LEADERSHIP DEVELOPMENT LAB I: GOVT/JLS 361
American University, Spring 2011
Thursdays starting at 5:30pm in Ward 5

Professor Margaret Marr
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Hours: by appointment
Hours: esp. M,Tu,W afternoons
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TEACHING ASSISTANTS

Cheria Funches, Education
Dani Nispel, Gender and Sexuality
David Shirbroun, Poverty
Holly Hagerty, Environmental Sustainability
Sarah Durgin, Civil Rights and Diversity
Tyler Sadonis, Politics and Empowerment

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.
EXPECTATIONS

Students will be expected to:

1) Work with the student’s issue group to prepare and complete a social action project in their issue area. (credit/no credit)

2) Work with the student’s issue group to prepare final social action project report on the social action project in their issue area, reporting accurately what was done, why, and whether it was effective as well as what the group and its members learned and present that report to the class in 15 to 20 minutes. (graded)

3) Keep a Leadership Journal offering reflection, analysis or insight as to the student’s leadership development, including personal growth, in the last week and making at least some mention of the student’s work in his/her issue group. 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, issue group, etc. Please be sure to include your issue group in the identifying information. Turn in 10 of 11 entries (credit/no credit)

4) Attach/staple to the leadership journal a short reaction to the reading assigned for that week. Include what portion of the readings the student has read, how carefully s/he has read them, and a short synopsis of and reflection on the week’s 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 the student derived from the reading or any critique the student would like to offer. Turn in 10 of 11 entries. (included in class participation assessment)

5) Write a paper of about 5 pages describing a leader, real or fictional, living or not, and analyzing that leader in light of course materials, including quotations from that subject. Paper should explain and exemplify the student’s understanding of the meaning of leadership, the leader’s strengths and weaknesses, successes and failures, and demonstrate the student’s comprehension of course materials. Eligible subjects include anyone not participating in this course. (graded)

6) Participate in a literature group of a genre of the student’s choice, read a work chosen by the group to examine, and work with the group to make a presentation to the class on the leadership lessons derived from the work. (C/NC)

7) Write a short reflection paper, about 3 double-spaced pages each, summarizing the main points of Strengths Based Leadership its application to the student, his/her leadership and activism, and role in his/her issue group from the book’s personality assessment of the student. (C/NC)

8) Participate in at least one “Leadership Adventure in DC” led by a TA and make a short presentation to the class about the experience, including displaying photographs. (credit/no credit)

9) Attend at least one substantive leadership event outside of class, including any culminating events put on by first year issue groups (excluding your own) or by sophomore leadership students, or other events that the professor subsequently announces. Students may nominate eligible leadership events by emailing the professor in advance, affording adequate opportunity for notice to others (reasonable notice will vary depending on the event). To receive credit, students must attend the event and write a 1-2 page reflection paper on the event and the leadership skills learned or observed. Papers are due at the class meeting immediately following the event. (credit/no credit)

10) Sometime throughout the year 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 some
currently newsworthy event. Presenters are expected to read the students’ 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. (included in class participation)

11) Write a semester’s end reflection on the student’s leadership development, including the student’s progress toward reaching the goals articulated at the beginning of the year and the student’s experience in the issue group, touching on the assigned excerpt from *Five Dysfunctions of a Team*. (At least 3 pages, double spaced, credit/no credit);

12) Actively engage in class discussions and issue group meetings; this requires the student to attend class and issue group meetings having completed the assigned tasks. As part of class participation, 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.

**SCHEDULE OF STUDIES**

Students are expected to complete the readings assigned, as adjusted on Blackboard, in *advance* of each class meeting and to summarize and comment upon them in a one-page addendum to their leadership journal entry.

Jan. 19: Welcome back, introduction to the second semester and our two new students!

**LEADERSHIP THEORY AND PRACTICE**

Jan. 26: History of Leadership Studies and Literature Groups *(Small Groups)*

Two small group class meetings, one group 5:30-7; another 6:30-8 – please arrive promptly, enter the room and be seated rapidly as one group at 6:30 for your classmates’ presentations

*Read:* Excerpt from Organizational Behavior text posted on Blackboard and have completed the reading chosen by your literature group

*Turn in:* Leadership Journal #1 and synopsis and reflection on assigned reading

*Leadership Lessons in Current Events Presentation:*

6:30 Cassandra Henry and Chandler Thornton
6:40 Benjamin Derby and Herman Marigny

Feb. 2: Classical Theories of Leadership and Literature Groups *(Small Groups)*

*Read:* Leader’s Companion pp. 49-69 posted on Blackboard (Plato, Aristotle, Machievelli)

*Turn in:* Leadership Journal #2 and synopsis and reflection on assigned reading

*Leadership Lessons in Current Events Presentation:*

6:30 Emily Horowitz and Cassondra "CJ" Murphy
6:40 Kendall Karr and Joshua Parrish
Feb 9: Moral & Ethical Leadership and Philosophy Literature Group’s Presentation (Small Groups)
Read: Northouse Ch. 15 (Leadership Ethics), pp. 377-405, Leader’s Companion, pp. 481-483 and 2 of the 3 articles in Leader’s companion pp. 484-508
Turn in: Leadership Journal #3 and synopsis and reflection on assigned reading

6-6:30: Philosophy Literature Group’s presentation on Aristotle’s Nicomachean Ethics.

Feb. 16: Servant, Leadership, Citizen Leadership, Leading with Soul and Lit Groups (Small Groups)
Guest presentation by Student Director, Mitchell Duncombe ('12)
Turn in: Leadership Journal #4 and synopsis and reflection on assigned reading

Leadership in Current Events Presentations:
6:30 Christine Porter and Angelo Curto
6:40 Conor Siegel and Virginia Bosio

Feb. 23: Authentic and Emotionally Intelligent Leadership & Literature Groups (Small Groups)
Guest Presentation by David Simnick, Leadership Class of 2009, and Student Director 2008-09
Read: Daniel Goleman, “What Makes a Leader?” and Northouse Ch. 10 (Authentic Leadership), pp. 205-239
Turn in: Leadership Journal #5 and synopsis and reflection on assigned reading
(Note: Plan to watch “Gandhi” before March 1 if you haven’t already)

March 1: Classical Theories of Leadership, Emphasizing Gandhi (Small Groups)
Before class, secure a copy of the 1982 movie “Gandhi” (available in the AU library and on google movies, among other places); watch it and be prepared to discuss it.
Read: Leader’s Companion, pp. 69-81 (Gandhi, Lau Tzu, Du Bois)
Turn in: Leadership Journal #6 and synopsis and reflection on assigned materials

Leadership in Current Events Presentations:
6:30 Amanda Casoni and Ta Lynn Mitchell
6:40 Lori Interlicchio and Laura Bruns

Mar 8: Six Literature Groups Presentations (Large Group commencing at 5:30)
(expect class to last about 3 hours)
Turn in: Leadership Journal #7

Mar 15: Spring Break - NO CLASS – Enjoy and read Strengths Based Leadership and take its assessment

Mar 22: Strengths Based Leadership (Large Group commencing at 5:30)
Read: Strengths Based Leadership & complete the on-line assessment
Turn in: Leadership Journal #8
Turn in: Reflection of this book and its assessment of your strengths and how to use them to build the four pillars of leadership as described in the book (about 3 pages)
Mar 29: Leadership and Optimism (Small Groups)  
Read: Excerpts from The Happiness Advantage and Mojo posted on Blackboard  
Turn in: Leadership Journal #9 and synopsis and reflection on assigned reading

Leadership in Current Events Presentations:
6:30 Tyler Bowders and Ian Powell
6:40 Marc Lewis and Jenny Newman

Apr 5: Cherry Blossoms Monuments Tour, 5PM Departure

Apr 12: Leaders of Our Lives Papers Presentations and Discussion (Small Groups)  
Turn In: Leaders of Our Lives Paper  
Turn in: Leadership Journal #10

Apr 19: Preparing for Sophomore Year (Large Groups)  
Guests from the current sophomore class and teaching team will help prepare us for the next year and make good use of the summer  
Turn in: Leadership Journal #11

Apr 26: 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  
Receive: Goals statement from the beginning of the year, letter to yourself, and first impressions from retreat

May 3: Final Exam Period – NO CLASS MEETING

May 6: Sunday  
Read: Five Dysfunctions of a Team excerpt posted on Blackboard  
Turn in: Semester-end reflection, about 3 pages, and all final work electronically to marr@american.edu before 12 noon ET

SCHEDULE OF LEADERSHIP ADVENTURES AND PROGRAM ACTIVITIES

3-Feb: Friday evening Laser Tag!

Feb 5: (Sun 12:30) Leadership Adventure in Viewing “Goodbye” at Iranian Film Festival  
Go with TA Dani Nispel to the Smithsonian Museum of Asian Art  
Depart AU at 12:30. Film shows at 2P. Free

Feb 11: (Sat 12:30) Leadership Adventure in Viewing “Necessary Sacrifices” at Fords Theater  
Go with TA Tyler Sadonis to view this play about the interactions of President Lincoln and Frederick Douglass. Depart AU at 12:30 for 2P curtain. $25

Feb 13 (Mon) SPA Leadership Program-wide dinner, focus on study abroad  
Learn from older students the lowdown on study abroad opportunities and travel tips

Feb 24: (Fri 9:30P) Leadership Adventure in American Sign Language Open Mic  
Go with TA Sarah Durgin to attend this show that starts at 11P. Depart AU at 9:30. $5
Mar 3: (Sat 12n) Leadership Adventure at the Holocaust Museum  
Go with TA Cheria Funches to experience the Holocaust Museum. Depart AU at noon. Free

Mar 5 (Mon) SPA Leadership Program-wide evening event “Internships and Ice Cream”  
Learn from older students the lowdown on internships and how to find them

23-Mar (Friday evening 7-9P) All Alumni Reception at Finemondo, 1319 F Street, NW, Washington, DC  
All current students and alumni invited to attend

Apr 6: (Fri 3:30) Leadership Adventure at the National Portrait Gallery  
Join TA David Shirbroun for tour of this leader-filled museum that closes at 7P. Free

Apr 22: (Sat 11A) Leadership Adventure a DC Civil Right Tour  
Tour the U Street Corridor and Malcolm X Park with TA Holly Hagerty. Depart AU at 11A. Bring money for lunch at Ben’s Chili Bowl

Friday, April 27, Leadership Formal Dinner-Dance at Maggiano’s

EVALUATIONS

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

15% Complete Social Action Project (C/NC)
25% Final Social Action Project Report and Presentation (graded)
10% 10 of 11 weekly journals (C/NC)
5% Participate in at least 1 Leadership Adventure in DC w/ TAs, take pics, and show & tell class
5% Strengths Based Leadership Reflection (C/NC)
5% Participate in Literature Group and Make Presentation (C/NC)
5% Write up of 1 Leadership Event, e.g. speakers on campus (C/NC)
10% Paper about a leader, with quotation from leader, making use of course materials (graded)
5% Final Reflection on year, including Five Dysfunctions of a Team and your individual goals (C/NC)
15% Class Participation, including in class, issue group, leadership in current events presentation, reading completion and comprehension, any homework, and pay-it-forward committee work (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. Class participation includes the students’ diligent and timely contributions to his or her Leadership Program pay-it-forward committee, e.g. publications or fundraising.

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 and 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 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:
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 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. 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:
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 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 heartbreaking 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 please feel invited to resend the message. If you need to reach me, I’ve not responded to your email and the sun is up (generally between the hours of 7:30AM and 9:00PM), you may call or text me at 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 an amazing semester working and learning with you. I look forward to all that you will accomplish.