LEADERSHIP DEVELOPMENT LAB I: GOVT/JLC 361.001 & 002
American University, Spring 2014
Thursdays, 5:30pm, Ward 3

Professor Margaret Marr
Email: marr@american.edu
Alternate email address: ProfessorMarr@gmail.com
202.905.5161 (cell) 202.885-2308 (office)

Professor Susannah Washburn
Email: washburn@american.edu
Phone: 202.304.7254

Office: Ward 250
Hours: by appointment, especially afternoons

Office: by appointment on Mon and Thurs

TEACHING ASSISTANTS

Ben Link (Education)  London Swift (Gender and Sexuality)
775-340-5642  541-602-1139
bl9588a@student.american.edu  ls6109a@student.american.edu

Joelle Appenrodt (Law and Society)  Lucas Wright (Environmental Sustainability)
415-827-4673  717-953-2663
joelle.app@gmail.com  lw9348a@student.american.edu

Leilani Alexa (Urban Development)  Rahi Patel (Human Rights and Equality)
805-406-2998  848-459-2267
Leilanialexa@gmail.com  rp2981a@student.american.edu

READINGS

Tom Rath and Barry Conchie, Strengths Based Leadership (2008 Gallup Press) ISBN 9781595620255 (new only as it contains a one-use-only code to take an online assessment) (required)


Patrick Lincioni, Five Dysfunctions of a Team: A Leadership Fable (2002 Jossey-Bass) 978-0787960759 (recommended)

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

**ANTICIPATED ACCOMPLISHMENTS**

This semester each student can expect to accomplish the following:

1. **Issue Group**
   Work with your group to:
   a. Prepare and complete a social action project in your issue area. (credit/no credit)
   b. Prepare a final social action project report. Report accurately what was done, why, and whether it was effective. Tell us what the group learned. (graded)
   c. Present the report to the class in 15 to 20 minutes. (graded)

2. **Leadership Journals**
   Keep a Leadership Journal offering reflection, analysis or insight on your leadership development. Please include your work in issue group. Journal entries also may reflect on course materials and activities outside of the course that are relevant to your leadership development. We encourage you to attend speaking events both on and off campus and include these in your journal. Please double space the body of the entry, and single space your name, date, issue group, etc. Turn in 10 of 11 entries. (credit/no credit)

3. **Reading Reflections**
   Write a short reaction each week to the assigned reading. Please include:
   a. portion of reading completed
   b. how carefully you read,
   c. a short synopsis of the reading/s, and
   d. a reflection on the assigned readings.
   The synopsis should be a summary of the reading in the student’s own words in about a paragraph or, if multiple articles were assigned, a sentence or two on each article. The reflection should be another short paragraph on the significance or meaning you derived from the reading or any critique you would like to offer. Turn in 10 of 12 entries. (credit/no credit, included in class participation assessment)

4. **Leaders of our Lives Paper**
   Write a paper of about 5 pages describing a leader, someone not participating in this course, real or fictional, living or not, but not a relative, and analyze that leader in light of course materials, including quotations from that subject. The paper should explain and exemplify your understanding of the meaning of leadership, the leader’s strengths and weaknesses, successes and failures, and demonstrate your comprehension of course materials. Please include citations to course materials. (graded)

5. **Literature Group**
   Participate in a literature group of a genre of your choice, read a work chosen by the group, and work with the group to make a presentation to the class on the leadership lessons
6. **Strengths Based Leadership Paper**
   Write a short reflection paper, about 3 double-spaced pages, summarizing the main points of *Strengths Based Leadership* and describing the assessment of your strengths. How can you use the strengths to meet followers’ four needs: hope, compassion, stability, and trust? How does the personality assessment apply to your leadership and activism to date and your role in issue group? (credit/no credit)

7. **Leadership Live**
   Participate in at least one Leadership Live event and make a short presentation (including photographs) to the class about the leadership lessons learned from the experience. Leadership Live events are listed later in the syllabus. (credit/no credit)

8. **Networking**
   Practice your networking skills by meeting at least one junior, senior or alumna/us of the program. You could:
   a. attend one of the program dinners (“linners”) this semester either on studying abroad or finding internships;
   b. attend the alumni reception on March 21; or
   c. meet with a junior, senior or alumna/us with whom you have not previously spoken one-on-one for a short meeting (perhaps over coffee or the equivalent).
   In your semester-end reflection, please mention who you met, where you met them, and what you learned. (Assessment included as part of semester-end reflection)

9. **Current Events Presentation**
   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 a newsworthy event. Presenters are expected to read their peers’ evaluations of the presentation, watch a video of the presentation, and each write an assessment of about two pages about his/her own presentation strengths and areas for further improvement. The presentation schedule is included in the “schedule of studies” section of this document. (credit/no credit and included in class participation assessment.)

10. **Semester’s End Reflection**
    Write a semester’s end reflection on your leadership development, including your progress toward reaching your goals articulated at the beginning of the year, your experience in the issue group, your meeting with a junior, senior or alumna/us of the program, and a reflection on *Five Dysfunctions of a Team*. (At least 4 pages, double spaced, credit/no credit);

11. **Engage**
    Actively engage in class discussions and issue group meetings; this requires the student to attend class and issue group meetings and complete the assigned tasks. First year Leadership students are also expected to contribute to the larger Leadership community by serving on a pay-it-forward committee, such as publications, events, alumni relations or fundraising. (Included in class participation grade.)
SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as adjusted on Blackboard, in *advance* of each class meeting. Any adjustments to readings or assignments on Blackboard will be made by 9:00am on the Tuesday prior to class.

Jan. 16: Welcome back, introduction to the second semester, lit group check in

Jan. 23: History of Leadership Studies and Literature Groups

*Read:*
- Excerpt from Organizational Behavior text posted on Blackboard
- Lit group book

*Turn in:*
- Leadership Journal #1
- Reading Reflection (This week only, instead of the standard format, please apply at least one of the theories from the reading to your lit group book. Please briefly summarize your book at the top of the reflection and then provide analysis. 1-2 pages.)

*Current Events Presentation:* Natalie and Martin

*Sign up for Leadership Live.* So bring your calendar or planner!

Jan. 28: Leadership Dinner (“Linner”), Tuesday, 6-8pm

Older students will share information with younger ones about studying abroad

Jan. 30: Moral & Ethical Leadership and Crisis Leadership

*Read:*
- Northouse Ch. 15 (Leadership Ethics), pp. 377-405,
- Leader’s Companion, pp. 481-483, and
- Two of the three articles in Leader’s companion pp. 484-508

*Turn in:*
- Leadership Journal #2
- Reading Reflection

*Current Events Presentation:* Rebecca and Belen

Feb 1: Leadership Goes Ice Skating, 12-3pm
Feb 6: Servant Leadership, Citizen Leadership and Leading with Soul

Read:
- “Servant Leadership” Article 4, Robert K. Greenleaf, Leader’s Companion
- “Defining a Citizen Leader” Article 3, Richard A. Couto, Leader’s Companion
- “The Making of a Citizen Leader,” Article 42, Cheryl Mabey, Leader’s Companion
- Leading with Soul, pp. 105-120 (We highly recommend that you read all of Leading with Soul)

Turn in:
- Leadership Journal #3
- Reading Reflection

Current Events Presentation: Kiersten and Molly
Leadership Live Presentation: Sewall Belmont House

Feb 13: Learning from Failure

Guest presentation by David Simnick, Leadership Class of 2009, Student Director 2008-09, Co-founder of Soapbox Soaps

Read: to be posted on Blackboard

Turn in:
- Leadership Journal #4
- Reading Reflection

Current Events Presentation: Abby and Jenna

Feb. 20: Authentic and Emotionally Intelligent Leadership & Literature Groups

Read:
- Northouse Ch. 10 (Authentic Leadership), pp. 205-239

Turn in:
- Leadership Journal #5
- Reading Reflection

Current Events Presentation: Shani and Wes

Feb 22: Leadership Talent Show, Saturday, 2-4 pm
Feb. 27: Classical Theories of Leadership

Read:
- Leader’s Companion, pp. 49-69 (Plato, Aristotle, Machiavelli),
- Leader’s Companion, pp. 69-81 (Gandhi, Lau Tzu, Du Bois)
- Watch the movie “Gandhi.” (If you have already seen the movie or do not have the time to watch the full movie, clips will be provided. Viewing parties are encouraged.)

Turn in:
- Leadership Journal #6
- Reading Reflection

Current Events Presentation: Elise and Matt
Leadership Live Presentation: DC Central Kitchen

Mar 6: Seven Literature Groups Presentations (Expect class to last about 3 hours)
Class will meet in Butler Boardroom

David and Goliath, Malcolm Gladwell
Long Walk to Freedom, Nelson Mandela
Seriously, I’m Kidding, Ellen DeGeneres
Bossypants, Tina Fey
Wolf Hall, Hilary Mantel
The Lovely Bones, Alice Sebold
A Collection of Children’s Literature, various authors

Turn in: Leadership Journal #7

Mar 13: Spring Break, NO CLASS
Enjoy and read Strengths Based Leadership and take its assessment

Mar 20: Strengths Based Leadership
Read: Strengths Based Leadership & complete the on-line assessment

Turn in:
- Leadership Journal #8
- A paper on this book, as described earlier in the syllabus (#6)

Current Events Presentation: Emily and Allie

Mar 21: All Alumni Reception, Friday, 5:30 pm
Finemondo, 1319 F Street, Washington, DC
All current students and alumni invited to attend – a great networking opportunity

Mar 25: Leadership Dinner (“Linner”), Tuesday, 6-8pm
Older students will share information with younger ones about internships
Mar 27: Leadership and Optimism
Read: Excerpts from The Happiness Advantage posted on Blackboard

Turn in:
• Leadership Journal #9
• Reading Reflection

Current Events Presentation: Megan and Justin

Apr 3: Cherry Blossoms Monuments Tour
5:20 pm, Depart from North Side Shuttle Stop
Class will be held touring the monuments of the tidal basin

Apr 10: Leaders of Our Lives Paper Presentations and Discussion

Turn In:
• Leaders of Our Lives Paper, as described earlier in syllabus (#4)
• Leadership Journal #10

Current Events Presentation: Emma and Olivia
Leadership Live Presentation: Ford’s Theater

Apr 17: Preparing for Sophomore Year
Guests: current sophomore class and teaching team

Turn in: Leadership Journal #11

Current Events Presentation: Nick and Aileen

Apr 19: Program-wide Earth Day Service Event - Anacostia Watershed Clean-up

Apr 24: 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 (#1 under Anticipated Accomplishments)
• Leadership Journal #12

Receive: Goals statement from the beginning of the year, letter to yourself, and first impressions from retreat
Apr 25: Leadership Program Formal, Friday Evening

May 1: Final Exam Period – NO CLASS MEETING

May 4: Sunday by 12 noon ET

Read:
- Five Dysfunctions of a Team excerpt posted on Blackboard

Turn in:
- Semester-end reflection (#10) electronically to marr@american.edu and washburn@american.edu before 12 noon ET

LEADERSHIP LIVE SCHEDULE

We expect you to attend at least one of the following Leadership Live events and make a presentation to the class as described earlier in the syllabus (#7). You are welcome to attend more than one, but you must attend at least one to receive credit.

Sewall-Belmont House (Leilani & London)
Friday, January 31st; depart campus 10am, arrive back on campus 2pm

DC Central Kitchen (Joelle & Rahi)
Wednesday, February 19th; depart campus 7:45am, arrive back on campus 1pm

Ford's Theatre (Professor Washburn & Joelle)
Saturday, March 29th; depart campus 10:30am, arrive back on campus 4pm

State Department (Ben & Lucas)
Date and time to be determined

EVALUATIONS

A student’s final evaluation will be based on the following weighted criteria as described earlier in the syllabus:

15% Complete Social Action Project (credit/no credit)
25% Final Social Action Project Report (graded)
10% 10 of 12 weekly journals (credit/no credit)
5% Leadership Live event and Presentation of leadership lessons to class (credit/no credit)
10% Strengths Based Leadership Reflection (credit/no credit)
5% Participate in Literature Group and Make Presentation (credit/no credit)
10% Leaders of our Lives paper (graded)
5% Final Reflection on year (credit/no credit)
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. We do not evaluate whether an absence is “excused” or not. More than two absences, whether for good cause or not, will detract directly from the class participation grade. The class participation grade includes: active participation in class and issue group, the current events presentation, active participation in pay-it-forward committees, and the reading reflection papers.

GRADING GUIDELINES

We take very seriously the responsibility of grading your work, striving always to be fair and accurate in our evaluations. These are the guidelines we 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 is 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 either or both of your professors. We can help. In addition to 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 us 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.

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, students should refer to the AU Web site (www.prepared.american.edu) 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. Please stay home if you have a fever.
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 professors reserve the right to determine good cause.

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 valuable tools for taking notes, but they have an incredible capacity to distract other students. 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

We take personal and professional ethics very seriously. Students in our 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 heart-breaking for all concerned. Please be good to yourself and always hold your conduct to the highest ethical standards. Remember, leaders exemplify ethical conduct for others to follow.
QUESTIONS

We are very open to questions. Always feel free to contact us. Email is probably the most reliable. If you don’t receive a prompt reply (certainly within 24 hours) to an email, please feel invited to resend the message. If you have not gotten a response to an email for Professor Marr, you may call or text her at 202.905.5161 between the hours of 7:30AM and 9:00PM. (The office phone, 202/885-2308, is less reliable.) For an in person meeting with Professor Marr, please email her for an appointment. Similarly, Professor Washburn is happy to schedule an in person meeting with you via email and is also available by text or phone.

We look forward to an amazing semester working and learning with you. We look forward to all that you will accomplish.