
<td>Race, Ethnicity, and Class: Not so invisible determinants Readings from <em>The Bluest Eye</em>, HBS, handouts</td>
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<td>November 12</td>
<td>Race, Ethnicity, and Class, continuing introduction and discussion Readings from <em>The Bluest Eye</em> and TBA</td>
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<td>November 19</td>
<td>Demeter’s daughters, and unbending gender: sex and gender conundrums in leadership and ethical development Readings from <em>Antigone</em> (either Sophocles or Anouilh); continued, handouts; Schedule meetings with me this week between today and November 24, to discuss leadership and ethical development as they pertain to your academic and research interests.</td>
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<td>November 26</td>
<td>No class (Thanksgiving Holiday) Discussion group engagement and reflection paper due by 11:59 p.m.</td>
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<tr>
<td>December 4</td>
<td>Last Class: Conclusion and Overview; preparing for spring semester Short writing (one to two paragraphs) setting forth proposed topic for research paper due by 5:30 p.m. at the beginning of class; Discussion Group presentations</td>
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<tr>
<td>December 15</td>
<td>Final Essay Examination due no later than 11:59 p.m.</td>
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