LEADERSHIP DEVELOPMENT LAB I: GOVT/JLS 361
American University, Spring 2011
Thursdays starting at 5:30pm in Ward 5

Professor Margaret Marr
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Office: Ward 250
Hours: by appoint arranged by email esp. Tues afternoons
Office phone: 202/885-2308

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TEACHING ASSISTANTS

Kathryn Braisted, Education
Stephan Bronskill, Environmental Sustainability
Danna Hailfinger, Gender & Sexuality

Katie Hanson, Health, Food, & Nutrition
Cristina Khan, Civil Rights & Diversity
Tom Schad, Poverty

REQUIRED TEXTS


RECOMMENDED READING

Read regularly a major news source such as the New York Times, The Washington Post, or the Wall Street Journal.


EXPECTEDATIONS

Students will be expected to:

1) Work with the student’s issue group to prepare and complete a social action project in their issue area. (credit/no credit)
2) Work with the student’s issue group to prepare final social action project report on the social action project in their issue area, reporting accurately what was done, why, and whether it was effective as well as what the group and its members learned. (graded)
3) Present that final project report to the class in 15-20 minutes. (credit/no credit)
4) Keep a Leadership Journal offering reflection, analysis or insight as to the student’s leadership development, including personal growth, in the last week and making at least some mention of the student’s work in his/her issue group. Journal entries may also reflect on course materials and activities or on the student’s work and activities outside of the course that is relevant to the student’s leadership development. Please double space the body of the entry, and single space your name, date, issue group, etc. Please be sure to include your issue group in the identifying information. Turn in 10 of 11 entries (credit/no credit)
5) Attend at least one substantive leadership event outside of class, including any culminating events put on by first year issue groups (excluding your own) or by sophomore leadership students, or other events that the professor subsequently announces. Students may nominate eligible leadership events by emailing the professor in advance, affording adequate opportunity for notice to others (reasonable notice will vary depending on the event). To receive credit, students must attend the event and write a 1-2 page reflection paper on the event and the leadership skills learned or observed. Papers are due at the class meeting immediately following the event. (credit/no credit)
6) Participate in at least one “Leadership Adventure in DC” led by a TA or other older Leadership Program member, and make a short presentation to the class about the experience, including displaying photographs. (credit/no credit)
7) Write a paper of about 5 pages describing and analyzing a living leader of that student’s life in light of course materials, including results of an interview with subject. Paper should explain and exemplify the student’s understanding of the meaning of leadership, what makes a leader great, or not, and demonstrate the student’s comprehension of course materials. Eligible subjects include anyone not participating in this course. (graded)
8) Sometime throughout the year make a short oral presentation to the class, in tandem with a classmate, for a total of about 6 minutes, about the leadership lessons to be learned from some currently newsworthy event. Presenters are expected to read the students’ evaluations of the presentation, watch a video of the presentation, and each write an assessment of his/her own presentation strengths and areas for further improvement. (included in class participation)
9) Write a semester’s end reflection on the student’s leadership development, including the student’s progress toward reaching the goals articulated at the beginning of the year and the student’s experience in the issue group. The reflection should include a discussion of how and whether the course materials and experiential learning contributed to the student’s development, or not, with recommendations for the course and students next year. (At least 3 pages, double spaced, credit/no credit);
10) Actively engage in class discussions and issue group meetings, which requires the student to attend class and issue group meetings having completed the assigned tasks.
SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as adjusted on Blackboard, in advance of each class meeting. Please be sure to check AU’s Blackboard before each class meeting for adjustments to this schedule and assigned reading material.

WELCOME BACK AND IMPORTANT LEADERSHIP SKILLS:
  Effective Communication and Understanding Power and Privilege

Jan. 13: Welcome back, introduction to the second semester, take-aways from Crucial Conversations
Read: Crucial Conversations

Jan. 20: Role Playing Crucial Conversations
Read: Crucial Conversations
Leadership in Current Events Presentations: Catalina Lillo and Julia Kinsey
Turn in: Leadership Journal #1

Jan 27: Power and Privilege, in class exercises
Leadership in Current Events Presentations: Joe Wisniewski and Danielle Nispel
Turn in: Leadership Journal #2

Feb 3: Power and Privilege, in class exercises
Read: Cherrie Moraga, Loving in the War Years (South End Press 2000) pp. 42-51
Leadership in Current Events Presentations: Cristina Kladis and Rachel Dockery
Turn in: Leadership Journal #3; presenters on Jan 20 turn in self evaluations

LEADERSHIP THEORIES and MODELS

Feb. 10: Moral & Ethical Leadership
Read: Northouse Ch. 15 (Leadership Ethics), pp. 377-405, Leader’s Companion, pp. 481-507
Leadership in Current Events Presentations:
Peter Goelz and Liza Romanow
Deon Jones and Linnea Jordan
Turn in: Leadership Journal #4; presenters on Jan 27 turn in self evaluations

Feb. 17: Authentic and Emotionally Intelligent Leadership
Read: Daniel Goleman, “What Makes a Leader?” and Northouse Ch. 10 (Authentic Leadership), pp. 205-239
Leadership in Current Events Presentations:
Rachel Koretsky and Jean Cornell
Dorothy Joseph and Alyssa Franke
Turn in: Leadership Journal #5; presenters on Feb 3 turn in self evaluations

Feb 22: (Tues) 5-11PM Leadership Adventure in Sports
Go with TA Tom Schad to attend an NBA Wizards game and discuss leadership in sports
Feb. 24: Classical Theories of Leadership, Part I, Emphasizing Gandhi

Before class, secure a copy of the 1982 movie “Gandhi” (available in the AU library and on google movies, among other places); watch it and be prepared to discuss it.

Read: Leader’s Companion, pp. 69-81 (Gandhi, Lau Tzu, Du Bois)

Leadership in Current Events Presentations:
- Evan Brown and Franky Irwin
- Melissa Stoner and Malea Otranto

Turn in: Leadership Journal #6; presenters on Feb 10 turn in self evaluations

Feb 26: (Sat) 9A-2P Leadership Adventure in Volunteering to Help the Hungry

Go with TA Kathryn Braisted to volunteer at DC Central Kitchen

Mar 3: Applied Leadership in our Communities (expect class to last about 2 hours)

Come to class and watch the movie, “The Other City” and discuss it and its relevance to your social action projects.

Turn in: Leadership Journal #6; presenters on Feb 17 turn in self evaluations

Mar 10: Spring Break - NO CLASS – Enjoy!

Mar 17: Classical Views of Leadership, Part 2,

Read: Leader’s Companion pp. 47-68

Leadership in Current Events Presentations:
- Emily Yu and Megan Huber
- Cheria Funches and Sarah Durgin

Turn in: Leadership Journal #7, presenters on Feb 24 turn in self evaluations

Mar 19: (Sat) 9A-1P Leadership Adventure in Escorting WWII Veterans

Go with TA Danna Hailfinger to escort WWII vets around the monuments and memorials in DC

Mar 20: (Sun) 1-4:30PM Leadership Adventure in Gentrification

Go with TA Cristina Kahn to tour Columbia Heights to witness and consider gentrification

Mar 24: 20th Anniversary Celebration with former Program Directors and Alumni

Mar 31: Cherry Blossoms Monuments Tour, SPM Departure

Apr 7: Leaders of Our Lives Presentations and Discussion

Turn In: Leaders of Our Lives Paper

Turn in: Leadership Journal #8, presenters on Feb Mar 3 and 17 turn in self evaluations

Apr 9: (Sat) 10A-2P Leadership Adventure in a Civil Rights Tour

Go with TA Katie Hanson on a civil rights tour of the U Street corridor

Apr 10: (Sun) 10A-3P Leadership Adventures in the Urban Wilderness

Go with TA Stephen Bronskill on a hike through urban parks to Theodore Roosevelt Island

Apr 14: Preparing for Sophomore Year


Guests from the current sophomore class and teaching team will help prepare us for the next year and make good use of the summer
Friday, April 15, Leadership Formal Dinner-Dance

PROJECT REPORTS AND REFLECTIONS

Apr 21: Present Final Reports on Social Action Projects (Expect class to run at least 3 hours)  
(Counts as two class periods for attendance purposes)  
*Turn in:* Final Report on Social Action Project  
*Receive:* Goals statement from the beginning of the year

Apr 28: Final Exam Period – NO CLASS MEETING

May 1: Sunday  
*Turn in:* Semester-end reflection, about 3 pages, and all final work electronically to marr@american.edu before 9:00 AM (in the morning) ET

EVALUATIONS

A student’s final evaluation will be based on the following weighted criteria:

- 20% Complete Social Action Project  
- 25% Write Final Report  
- 5% Present Final Report (15-20 minutes group presentation)  
- 10% 10 of 12 weekly journals  
- 5% Write up of 1 Leadership Event, e.g. speakers on campus  
- 5% Participate in at least 1 Leadership Adventure in DC w/ TAs, take pics, and show & tell class  
- 10% Paper about a leader in your life, with interview, making use of course materials  
- 5% Final Reflection  
- 15% Class Participation, including in class, issue group, leadership in current events presentation, blackboard posts, any homework, and pay-it-forward committee work (graded)

CLASS PARTICIPATION: Class attendance is mandatory. All students are expected to be prepared for each and every class, having completed the designated readings in advance of the class meeting. Each student is entitled to two absences throughout the term, whether for good cause or not, without any adverse effect on his/her grade. I do not evaluate whether an absence is “excused” or not. More than 2 absences, whether for good cause or not, will detract directly from the class participation grade. Class participation includes the required meetings the student’s teaching team member, retreat preparations, homework assignments, any quizzes that might be given, and diligence in pursuing the mentorship relationship if the student chooses to participate in the mentorship program.

GRADING GUIDELINES

I take very seriously the responsibility of grading your work, striving always to be fair and accurate in my evaluations. These are the guidelines I work with in assigning letter grades to your work:

A: Excellent work with clear, challenging, original ideas supported with convincing, logical arguments, including relevant counter-arguments and refutations, relying on sufficient appropriate evidence. An excellent paper reflects thorough research, is clear, well organized, logical, and demonstrates college-level command of writing mechanics. Work of ‘A’ quality should not just be good but outstanding in ideas and presentation.
B: Good to quite good work. The 'B' paper demonstrates a strong familiarity with relevant material and offers a thorough answer, with minor exceptions. The work may have some outstanding qualities but be marked by significant flaws which keep it from being an excellent, and therefore an 'A' paper; or it may be all-round good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The product meets the basic requirements of the assignment, but it needs work in familiarity with course materials, research, thinking, or presentation. The work may lack clarity, or the evidence may not always be sufficient and appropriate, or the argument may have marked logical flaws. The work may have significant organizational, mechanical, or clarity problems that keep it from being good. Work of ‘C’ quality may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

Not Passing: Work that does not meet the minimum requirements of the assigned task and is therefore unsatisfactory. This is not necessarily a measure of effort. Examples include work that shows little thought or lack of familiarity with course materials, work that fails to approach the word count or page-length expected of the document, or assignments the student fails to turn in.

CREDIT/NO CREDIT Assignments: If the work is of B quality or better, the student receives credit for the timely completed work.

ASSISTANCE

Everyone at this university wants you to succeed, truly. If you experience difficulty in this course for any reason, please consult with me. I can help; I promise I don’t bite. As one student commented in advice to future students, “Don’t be afraid to ask questions; Prof. Marr is extremely helpful in assisting you.” In addition to myself and our teaching team, the university offers a wide range of services to support you in your efforts to perform well, including

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical medical, or psychological disabilities.

ACCOMMODATIONS: If you qualify for an accommodation because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

THE NOT SO FINE PRINT

A NOTE ON TIMELINESS:
Completing work in a prompt and timely fashion is essential to success. Accordingly, extensions of time on assignments will be granted only if requested before the due date and ONLY upon a showing of good cause. An example of good cause is hospitalization of the student or a dependent. Technology failure is not good cause, nor is forgetting about the due date or oversleeping. The sanction for graded
assignments that are late without “good cause” is that the grade on the late assignment will be reduced one whole letter grade for each 24 hour period the paper is late, including weekends and holidays, starting with the end of the class period at which it is due. Late credit/no credit assignments will not receive credit. Any in-class quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

A NOTE ON TECHNOLOGY ETIQUETTE:
Class meetings are a time to focus exclusively on the course material. Using technology during class when that technology is not required for the class meeting – including cell phones, checking messages, text-messaging, using the internet, playing games on laptops – distracts not only the technology user but also those around him or her. So, in devotion to your own education, as well as out of kindness for others, do not use unrelated technology during class (including surfing the internet, checking your Blackberry/iphone, and text messaging) and please turn off your cell phone. The consequence for misuse of such information devices during class is a recorded absence for that class period.

Similarly, laptops are very valuable tools for taking notes, but they have an incredible capacity to distract those students most in need of delivering their full attention to the course. After the first class meeting, those who wish to use laptops during class must complete a laptop permission sheet. A single instance of misuse of a laptop (e.g. surfing the net) may result in a class participation grade of zero for the entire semester.

AN ETHICAL ADMONITION:
I take personal and professional ethics very seriously. As one student commented in advice to future students, “Do not try to cheat. She is very strict about that subject.” Students in my courses can expect that any violation of the University’s Academic Integrity Code will be reported to the University for further action. Any academic misconduct in the context of Leadership Program work will result in being excused from the Program. Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code, which is published on the University’s web page, among other places. Academic integrity violations are heartbreaking for all concerned. Please be good to yourself and always hold your conduct to the highest ethical standards. Dishonesty not amounting to an Academic Integrity Code violation, but reflecting on the student’s leadership and leadership potential, can also result in students being removed from the Program. Remember leaders exemplify ethical conduct for others to follow.

QUESTIONS:
I am very open to questions. Really. Always feel free to contact me. Email is probably the most reliable. If you don’t receive a prompt reply (certainly within 24 hours) to a note sent to marr@american.edu assume technology failure and try ProfessorMarr@gmail.com. Less reliable is my office phone, 202/885-2308, as I am likely only to receive your call during my office hours. If you need to reach me and I’ve not responded to your email and the sun is up (generally between the hours of 7:30AM and 9:00PM), you may telephone me at 831/429.6276. I am very interested in meeting with whenever you are interested in doing so. Please email me for an appointment. Tuesday afternoons are a wonderful time for me to see students.

I look forward to an amazing semester working and learning with you.