LEADERSHIP DEVELOPMENT LAB II: GOVT/JLC 362.001
American University, Spring 2014
Weds 6:00 – 8:00 pm

TEACHING TEAM

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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, and create an effective cover letter, as well as continue to 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.

ANTICIPATED ACCOMPLISHMENTS:
This semester each student can expect to accomplish the following:

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 Assistant at the pre-scheduled time, to actively discuss and plan the student’s progress on short and long-term objectives for his/her social action project, life skill or cultural challenge, acquire assistance on class assignments, and gain guidance to pursuing a rewarding mentorship relationship (if the student participates in the mentorship program) (graded);

4) Turn in via email to the student’s TA and Professor Marr at least 24 hours in advance of the student’s weekly TA meeting, a list offering a detailed description of the student’s work the previous week, with time spent thereon, and a to do list for the following week, together with any anticipated challenges on: her/his social action project with time estimates for each activity; progress in the last week on the student’s life skill or cultural challenge, and mentorship relationship (if any);

5) Complete one of the following three options:
   a. Participate with three other students in a debate on a current controversial social issue, select readings for the class to read in advance, and turn in the students’ prepared argument, prepared questions, and references (graded); reflect on the experience in a journal entry;
   b. Lead a 25-30 minute presentation on an analysis of a social movement, this requires that the student:
      a) select readings for the class well in advance of the presentation,
      b) turn in a detailed lesson plan 2 weeks in advance, including learning objective(s) and detailed schedule of how you will use your time;
      c) go over a dry-run of the presentation with the professor or alumni assistant before the presentation with a complete draft of any PowerPoint slides, and handouts and activities; and
      d) turn in the final version of PowerPoint, Prezi, handouts, materials, and a list of sources use for the presentation (graded);
      e) Reflect on the presentation and what you learned from it in a journal entry;
   c. Complete a five-page carefully researched persuasive position paper on a controversial social issue (graded);

6) Complete either a life skill challenge or a cultural challenge, whichever the student did not complete last semester.
   a. For the 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 his/her life history. At least one of the events must be off campus, preferably both. 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. If you do so, the person you interview will be 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** (not more) 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, what leadership lessons or development you gained from the experience.

Turn in PowerPoint electronically via email the professor by 5:15 p.m. on the date of presentation.

b. 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 visual presentation, poster or short PowerPoint, 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, due on the date of presentation. We expect the acquisition of this skill to take at least 3-4 hours, or an afternoon.

7) 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). 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, 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. Journals are submitted on paper and must be turned during the class time. Turn in one entry at six different class meetings (excluding the first class meeting), for a total of six entries. (Credit/No Credit)

8) Write a brief synopsis of and reflection upon the assigned readings. Quantify how much, of the all the readings assigned for the day, you completed and how carefully you read or viewed the materials. On days when multiple topics are covered, e.g. when we have multiple debates or social movement presentations, chose the assigned materials for one of those topics, offer a synopsis and reflection on the readings for that topic. Otherwise, summarize and reflect upon all assigned materials. (Included in class participation assessment.)

9) Write a 3-page paper summarizing and reflecting upon *Getting to Yes* and its significance for the student’s leadership development. (C/NC Completion weighted heavily in class participation)

10) Write a cover letter to an internship site of interest to the student for this summer or a term in 2014-15, attach the resume written last semester (with any updates or edits) and the job/internship description. Peer-edit the cover letter and resume of 2 other students (C/NC);

11) Write the student’s own version of the Tao te Ching expressing the student’s own core leadership principles (2-4 pages, C/NC);

12) Write a final reflection on the semester of at least 3 pages with some thought to its place in developing the student’s leadership capacity in the last two years (C/NC).
13) Actively engage in the class. This includes coming to class prepared, having completed and reflected upon the assigned material, being actively engaged in class discussions, and completing all homework assignments and any quizzes given.
   a. 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, and also to maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year.

14) Meet with Professor Marr one-on-one at least once before Spring Break for a check-in.

SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as adjusted on Blackboard, in advance of each class meeting.

15-Jan: Welcome Back; Introduction to Social Movement Theory

22-Jan: Discussion of Getting to Yes and Negotiation Simulation
   Read: Getting to Yes
   Turn In:
   • Getting to Yes reflection (electronically to Kathryn Braisted and on paper)
   • Proposed Life Skill or Cultural Challenge Contract, well researched (paper)
   • On your choice for the semester, either (electronically to Prof. Marr and on paper as noted)
     o For your side of your debate, turn in proposed reading for the class (about 30 minutes worth) (electronically only, make sure links work off campus)
     o For social movement, turn in a thesis statement (how you will analyze the movement) and at least one proposed readings
     o For controversial social issue, statement of the issue, your position on it, and principle rationale for that position (E.g. “I will argue against the death penalty on the grounds that . . .”) (paper)
   • any journal entry

Cultural and Life Skill Challenge Presentations: Eesha, Monica and Kaileen

28-Jan: Leadership Dinner (“Linner”) older students will share information with younger ones about studying abroad

29-Jan: Negotiation Simulation
   Turn In:
   • any journal entry
   • At your TA meeting this week, your cover letter, resume and job/internship description

Cultural and Life Skill Challenge Presentations: Emily A, Michelle, Nolan

1-Feb: Leadership Goes Ice Skating (12n-3p)

5-Feb: Negotiation Simulation
   Turn In:
   • Two (count ‘em, 2) copies of your cover letter, job/internship description, and resume for
peer edit
  • Any journal entry

12-Feb: Debate 1: Stand Your Ground Laws Should be Repealed
Rahi, Leilani, Lulu and Nicole

Debate 2: The Obama’s Drone Usage is Wrong
London, Tram, Lucas and Nick

Read: Materials selected by debaters posted on Blackboard

Turn In:
  • Reading Self-assessment (how much/how thoroughly read all assigned materials) together with synopsis and reflection on the readings for either debate topic (electronically to Kathryn Braisted and on paper)
  • Any journal entry
  • Your edits of two peers’ cover letter and resume Put your name on all documents

Cultural and Life Skill Challenge Presentations: Nick and Edgar

19-Feb: Debate 3: Standard Stop-and-Frisk Police Procedures are Impermissible
Alex, Paul, Karlee and Chris
Pursuing National Merit Awards or a BA and MPP/MPA/MA in 4 years
Read: Materials selected by debaters posted on Blackboard

Turn In:
  • Reading Self-assessment, synopsis and reflection (electronically to Kathryn Braisted and on paper)
  • Any journal entry
  • For those writing position papers, turn in bibliography to TA

Cultural and Life Skill Challenge Presentations: Karlee, Uche, Jihad, Tram

22-Feb (Sat 2-4 pm) – Leadership Talent Show

26-Feb: Controversial Social Issues and Social Movements in Cinema

Turn In:
  • Final cover letter, resume and job description (paper and electronically to professor, reader, and TA)
  • Any journal entry

Cultural and Life Skill Challenge Presentations: Taylor and Ben

5-Mar: Controversial Social Issues and Social Movements in Cinema

Turn In:
  • Any journal entry
  • Those who are presenting on social movements submit all proposed readings (about 30-45 minutes of materials)

Cultural and Life Skill Challenge Presentations: Rahi and Chris
12-Mar: **Spring Break – No class** (Get a head start on *Carry Tiger to Mountain* readings)

19-Mar: The ancient and classical leadership guide: The Tao te Ching

*Read:* Carry Tiger Foreword, and Chapters 1 and 2

*Turn in:*
- Reading Self-assessment, synopsis and reflection (electronically to Kathryn Braisted and on paper)
- Any journal entry
- Those who are presenting on 4/2 turn in lesson plans

Cultural and Life Skill Challenge Presentations: Maggie, Grace, Anthony and Nicole

21-Mar: **Applications for nomination for the Truman Scholarship due to the Office of Merit Awards by 4pm.** Interested students must complete a Merit Awards Profile, posted on the Merit Awards website, and submit a cover letter expressing their interest.

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

25-Mar (Tues 6-8p) - **Leadership Dinner (“Linner”)** older students will share information with younger ones about internships

26-Mar: The ancient and classical leadership guide: The Tao te Ching (continued)

Guest Presenter: **Author of Carry Tiger to Mountain**, Stephen Legault

*Read:* Carry Tiger Chapters 3, 4 and 8.

*Turn In:*
- Reading Self-assessment, synopsis and reflection (electronically to Kathryn Braisted and on paper)
- Continued on next page
- Your own version of the Tao te Ching, 2-4 pages (on paper and electronically to Prof. Marr)
- For those writing position papers turn in first draft to TAs with progress report this week
- Any journal entry
- Those who are presenting on 4/9 turn in lesson plans

Cultural and Life Skill Challenge Presentations: Winston and Dalexi

2-Apr: **Analyzing Social Movements: Chico Mendez Amazonian People's Movement (Anthony); Nigerian Aba Women's Riot (Uche)**

*Read:* Materials selected by presenters and posted on Blackboard

*Turn In:*
- Reading Self-assessment (how much/how thoroughly read all assigned materials) together with synopsis and reflection on the readings for either social movement (electronically to Kathryn Braisted and on paper)
- Any journal entry
- Those who are presenting on 4/16 turn in lesson plans
• For those writing position papers turn in second draft to TAs with progress report this week

Cultural and Life Skill Challenge Presentations: Lia, Jared and Alli

3-Apr: (Thurs) 5:15-8PM Join the first-year students for the annual Cherry Blossoms Monuments Tour

9-Apr: Analyzing Social Movements: Food not Bombs (Emily A & Ben); Black Panther Party (Amber & Kandice)
Read: Materials selected by presenters and posted on Blackboard
Turn In
• Reading Self-assessment (how much/how thoroughly read all assigned materials) together with synopsis and reflection on the readings for either social movement (electronically to Kathryn Braisted and on paper)
• Any journal entry
• For those writing position papers turn in final draft electronically to Prof. Marr and on paper

Cultural and Life Skill Challenge Presentations: Lulu, Nicole, and Amber

16-Apr: Analyzing Social Movements: Prohibition (Nolan); Arab Spring & Social Media (Michelle); One Billion Rising (Joelle); Read: Materials selected by presenters and posted on Blackboard
Turn In
• Reading Self-assessment (how much/how thoroughly read all assigned materials) together with synopsis and reflection on the readings for one social movement (electronically to Kathryn Braisted and on paper)
• Any journal entry

Cultural and Life Skill Challenge Presentations: Leilani and Paul

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

23-Apr: Final Reports on Social Action Projects, Cultural Challenges and Life Skills and Celebration!
Have prepared and practiced a 60-90 second sound-bite on your project
Come prepared to discuss in small groups the leadership lessons learned from your work
All who have not previously presented their cultural challenge or life skill will do so tonight
Turn in:
• Social Action Project Final Report
• Life Skill Poster, Cultural Challenge PowerPoint
• Any journal entry

Cultural and Life Skill Challenge Presentations: All remaining presenters

25-Apr: (Friday Evening) Leadership Program Formal

30-Apr: (Final Exam Period) No Class meeting

4-May: (Sunday) by noon ET - Turn in year-end reflection (3 or more pages) electronically to Prof. Marr
A student’s final evaluation will be based on the following weighted criteria:

- **15%** Complete Social Action Project (C/NC)
- **20%** Final Project Report (Graded)
- **10%** Social movement presentation, awareness education presentation, participation in a debate, or research paper on either a social movement or a controversial social issue (graded)
- **10%** Life Skill (C/NC) or Cultural Challenge (graded), including learning contract
- **10%** Participation in meeting with TAs and weekly accomplishments/goals statements (graded)
- **5%** Cover letter and resume and peer edits of same (C/NC)
- **5%** Student’s own Tao te Ching (C/NC)
- **5%** Leadership Journal (6 of 12) (C/NC)
- **5%** Final Reflection (3 pp) (C/NC)
- **15%** Class Engagement including attendance, completion of assigned readings with synopses and reflection, engagement in class dialogue, performance on any homework or quizzes, follow up with your mentor (if you have one), and being sure to meet with Professor Marr before spring break (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, 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 dismissed 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. In your email requesting a meeting, please offer window of time in which you are available to meet, particularly in the afternoons.

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