POLITICAL AND ORGANIZATIONAL BEHAVIOR: GOVT/JLC 460.001
American University, Spring 2014
Tuesdays 8:10-10:40 pm in Ward 4

Professor Margaret Marr
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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 uncommon, unexpected leadership. Each senior will offer a conference-like presentation on a topic within this umbrella that includes a focus on some leadership theory or practice and has some relevance to the student presenter, and/or the students in the class, as they prepare to graduate and launch their careers.

EXPECTATIONS:

Each student can expect to achieve the following:

1. Make a 50 minute presentation to the class on a leadership theory or practice of importance to the student and the students’ leadership development.

2. By Jan 28, select materials for the class to read or view in preparation for the presentation. These materials should take an average Leadership student more than an hour but less than two hours to review.

3. Prepare a lesson plan due two weeks before the presentation (excluding spring break from the 2 week calculation). The lesson plan should state the learning objectives for the lesson and explain how the student intends to use the 50 minutes of class time. The lesson plan should also include the means by which the students can demonstrate their comprehension of the readings and their preparation for the class. This might include Blackboard discussion questions, a short in-class quiz, an exercise such as editing a speech; options abound. Including the assigned readings by way of link or attachment to the lesson plan is very helpful.

4. After turning in the lesson plan and before the presentation, meet with the professor to go over a complete version of the presentation, including a thorough draft of any PowerPoint or Prezi or activity the student intends to offer, and consider adjustments to the presentation and the lesson plan.

5. Write a self reflection, of at least 3 pages, assessing the student’s presentation after viewing their peers’ evaluations and reflecting on what the presentation’s topic means for
the student’s own leadership development as s/he prepares to graduate and enter careers. The paper should also very briefly summarize the presentation so that when it is read 3 years from now, so the student can assess their growth as a leader and presenter, the document will be comprehensible. (Due 2 weeks after the presentation, except those who present on April 22, whose self evaluations are due May 6).

6. Offer an assessment of each students’ preparation for and participation in the class and include with the self reflection.

7. Respond promptly to any reading comprehension and class preparation assignments made by presenters.

8. Write a final paper of about 8 pages on what the student takes away from the semester’s study with citations to course materials, perhaps comparing the student’s presentation topic with a few others, striving to find consistent themes in leadership theory and style, particularly those relevant to the student’s own leadership. (Due TBD: April 29 or May 6)

9. Create a professional on-line presence for the student, such as a Linked-In page, or an electronic portfolio, that includes the student’s most valuable activities and chief accomplishments in each of the four years of the Leadership Program. (Due Mar 25)

10. Write a 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 feel invited to include any suggestions about what to keep and what to change in the program as we continue to strive for excellence. Paper should include some explanation and reflection upon the senior service event. The reflection should be about 6-8 pages, unless the student creates and references in the paper an electronic portfolio that explains the student’s work in the program, in which case the paper should be about 4 pages. (Due April 22)

11. Attend and participate in retreat Jan 25-26, to be organized and produced by the class.

12. Attend and participate in at least one service project with at least six other classmates. Service projected to be organized by the students and completed before April 22.

13. Actively participate in the class including: 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, honestly and accurately evaluate other students’ presentations; and help to organize and execute the retreat and service project(s).

Note: Unless otherwise indicated all materials should be turned in both electronically to marr@american.edu before class and on paper in class. While I try to read students’ work and comment electronically, I can’t always, especially on the train.
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.

Jan 13: Reuniting with the class, discussion of syllabus, overview of coming semester. Retreat and service project planning. (Preceded by Welcome Back Desserts at 7PM in Batelle Atrium)

**Leadership in Unexpected Times: Crisis**

Jan 21: Tyler - Citizen leadership in crisis: Air Florida Plane Crash in the Potomac River, May 2013 Oklahoma Tornado disaster
Megan - Crisis Leadership In School Shootings

**25-26 Jan (Sat & Sun): RETREAT!**

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

Jan 28: As Prof. Marr and two seniors will be away at the Naval Academy Leadership Conference, we will have two guest presentations to prepare you to launch your careers:
  “Finding and Applying for Positions in the Federal Government”
  - Jennifer Carignan, SPA Career Advisor, AU Career Center
  “Advice for My 20 Year-old Self”
  - Susannah Washburn, Senior Advisor, Corporation for National and Community Service

**Turn in Proposed Readings for your Presentation** in email to Prof. Marr. Please put readings in form that can be posted on blackboard. The JLS or Government offices can be used to scan materials if need be.

(Alyssa and Zach turn in their lesson plans)

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

Feb 4: Michael - JP Morgan and the 1907 Financial Crisis
Evan - Leadership in the 2008 Financial Crisis
*(Dorothy and David turn in their lesson plans)*
*Complete in class: A retreat survey and reflection*

**Unsought Leadership: Answering the Call**

Feb 11: Alyssa - Dianne Feinstein's after Mayor Moscone’s and Supervisor Milk’s Assasination
Zachary – Leadership of Frank Kameny in the Gay Rights Movement
*(Rachel, Lauren and Josh turn in their lesson plans)*
*(Tyler and Megan turn in their self-reflections and student assessments)*
Feb 18: David - Interim Leadership
   Dorothy - Unsought Leadership & Hunger Games (Katniss Everdeen)
   (Philip and Nate turn in their lesson plans)
   (Michael and Evan turn in their self-reflections and student assessments)

19-Feb Weds 6:30-8p Career Center Library - Linked In Page Creation Instruction

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

Feb 25: Rachel and Lauren – Leadership of Malala Yousafzai and Kakenya Ntaiya
   Josh - Workers' Leadership
   (Allie and Lucy turn in their lesson plans)
   (Alyssa and Zach turn in their self-reflections and student assessments)

Leadership in Unusual Places

Mar 4: Philip - Rural Leadership
   Nate - Cities as Change Agents for Sustainability
   (Holly, Cristina and Catalina turn in their lesson plans)
   (David and Dorothy turn in their self-reflections and student assessments)

11-Mar SPRING BREAK -- No Class – Enjoy (and work on your professional website?)

Leadership from Unexpected Platforms

Mar 18: Allie - Melissa Harris Perry, Newscaster
   Lucy - Jon Stewart
   Choose Formal Toasts Committee
   (Cheria and Liza turn in their lesson plans)
   (Rachel, Lauren and Josh turn in their self-reflections and student assessments)

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

   Catalina - Leadership in Social Change through Music in Latin America in 80's
   Turn in for Prof. Marr and Toasts Committee:
   • Professional website address and any password,
   • Accolades Sheet, and
   • Paper Resume
   (Linnea and Peter turn in their lesson plans)
   (Philip and Nate turn in their self-reflections and student assessments)
Leadership by Uncommon Means

Apr 1: Cheria - Social Media Petitions as Change Agents, particularly in Trayvon Martin
Liza- Manal-Al Sharif, Women Leaders of Arab Spring and Social Media
(Franky and Deon turn in their lesson plans)
(Allie and Lucy turn in their self-reflections and student assessments)

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

Apr 8:  Linnea - Southwest Airlines & Servant Leadership: Leading with LUV
Peter - Rooney Rule: Affirmative Action in the NFL
(Joes P and W turn in their lesson plans)
(Holly, Cristina, and Catalina turn in their self-reflections and student assessments)

Leadership by Unheralded Leaders

Apr 15: Franky - Edward Snowden: A Leader or a Traitor
Deon - Defenders of the Indefensible
(Cheria and Liza turn in their self-reflections and student assessments)

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

Leadership by Uncommon, Transformative Leaders

Apr 22: Joe P. - Aung San Suu Kyi's Leadership in Burma: The Role of Forgiveness
Joe W. - Transformative Visionary Political Leaders (e.g. Nelson Mandela, General George Marshall)

Turn in:
- Reflection on your four (or three) -year experience in the Leadership Program
(Linnea and Peter turn in their self-reflections and student assessments)

25-Apr: (Fri) Formal Dinner-Dance and Senior Toasts!

Apr 29: Meet at Professor Marr’s House

Turn in:
- Final paper (about 8 pages) on your take-aways from the semester’s studies with citations to course materials.
(Franky, Deon, and Joes P and W turn in their self-reflections and student assessments)

May 6: Final exam period: NO CLASS MEETING

May 9: 11:30-1:30 Presentation of Certificates in Advanced Leadership Studies
Luncheon Reception for Leadership Seniors and their families in McDowell Formal Lounge
**11-May (Sun): 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:

30%  Presentation (includes timeliness, selection of readings, lesson plan, meeting w/ Prof. Marr, assessments of students’ preparation, and actual presentation, including peer evaluations) (graded)
10%  Self-reflection upon presentation (C/NC)
15%  Final Paper on what you take away the semester’s study, with citations to course materials (about 7-8 pages) (graded)
10%  Reading comprehension and course preparation measured by presenters’ assignments (e.g. blackboard posts or quizzes) (graded as percentage of B or better work)
15%  E-folio explaining all that you’ve done in this 4-year program and separate paper on reflections on that experience, with recommendations about 4 pages (C/NC)
5%  Retreat Participation (C/NC)
5%  Participation in completing group service project (C/NC)
10%  Class participation (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 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 markedly from the class participation grade. Class participation includes attendance and active participation in classroom dialogue, 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 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 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:
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.

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 please email me again and then try my cell phone 831/429.6276. Less reliable is my office phone, 202/885-2308, as I am likely only to receive your call during my office hours. 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!