LEADERSHIP DEVELOPMENT LAB II: GOVT/JLS 362
American University, Fall 2013
Weds 6:00 – 8:00 pm in Ward 3

TEACHING TEAM

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REQUIRED TEXTS

One of the following four:

RECOMMENDED READING

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


WHAT WILL WE DO?

Social Action: Each student will design a social action project that can be accomplished by the conclusion of the academic year to address a problem of concern to that student. Toward that end, students will:

1) Identify a social issue of concern to the student;
2) Prepare an Annotated Research Agenda, identify the research materials the student will use in preparing a policy memo, offer a brief synopsis of each that explains the reference’s relevance to the problem, with at least 2 possible scholars to consult, at least to 2 practitioners to consult, and a strategy for reaching out to those affected by the problem;
3) Meet with scholar(s) working in an area related to the student’s project, and meet with that scholar at least once to discuss the student’s project and how the scholar’s work might be relevant to the project;
4) Consult Constituency: Meet and talk with people affected by the social problem the student has identified as well as with people who are working in the field (practitioners) to address the problem. The student is encouraged to develop a team of people outside Leadership to complete the project;
5) Attend Retreat Sept 20-22, and there in 2-3 minutes present the social problem of concern to the student, why it is compelling, how it is aligned with your personal mission statement (optional) and sketch out some possible projects the student could execute; present these at retreat; attend at least 2 break out groups to further analyze the identified problem and possible efforts to address it;
6) Prepare a Policy Memo: Research and write a policy memo describing the social problem of concern to the student and what others are doing or have done to address it, reflecting outreach to constituents, scholars and practitioners. (A more detailed description will follow);
7) Prepare a Project Proposal: Research and write a social action project proposal to address the social problem the student has identified and researched. The proposal will define the project, the need for it, a timeline, a budget and an evaluation method (a more detailed description will follow);
8) Prepare a Grant Application: Identify three organizations to which you would consider applying for a grant. At least two of these must be outside AU. Summarize the grant for which you considered applying, why you considered it, and why you selected the one you did. Write a robust grant proposal directed to one of the three identified philanthropic organizations, meeting the organization’s proposal requirements.


Jean M. Kummerow, Nancy J. Barger and Linda K. Kirby, Work Types: Understand your Work Personality – How It Helps You and Holds You Back, and What You can Do to Understand It
To help the student gain greater appreciation for the world’s cultures and expand their repertoire of valuable skills as well as get in the habit of identifying desirable knowledge and actively pursue acquiring that knowledge, in one semester the student will acquire a new life skill, in the other semester the student will acquire greater awareness of a culture new to that student. Specifically:

9) **Life Skill Challenge**: the student will identify a desirable life skill to acquire that the student does not already have, such as being CPR certified, acquire the skill in at least 3-4 hours, and create a poster (or electronic equivalent) to display to the class with photographs of the student’s work and including the attestation of at least one witness to the student’s skill acquisition.

10) **Cultural Challenge**: 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 that person’s life history. At least one of the events must be off campus, preferably both. We want you to stretch your comfort zone as much as possible. We highly recommend that you explore a culture on your own, without a cultural ambassador such as a roommate, friend, or classmate. Going out on your own will teach you valuable, transferrable skills, and you will interview someone unfamiliar to you. If you choose to interview someone known to you, we ask that the interview/conversation be much more in-depth and explore the comparison between your own and the subject culture. You will make a five-minute PowerPoint (or similar) presentation to the class, that offers respect for the culture and that summarizes:

- your observations,
- the interview subject’s life history,
- why you chose this culture,
- what you learned about the culture,
- how it compares and contrasts with your own culture,
- what you learned about yourself in the process,
- and importantly, your reflections on this, what you learned from this, including what you learned about leadership and its development, and thus what meaning and significance you derived from the experience.

To assist the student in accomplishing these tasks, students will:

11) **Offer Detailed Weekly Updates**: Detail the student’s progress in working on their social action project, life skill and cultural challenge, and mentorship relationship (if any). The update is to include the work in the last week, including the time spent on each action, as well as a detailed to do list for the next week and near future, and include any foreseen challenges. These are turned in via email to the student’s TA with a copy to Professor Marr, at least 24 hours in advance of the student’s weekly TA meeting.

12) **Participate in TA Meetings**: Meet every week with his/her assigned Teaching Assistant at the pre-scheduled time for about 30 minutes, to discuss the student’s progress on and short and long-term objectives for his/her social action project, life skill or cultural challenge and mentorship relationship (if any);
13) **Keep a Leadership Journal** offering reflection, analysis and/or insight as to the student’s leadership development, including personal growth, making at least some mention of the student’s work on her/his social action project and mentorship relationship (if any). Students are encouraged to use journal entries to also reflect on course materials and activities. Journal entries may also reflect 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, etc. Entries are to be at least a page long and be a reflection on the time period since the last journal entry was submitted. Turn in one entry at six different class meetings (excluding the first and retreat), for a total of six entries. Journals are read only by the professor.

14) **Reflect the Summer Reading**: Write a short paper of at least 3 pages about the student’s selected summer reading, analyzing the leadership lessons the student gleans from it and those lessons’ relevance to the student’s own leadership development, including the creation of her/his social action project in the coming academic year. Include at least two discussion questions that would help advance your discussion of the work with your Leadership classmates. Paper should demonstrate the student’s comprehension of the *entire* book;

15) **Write a Semester End Reflection**, as to both its curricular and co-curricular aspects, perhaps with some mention of its place in the rest of the student’s life and leadership development, with careful thought to the role of these experiences in the last 15 weeks in developing the student’s leadership capacity (at least 3 pages, preferably more);

16) **Engage**: Engage actively in class discussions, retreat planning and implementation, crafting a resume and editing peers’ resumes, and completing all homework assignments and any quizzes given. This requires the student to timely attend class and retreat planning meetings, arriving fully prepared having completed all assigned readings and tasks.

To help the students better understand themselves, and present themselves professionally, students will:

17) **MBTI**: Take a Myers-Briggs Type Indicator assessment through the AU Career Center. Instructions will be offered in class. From its results write a 3-page reflection about what the student learned about him/herself, his/her leadership and activism, in so doing *demonstrate the student’s command of assigned readings*. Turn this in via email to Professor Marr and to the student’s TA before class, as well as a single paper copy in class;

18) **Mentoring**: 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, including at least one in fall semester, and also to maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year.

19) **Resume**: Write a resume for peer review, review peers’ resumes, prepare a final resume.
LEARNING OBJECTIVE

At the end of the semester students will be able to successfully complete all that has been asked of them above and thus enjoy an expanded capacity in the valuable leadership skills of critical thinking and analysis, reflection, self-awareness, problem solving, professionalism, project design and management, cultural awareness, experience in roaming outside one’s comfort zone, and becoming a life-long learner.

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.

Aug. 28: Introductions to the course, the professor, the alumni and teaching assistants, and the students; begin conversation about summer reading; retreat preparations
   Read: Nickel and Dimed, Unbowed, Crossing the Chasm, or Vital Voices
   Turn in: Biographical Data Sheet

Sept. 4: Exemplary Citizen Leaders: Barbara Ehrenreich; Wangari Maathai; Geoffrey Moore; and Alyse Nelson; Summer Life Skill and Cultural Challenge Presentations; Continue Preparations for Retreat
   Read: Nickel and Dimed, Unbowed, Crossing the Chasm, or Vital Voices
   Turn in:
      • Reflection on summer reading, and via email to Professor Marr & the TA who is facilitating your reading and paper copy in class;
      • If you have already completed your life skill or cultural challenge: an electronic copy of Cultural Challenge PowerPoint (or similar) via email before class to Professor Marr, or, if you tackled the life skill challenge, please email Professor Marr your photos and bring your paper poster with photos with you to class to present and turn in.

Sept. 11: Personal Mission Statements and selecting your social problem in accordance with it
   In your TA Update this week: Include citations and summaries of at least three key sources for your policy memo
   Turn in:
      • If you have not completed your life skill or cultural challenge: a proposed Learning Contract for Life Skill or Cultural Challenge. If a life skill, explain what you will do, about how long you expect it to take, what your current skill level is, and how we can measure whether you have acquired it. If a cultural challenge, please identify the culture, describe the two events you plan to attend, and when and where those events take place.
Sept 17 (Tues) 6-8pm: Hughes Formal Lounge Leadership Dinner = Linner!
“Transitions to College” help first year students benefit from your experience and wisdom to smoothly transition into college life

Sept. 18 Using root cause and consequence analysis to analyze social problems and create a research agenda and outreach strategy; Inspiring Guest Speaker Liz Braden, Millennial Motivator, Building Tomorrow, Inc.
  Turn in:
  • If you are participating in the mentorship program, a one paragraph biography of yourself and your interests for prospective mentors, via email to the mentorship coordinators, Prof. Marr, and TA.
  • In your TA Update this week: an initial draft of your annotated research agenda

Sept 20-22: RETREAT!!
  Turn In: Draft of Annotated Research Agenda with possible Scholar and Practitioner.

Sept 25: Practicing introducing yourself in minutes (“elevator speeches”) and conducting informational interviews; Project Check-in Reflections on Retreat (including a survey);
  Read: Materials on successful interviewing, and information interview (Blackboard)
  Turn in:
  • annotated research agenda for Social Action Project via email before class to Professor Marr, and your TA, as well as on paper in class
  Come prepared to:
  • Give three “elevator speeches,” one 2-minute, one 1-minute, and one 30-seconds

Sept 28 (Sat) 12-3pm: Buddy Olympics

Oct. 2: 6-6:45: Meet in classroom for policy memo check-in and announcements
  7:00-9:00 Mentorship Reception; only those participating in mentorship program are expected to attend
  Turn in:
  • Complete on-line MBTI assessment (instructions will be distributed)

Oct. 9: Resume Writing, with Jennifer Carignan of the Career Center; Guest Speaker on inspiring change Liz Dahan, Vice President of Albright Stonebridge Group and Chair of Community Bridges
  Turn In:
  • Policy Memo, via email before class to Professor Marr, your reader, and your TA, and bring a paper copy in class.

Oct. 16: Project Proposal & Grant Writing; Project Check-in
  Read/View: TBA via Blackboard
  Turn in:
  • Two, count ‘em 2, paper copies of your resume for peer edit
Oct. 19, Saturday, 3-5PM: Family and Alumni Reception. Butler Board Room

Oct. 22, Saturday, 6-8PM, Hughes Formal Lounge Leadership Dinner = Linner!
“Choosing Classes” share your knowledge and experience with first year student and benefit from the sage advice of older students in the Program as you choose classes for next semester.

Oct. 23: Informational Interviews; Project Check-in
Read: Interviewing materials and video on Blackboard
Turn in:
  • Your edits on paper copies of 2 of your peers’ resumes

Oct. 30: MBTI with AU’s Career Center Advisor, John Charles
Reading: Work Types, Ch. 5 Leading: Being in Charge pp. 107-126 (posted on blackboard)

Turn in:
  • Social Action Project Proposal via attachment to email before class to Professor Marr, your reader, and your TA, and a paper copy in class.

Nov. 6: Researching and Writing Grants
Turn in via email to Professor Marr, your reader, and your TA, as well as a paper copy in class:
  • Final version of your resume
  • Reflection on your MBTI results, 3 pages. Remember to show your comprehension of all the MBTI readings

Nov. 13: Life Skill and Cultural Challenge Presentations; planning for next semester
Turn in and present: Electronic copy of Cultural Challenge PowerPoint (or similar) via email before class to Professor Marr or, if you tackled the life skill challenge, please email Professor Marr your photos and bring your paper poster with photos with you to class to present and turn in.

Nov. 20: Cover Letter Writing with Jennifer Carignan of the AU Career Center; Preparing for Next Semester

Nov. 27: NO CLASS: US Thanksgiving
December 4: Project Proposal Presentations

Turn in:

- **Grant Application** via email before class to Professor Marr, your reader and your TA, as well as a paper copy in class;
- Your selection of activity for next semester, debate (with topic and fellow debaters), social movement presentation (with selection of movement), social movement paper (with selection of movement) via paper copy in class paper.

**Dec. 7 (Sat) 3:00-5:00pm, MGC 245: DECEMBERFEST!** Join Leadership students in celebrating the end of the semester and the holiday season.

Final Exam Period **Monday Dec. 16, 5:30-8:00 -- NO CLASS MEETING**

Turn in:
- Semester end reflection via email to marr@american.edu before 5:30PM ET Mon 12/16

**EVALUATIONS**

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

- 5% Attend Retreat (C/NC)
- 5% Summer Reading Reflection (C/NC)
- 10% MBTI Reflection (C/NC)
- 15% Policy Memo (Graded)
- 15% Project Proposal (Graded)
- 10% Grant Proposal (Graded)
- 5% Six Leadership Journal Entries (C/NC)
- 10% Life Skill (C/NC) or Cultural Challenge (Graded)
- 5% Semester Reflection, including on mentorship relationship (C/NC)
- 10% Participation in meeting with TAs and weekly accomplishments/goals statements (graded)
- 10% Class Engagement, following up on mentorship relationship, homework (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. We do not evaluate whether an absence is “excused” or not. More than 2 absences, whether for good cause or not, cause a precipitous drop in the student’s class participation grade. Class participation includes attendance, 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

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 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 the teaching team. We can help, really. 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 your professor and teaching assistants, the university offers a wide range of services to support you in your efforts to perform well, including: (on next page)
Academic Support and Access Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Also offers technical and practical support and assistance with accommodations for students with physical, medical, psychological, or learning disabilities. Writing support is available in the ASAC 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.

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 and Access Center 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 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. If you need to use a laptop, perhaps as an accommodation for a disability, talk to me to secure permission. Be aware that 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 in the Leadership Program take personal and professional ethics extremely seriously. As one student commented in advice to future students, “Do not try to cheat. [Prof. Marr] is very strict about that subject.” Leadership students 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:

Professor Marr is very open to questions. Really. Always feel free to contact her. Email is probably the most reliable. If you don’t receive a prompt reply to an email sent to marr@american.edu (within 24 hours), please resend the email and feel invited to send a text. Urgent matters, that require a response in under 2 hours, send text or voicemail to her mobile phone 202-905-5161. She is very interested in meeting with whenever you are interested in doing so. Please email for an appointment. Afternoons are best, especially Tuesdays and Wednesdays.

Your teaching team looks forward with great enthusiasm to an outstanding semester working and learning with you.