LEADERSHIP DEVELOPMENT LAB II: GOVT/JLS 362  
American University, Spring 2011  
Weds 8:10 – 10:10 pm in Ward 103

TEACHING TEAM

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Office Hours by appointment  
Kathryn Baxter (BA ’11)  
Teaching Assistant  
Emily Beyer (BA ‘11)  
Teaching Assistant

Marni Bromberg (MA ’11)  
Graduate Assistant

Kathryn Baxter (BA ’11)  
Teaching Assistant

Emily Beyer (BA ‘11)  
Teaching Assistant

This semester students will complete the social actions projects they designed last semester, acquire a new life skill or cultural awareness, study leadership lessons in social movements and controversial social issues, practice the art of negotiation, learn their MBTI types, gain skills in searching for internships, polish a resume and cover letter, and foster a relationship with a mentor, a professional in the DC area.

READINGS

A widely read daily news source, such as the New York Times, The Washington Post, or The Wall Street Journal.


EXPECTATIONS:

Each student will be expected to:

1) Complete the social action project researched and designed last semester (C/NC);
2) Prepare and present a final report on the social action project (graded);
3) Meet every week with his/her assigned teaching team member, arriving promptly with any assignments completed, regarding the student’s progress on, and to do list for, all of her or his individual work this term: the social action project, a choice of either the life skill or cultural challenge project, and any mentorship relationship sponsored by the Leadership Program.
4) Complete one of the following three options:
   a. Assist the professor in leading an hour-long class meeting on a social movement, selecting readings for the class well in advance of the presentation, turning in a detailed lesson plan 2 weeks in advance, and going over a dry-run of the presentation with the professor before the presentation, and turning any PowerPoint or similar materials and a list of sources at the presentation (advance sign-up required) (graded);
   b. Participate with three other students in a debate, using the public debate format, on a controversial current social issue, select readings for the class to read in advance, and turn in the students’ prepared argument, prepared questions, and references (graded);
   c. Complete a five-page analytical research paper on leadership lessons to be learned from a social movement not covered this semester, or a researched persuasive paper on a controversial social issue whether covered or not this semester (graded);
5) Complete either a life skill challenge or a cultural challenge. For the life skill challenge the student will identify a life skill s/he would like to acquire that s/he does not already have, such as being CPR certified, acquire the skill and create a poster to display to the class with photographs of the students work and including the attestation of at least one witness to the student’s skill acquisition. For the cultural challenge the student will identify a subculture or subpopulation, attend at least two gatherings of a group of that subpopulation, and interview a person in that subpopulation to collect his/her life history. The student pursuing this cultural challenge will create, present, and turn in, a PowerPoint (or similar) presentation summarizing the student’s observation, the life history, and what the student has learned about the culture, about the student, and about the student’s leadership development from the experience. Students are expected to propose a learning contract detailing what they will do to complete this assignment by third week of classes.
6) Write a resume and a cover letter to an internship site of interest to the student for a term in 2011-12 and peer-edit the resume and cover letter of 2 other students (C/NC);
7) Write a 2 to 3-page reflection on the student’s MBTI results, including a comparison to the other personality assessments we completed last semester (C/NC);
8) Write a 3-page final reflection on the semester with some thought to its place in developing the student’s leadership capacity in the last two years (C/NC);
9) Actively engage in class discussions and meetings with the student’s teaching team member. This requires the student to timely attend class meetings and teaching team meetings, arriving fully prepared having completed the assigned tasks, and any complete any homework assignments or quizzes given.
10) If the student chooses to participate in the mentorship program, s/he will be expected to have three face-to-face meetings with their mentor throughout the academic year as well as maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year.
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.

13-Jan: No class meeting. Go see the movie, “Made in Dagenham”

20-Jan: The plan for the spring semester, introducing Adjunct Professor Patricia Bory, discussion of the social movement dramatized in “Made in Dagenham”
Read: Northouse, Ch.15 (Leadership Ethics); Social Movements Reader Introduction, pp. 3-7 (on Blackboard)
Recommended Reading: Northouse Ch. 10 (Authentic Leadership) (on Blackboard)

26-Jan: Negotiation Simulations
Read: Getting to Yes
Turn In: Proposed Learning Contract for Life Skill or Cultural Challenge

2-Feb: Negotiation Simulation
Read: Getting to Yes
Turn In: Students participating in Debate turn in proposed class readings

9-Feb: How to find that fabulous internship: searching data bases, writing your resume and cover letter, selecting references, and preparing for interviews.
Guest Presentation by Chris Hughes, Career Advisor, AU’s Career Center
Turn In: Social Movement Presenters turn in proposed class readings

16-Feb: Applying for National Scholarships: Kelsey Stefanik-Sidener (Truman recipient 2010); Nate Bronstein (Truman AU Nominee 2011); Jennifer Jones (Udall AU Nominee 2010 & 2011)
Debate: Should the US militarily engage Iran?
Affirmative: David and Ryan; Negative: Danielle and Mark
Debate Moderator: Jesse Schwab (‘12)
Read: Articles selected by debaters posted on Blackboard
Turn In: Draft Resume & Cover Letter (2 copies)

23-Feb: Debate: Should a progressive income tax be replaced with a flat tax?
Affirmative: Robert and Rachael P; Negative: Tim and Phil
Debate Moderator: Jesse Schwab (‘12)
The Black Panther Party by Cristina
Read: Articles selected by posted on Blackboard
Turn In: Your edits of 2 of your peers’ resume and cover letter. Put your name on all documents

2-Mar: Watch and discuss the movie, “Have you Heard from Johannesburg, Story Two: A Hell of a Job” regarding Oliver Tambo’s role in the anti-apartheid movement in South Africa
Turn In: Final resume & cover Letter w/ all peer edits

9-Mar: Spring Break – No class
16-Mar: Watch and discuss the movie, “Pray the Devil Back to Hell” regarding Liberian women’s peace movement 
*Turn In:* Presenters for 3/30 turn in lesson plans and make date to go over dry-run w/ Prof. Marr

23-Mar: MBTI Personality Assessment
Guest Presentation by AU’s Career Center
*Reading:* *Work Types,* Ch. 5 Leading: Being in Charge pp. 107-126 (posted on blackboard)
*Turn In:* Presenters for 4/6 turn in lesson plans and make date to go over dry-run w/ Prof. Marr

**24-Mar (Thursday evening) 20th Anniversary Celebration with former Program Directors and Alumni**

30-Mar: The Farm Workers’ Movement by Hannah
The Locavors’ Movement by Katie and Kathryn Br
*Read:* TBA
*Turn in:* Reflection on MBTI results, including impact on Leadership style, and compare to personality assessments in Fall semester (2-3 pages)

**31-Mar: (Thurs) 5-8PM Join the first-year students for the annual Cherry Blossoms Monument Tour**

6-Apr: The Environmental & Sustainability Movement by Stephen and Ian
The Gay Rights Movement by Kent with Kathryn Baxter
*Read:* TBA
*Turn in:* Social Movement and Controversial Issue Papers

**PROJECT REPORTS AND REFLECTIONS**

13-Apr: Presentations: Life Skill and Cultural Challenges
*Turn in:* Life skill poster or Cultural Challenge PowerPoint (all)

15-Apr: *(Friday Evening) Leadership Program Formal*

20-Apr: Presentations: Life Skill, Cultural Challenges and some Social Action Project Final Reports
*Turn in:* Social Action Project Final Report

22-Apr *(Fri) University Applications for Merit Awards Due*

*Turn in:* Final Reflection on the year (3 pages)
EVALUATIONS

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

15%  Complete Social Action Project (C/NC)
25%  Final Project Report and Presentation (Graded)
15%  Social Movement Presentation (graded), participation in a debate (graded),
or research paper on either a social movement or a controversial social issue (graded)
15%  Life Skill (C/NC) or Cultural Challenge (graded), including learning contract
5%   Resume and cover letter in application to internship for a term in 2011-12 (C/NC)
5%   Reflection (2-3 pp) on MBTI and Work Types reading, including comparison to other personality assessments (C/NC)
5%   Final Reflection (3 pp) (C/NC)
15%  Class Participation (including weekly meetings w/ teaching team & mentor relationship) (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 significantly from the class participation grade.
Class participation includes the required meetings the student’s teaching team member,
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. Repeatedly missed or re-scheduled
meetings with the assigned teaching team member will detract significantly from the class participation
grade.

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 wonderful semester with you, one that builds lasting memories and contributes much to leadership development, your demonstrated accomplishments, and your capacity to do all the good work you intend to do to make the world a better place.