

LEADERSHIP DEVELOPMENT LAB II: GOVT 362/JLS 396-02

American University, Spring 2010
Weds 6:00 – 8:00 pm in Ward 104

Professor Margaret Marr
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Office: Ward 250
Hours: Tues 3:30-5:30, Wed 3:30-5,
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COURSE DESCRIPTION

As announced in the American University Catalog this is “[a]n advanced leadership development course that consists of structured and unstructured exercises designed to increase students' understanding of leadership and the role leaders play in the public policy-making process.”

TEACHING ASSISTANTS

Alexis Nadin ('10)
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Georgette Spanjich ('10)
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Office Hours: Weds 11A-2PM, Fri 12-4P

READINGS

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

Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement without Giving In* (Paperback edition Penguin Press 1991) ISBN: 0140157352 (Herein “Getting to Yes”)

Jean Kummerow, Nancy Barger, and Linda Kirby, *Work Types: Understand Your Work Personality – How It Helps You and Holds You Back, and What You Can Do to Understand It* (1997 Business Plus) ISBN 978-446-67217-3

Peter G. Northouse, *Leadership Theory and Practice* (4th ed. 2007 Sage Publication) ISBN: 9781412941617 (Recommended)

Jeff Goodwin and James Jasper, *The Social Movements Reader: Cases and Concepts* (Blackwell Publishing 2003) ISBN 978-0631221968 (Recommended)

EXPECTATIONS:

Each student will be expected to:

- 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 at least every other week with his/her teaching assistant, arriving with a word-processed set of bullet points describing the student's progress on both of the projects for the term, the Leadership Project and a choice of either the Life Skill or Cultural Challenge project, or other assignments the TA may ask the student to complete;
- 4) Complete one of the following four options:
 - a. Assist the professor in leading a class meeting on a controversial social issue or on a social movement (advance sign-up required) (C/NC);
 - b. Participate with three other students in a debate, using the public debate format, on a controversial current social issue and turn in the student's prepared argument, prepared questions, and references (graded);
 - c. Complete three reflection papers, of two pages each, on three substantive class meetings about negotiation, controversial issues, or social movements (not MBTI or Internship searching) demonstrating the student's working knowledge of the assigned reading materials as well as the class discussion about it (C/NC); or
 - d. Complete a five-page analytical research paper on leadership lessons to be learned from a social movement not covered this semester (graded);
- 5) Complete either a life skill challenge (C/NC) or a cultural challenge (graded), whichever the student did not complete last semester. 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 poster 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. For the cultural challenge the student will 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. The student pursuing this cultural challenge will write a 5-8 page paper and make a 5-8 minute presentation to the class each summarizing the student's observation, the life history, and what the student has learned about the culture, about the student, and about the student's leadership development from the experience.
- 6) Write a resume and a cover letter to an internship site of interest to the student for fall 2010 (C/NC);
- 7) Write a 2 to 3-page reflection on the student's MBTI results, including a comparison to the other personality assessments we completed last semester (C/NC);
- 8) Write a 3-page final reflection on the semester with some thought to its place in developing the student's leadership capacity in the last two years (C/NC);
- 9) Actively attend and participate in class discussions having completed the assigned materials in advance and promptly attend and confer meaningfully in meetings with the student's TA (graded).
- 10) If the student chooses to participate in the mentorship program, s/he will be expected to have three face-to-face meetings with the mentor throughout the academic year as well as maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year.

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.

WELCOME BACK AND "THE PLAN"

13-Jan: Welcome back and plan the semester

THE ART OF NEGOTIATION

20-Jan: **Negotiation Simulations**

Read: Getting to Yes

27-Jan: **Negotiation Simulation** with alumnus Matt Mullock

Read: Getting to Yes

THE APPLIED ART OF NEGOTIATION AND DEBATE TO CONTROVERIAL ISSUES

3-Feb: **U.S. Health Care Reform**, from the experts' perspectives

Student Presenter: Mitchell Duncombe

Guest Speakers: Dr. Beth Fuchs of Health Policy Alternatives, Inc. and

Mr. Chris Jacobs, Adjunct Professor and Republican policy specialist in the U.S. Senate

Read: Articles selected by Mitchell posted on Blackboard

10-Feb: **U.S. Health Care Reform**, a class discussion

Student Presenter: Mitchell Duncombe

Read: Articles selected by Mitchell posted on Blackboard

Debate: Should race be considered in college admissions decisions?

Student Participants: Phil Cardarella, Mitchell Duncombe, Amanda Merkwae, and Jesse Schwab

Read: Excerpts of Gratz v. Bollinger, 539 U.S. 244 (2003) and Grutter v. Bollinger, 539 U.S. 306 (2003) posted on blackboard

(Carol, Jennifer, and Carley turn in their lesson plan for 24-Feb)

17-Feb: **Closing the Achievement Gap in Education in the U.S.**

Student Presenter: Olivia Stitilis

Read: Materials selected by Olivia posted on Blackboard

Debate: Should undocumented residents have access to public education?

Student Participants: Phil Cardarella, Melissa Chang, Stephanie Eichmann, and Tess VandenDolder

Read: Excerpts of Plyler v. Doe, 457 U.S. 202 (1982) posted on Blackboard

LEADERSHIP IN SOCIAL MOVEMENTS

24-Feb **Environmental Movement**

Student Presenters: Carol Foster, Jennifer Jones and Carley Wigod

Read: Materials selected by Carol, Jennifer and Carley posted on Blackboard

Turn in: **Complete MBTI Survey on-line.** Instructions on Blackboard under assignments

27-Feb (Sat) **Join the First-year Students in a Tour of Mount Vernon**

Details TBA

3-Mar: **MBTI Personality Assessment**

Guest Presentation by Travis Sheffler, Career Advisor, AU Career Center

Reading: *Work Types*, Ch. 5 Leading: Being in Charge pp. 107-126 (posted on blackboard)

(Rachel and Amanda Turn in their lesson plans for 17-Mar)

10-Mar: **No Class – Spring Break**

17-Mar: The Feminist and Reproductive Rights Movements

Student Presenters: Rachel Lachenauer and Amanda Merkwae

Read: Materials selected by Rachel and Amanda posted on Blackboard

Turn in: Reflection on MBTI results, compare to personality assessments in Fall semester (2-3 pages)

FINDING OUR OWN LEADERSHIP PATH: SEARCHING FOR AN INTERNSHIP

(See 3-Mar on MBTI)

24-Mar: How to find that fabulous internship: searching data bases, writing your resume and cover letter, selecting references, and preparing for interviews.

Guest Presentation by Chris Hughes, Career Advisor, AU's Career Center

31-Mar: **Merit Awards, Resume Writing, and Elevator Speeches (and some presentations)**

Guest Presentation: Dr. Paula Warrick, Director of the Office of Merit Awards at AU.

Turn in: For peer review **2 copies** of both your resume and cover letter in application to an internship for fall 2010

6-Apr (Tues) 5-8PM Join the first-year students for the annual **Cherry Blossoms Monument Tour**

PROJECT REPORTS AND REFLECTIONS

7-Apr: **Life Skill and Cultural Challenge Presentations**

Turn in: Return to author peer-edited resume and cover-letter

Turn in: Life skill poster or Cultural Challenge paper (**all**)

14-Apr: Cultural Challenge Presentations and Leadership Project Final Reports

Turn in: Final draft of resume and cover letter with peers' edits attached
Leadership Project Presentations by Sam Sabol, Tess Vandendolder, Olivia Stitilis
Nick Armstrong, Zach O'Connor, Colin Everett and Amanda Merkwae

21-Apr: Leadership Project Final Reports

Turn in: Leadership Project Final Report (**all**)

23-Apr (Fri) University Applications for Merit Awards Due

28-Apr: (FINAL EXAM PERIOD) START AT 5:30!

Leadership Project Final Reports

Turn in: Final Reflection on the year (3 pages)

EVALUATIONS

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

- 15% Complete Social Action Project (C/NC)
- 25% Final Project Report and Presentation (Graded) (Due on April 21)
- 15% Class Presentation (C/NC), participation in a debate (graded), paper on social movement (graded), or 3 reflections on substantive classes meetings (C/NC)
- 15% Life Skill (C/NC) or Cultural Challenge (graded)
- 5% Resume and cover letter to internship site of interest to student for Fall 2010 (C/NC)
- 5% Reflection (2-3 pp) on MBTI, including comparison to other personality assessments
- 5% Final Reflection (3 pp)
- 15% Class Participation, including bi-weekly meetings w/ TAs and bullet points (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. 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. (Caveat: Emergency Preparedness)

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 me and your TAs, the university offers a wide range of services is available 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. 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 improper use of technology will adversely affect your class participation grade. For example, **a student who reads or sends text messages during class will at a minimum be regarded as absent for the entire class period**. We want to keep your focus on the discussion and materials in the classroom, not elsewhere.

Laptops are very valuable tools for taking notes, but they have an incredible capacity to distract those students most in need of focusing their full attention to the course. 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:

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 not being invited to continue in 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:

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 8:00PM), you may telephone me at 831/429.6276. You are always welcome to attend my office hours. You do not need to schedule an appointment during office hours. During these hours I see students on a first come first serve basis. If you are waiting to see please let me know, and I will try to limit the conversation with the previous student to 20 minutes. If you give me a heads up that you are planning to come on a particular day, I can let you know if I've heard from others who are also planning to come by when you are. If you want to see me and cannot attend my office hours, please contact me and we'll make an appointment.

I look forward to another **outstanding** semester working and learning with you.