POLITICAL AND ORGANIZATIONAL BEHAVIOR: GOVT/JLS 460
American University, Spring 2011
Mondays 5:30 – 8:00 pm in Ward 103

Professor Margaret Marr
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esp. Tuesday afternoons
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COURSE DESCRIPTION

This course, as announced in the American University Catalog “[e]xamines major theories and research in public leadership, with emphasis on American political and administrative institutions. Case studies of leaders and leadership in complex public organizations. Relative impact of personality and organizational factors in leadership development. Emphasis on students’ awareness of their own leadership style and development potential.”

This year, the class has decided to study leadership on the Supreme Court. Each senior will present to the class the leadership lessons from a Supreme Court justice’s life (or pair of justices’ lives), bearing in mind pertinent leadership theories, with special emphasis on those lessons relevant to the students as they prepare to embark on their own paths to leadership in their careers.

TEXTS


Jeffrey Tobin, The Nine: Inside the Secret World of the Supreme Court (2007 Doubleday) 

EXPECTATIONS:

Each student will be expected to:

1. Make a one-hour presentation to the class on the leadership lessons to be gleaned from a justice’s life and tenure on the court, bearing in mind pertinent leadership theories, selecting additional reading materials for the class as is pertinent.
2. Prepare a lesson plan due in class two weeks before their presentation (excluding spring break from the 2 week calculation). The lesson plan should explain how the student intends to use the hour of class time and state the learning objectives for the lesson.
lesson plan should also include what discussion questions the student would like to post on BlackBoard to help the class come mentally prepared for the presentation.

3. Meet with the professor after turning in the lesson plan and before the presentation to go over a complete dry run of the presentation and consider adjustments to the presentation and the lesson plan.

4. Write a 12-page paper on the justice and important leadership lessons to be gleaned his or her leadership, weaving in relevant leadership theory, and the importance these lessons and theory have for the student’s own leadership (due on March 21, or one week after the presentation, but not later than May 2).

5. Write a 2 to 3-page self-evaluation of the presentation, bearing in mind student critiques (due 2 weeks after the presentation, except those who present on April 25, whose self evaluations are due May 2).

6. Write a final paper of about 6 pages on what the student takes away from the study of all of the justices this semester, perhaps comparing the student’s justice to a few of the others, striving to find consistent themes in leadership theory and style, particularly those relevant to the student’s own leadership. (Due March 21)

7. Attend oral argument with the class on January 12, or another time this semester, and write a 2-page reflection. (Due electronically Jan 17 at 5:30pm, or within a week of observations)

8. Attend and participate in retreat Jan 22-23, to be organized by the class, and write a short reflection on the meaning and significance of the event (due electronically by 5:30 Jan 31).

9. Attend and participate in a class-wide service project to be organized by the class and completed before April 25.

10. Write a 5-page (or more) reflection on the student’s 4-year (or 3-year) experience in the SPA Leadership Program, including how the student’s leadership skills and capacity have developed in the program (or not). Please include in your reflection the senior year service activity, and any suggestions about what to keep and what to change in the program as we continue to strive for excellence. (Due April 25)

11. Actively participate in the class including: respond to blackboard discussion questions by Sunday at 5PM before the next class; attend class; come fully prepared for class, including having completed all assigned readings, completing any homework, and taking any in-class quizzes; fully engage in class dialogue; carefully evaluate other students’ presentations; and help to organize and execute the retreat and service project.

SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as posted and adjusted on Blackboard, in advance of each class meeting, and come prepared to discuss those readings.

INTRODUCTIONS

10-Jan: Reuniting with the class, discussion of syllabus, overview of coming semester. Retreat and service project planning.
12-Jan: Attend Oral Argument. Meet at Supreme Court steps at 9:00 AM

17-Jan: Martin Luther King, Jr Day – NO CLASS
   Turn in: Reflection on oral argument, via email to marr@american.edu by 5:30PM ET

(Sat & Sun) 22&23-Jan: RETREAT!

24-Jan: Background on the Court
   Guest presentation: Kaylyn Miller (SPA, ’08, Leadership ’09),
   Supreme Court Intern to Justice Sandra Day O’Connor
   Sources of US Law, Stare Decisis, Path to Supreme Court, Judicial Philosophy

31-Jan: 5:30, Ward 103, Finding and Applying for Positions in the Federal Government
   Guest Presentation: Jennifer Carignan, SPA Career Advisor, AU Career Center

   7PM, MGC 245, Careers in Community Organizing with DART (Direct Action & Research Training) if interested RSVP to Hannah Wittmer at hannah@thedartcenter.org or 785.841.2680
   (KP and Nick turn in their lesson plans; KP also turns in proposed readings)

7-Feb: Chief Justice John Marshall and President Thomas Jefferson, Stephen Laudone
   John Marshall Harlan (I) & Oliver Wendell Holmes, Andy MacCracken
   Read: Rosen, Introduction and Ch. 1 & 2, pp. 1-126
   (Leslie and Kristen turn in their lesson plans)

14-Feb: Hugo Black and William O. Douglas, Nick Anderson
   Chief Justice Earl Warren, Kristen Pionati
   Read: Rosen, Ch. 3, pp. 127-176, all of The Brethren, & materials on Earl Warren TBA
   (Meg and John turn in their lesson plans)

21-Feb: John Marshall Harlan II, Leslie Kodet
   Thurgood Marshall, Kristen Cleveland
   Read: All of The Brethren
   (Jenny and Kathryn turn in their lesson plans)

   8pm Freshman-Senior Brinner McDowell Formal
   Enjoy breakfast for dinner with the Class of 2014

28-Feb: William J. Brennan, Megan Miraglia
   Chief Justice Warren Burger, John Sonsalla
   Read: All of The Brethren
   (Amanda and Jon turn in their lesson plans)

7-Mar SPRING BREAK -- No Class – Enjoy and read The Nine
14-Mar  Harry Blackmun, Jenny Leland
   Lewis F. Powell, Kathryn Baxter
   Read: *The Brethren* and *The Nine* (emphasizing in The Nine’s references to Powell)
   (Ellen and Tracy turn in their lesson plans)

21- Mar: Chief Justice William Rehnquist, Amanda Merkwae
   John Paul Stevens, Jon Baker
   Read: *The Brethren*, all of *The Nine* and Rosen Ch 4, pp.177-220
   (Ben and Scarlet turn in their lesson plans)
   Turn in: Paper on the leadership of your justice, otherwise turn it in one week after your presentation, not later than May 2.
   Turn in: Bharat’s, Dan’s, Kelsey’s, Emily’s proposed readings on their justices are also due.

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

28-Mar: Sandra Day O’Connor, Ellen Miller
   Antonin Scalia, Tracy Empson
   Read: All of *The Nine* and Rosen Ch 4, pp.177-220
   (Natasha and Michael’s lesson plans due)

31-Mar: (Thurs 5-8PM) Cherry Blossom Tour of the Monuments

4-Apr: Anthony Kennedy, Ben Schorr
   Clarence Thomas, Scarlet Doyle
   Read: All of *The Nine*
   (Bharat and Dan’s lesson plans due)

11-Apr: Ruth Bader Ginsburg, Natasha Pereira
   Stephen Breyer, Michael Monrroy
   Read: All of *The Nine*

(Fri) 15-Apr: Formal Dinner Dance and Senior Toast at Maggiano’s

18-Apr: Chief Justice John Roberts, Bharat Krishnan
   Samuel Alito, Dan Shorts
   Read: Rosen, Conclusion pp. 221-241 and TBA

25-Apr: Sonia Sotomayor, Kelsey Stefanik-Sidner
   Elena Kagan, Emily Beyer
   Read: TBA

(Tues) 26-Apr 1-3:00 PM  Presentation of Certificates in Advanced Leadership Studies
   at the SPA Awards Ceremony (likely in MGC 3-4)
2-May Final Take-Aways and Celebration
What does this study teach us of Leadership on the Supreme Court, and the culmination of our four years of study, teach us about leadership in general and our own leadership in particular?
*Turn in:* Final paper (about six pages) on your take-aways from having studied all these justices. Be sure to demonstrate your comprehension of reading materials. What do our studies, especially but not exclusively from this semester, tell you about the meaning of leadership in theory and in practice, both in the justices’ lives that we have studied as well as in your own life? This is your chance to derive meaning and significance from the entire semester’s work.

7-May (Sat): 9A Commencement!
Gather on the steps of Ward Building for picture directly after.

**EVALUATIONS**

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

25% Presentation (includes readings, lesson plan, meeting w/me, pre-presentation BB discussion questions, actual presentation, and self evaluation) (graded)
25% Paper on your justice, his/her lessons, and implications for leadership theory, about 12 pages (graded)
15% Final Paper on what you take away from studying all these justices, about 6 pp. (graded)
5% Attend oral argument and submit 2-page reflection paper (C/NC)
5% Retreat Participation and 2 page reflection (C/NC)
5% Program Reflection, including senior service project (C/NC)
5% Participation in completing group service project and dispersing sophomore funds (C/NC)
15% Class participation

**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 attendance, preparation for class including completing the readings and any homework assignments including timely Blackboard posts (5P Sun), any quizzes that might be given in class, participating in the dialogue in class, careful evaluation of other students’ presentations, and help to organize and execute the retreat and service project.
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, 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 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. A single instance of misuse of a laptop (e.g. surfing the net) may and likely will result in a class participation grade of zero for the entire semester, at the professor’s sole discretion.

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 the Certificate in Advanced Leadership Studies not being awarded. 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 heart-breaking 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 and/or the not awarding the Advanced Leadership Certificate. 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 a warm and memorable semester working and learning with you, a wonderful final hoorah!