POLITICAL AND ORGANIZATIONAL BEHAVIOR: GOVT/JLS 460
American University, Spring 2011
Mondays 5:30 – 8:00 pm in Ward 3

Professor Margaret Marr
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esp. Tuesday afternoons
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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 have each senior offer a presentation on a leadership theory or practice of importance to the student and the students’ leadership development. The topic may relate to a specific leader or comparison of leaders, real or fictional. The topic selections this semester include a focus on leadership in crisis, failed leadership, admirable leadership and leadership practice, and whether leadership is gendered.

EXPECTATIONS:

Each student will be expected to:

1. Make a 45-50 minute presentation to the class on a leadership theory or practice of importance to the student and the students’ leadership development.
2. By Jan 23, 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 45-50 minutes of class time. The lesson plan should also include what discussion questions the student would like to post on BlackBoard to help the class demonstrate their comprehension of the assigned materials and to come mentally prepared for the presentation.
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 evaluation of the presentation, bearing in mind classmates’ critiques, including what the student learned from the process and a reflection on the significance of the substance of the presentation for the student’s own leadership development, at least 3 pages. (Due 2 weeks after the presentation, except those who present on April 30, whose self evaluations are due May 7).
6. Each week, by Sunday at 6PM before the next class, respond thoughtfully to blackboard discussion questions posed by student presenters not later than the previous Friday at 5PM.

7. 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 May 7)

8. Create an electronic portfolio, including text and pictures on each page, demonstrating the student’s most valuable activities and chief accomplishments in each of the four years of the Leadership Program. Student may choose to make the work in the Leadership Program one aspect of a more comprehensive e-folio, including the student’s other academic, extracurricular and professional development work. We recommend that the student use wix.com or sites.google.com, but the student may choose another platform. Among the considerable helpful information on the internet about how to do this is that from Clemson University: http://www.clemson.edu/academics/programs/eportfolio/gallery.html

Benchmark due dates indicated below. Final, whole e-folio due April 30. Contact Graduate Assistant, Bernard Chen at bc9115a@student.american.edu or (740) 538-0251 with any questions.

9. 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. (Due April 30, 3-4 pages or more)

10. Attend and participate in retreat Feb 4-5, to be organized and produced by the class.

11. Attend and participate in a class-wide service project to be organized by the class and completed before April 30.

12. 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 evaluate other students’ presentations; and help to organize and execute the retreat and service project.

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.

**Introductions**

23-Jan: Reuniting with the class, discussion of syllabus, overview of coming semester. Retreat and service project planning. 
*Turn in: Proposed Readings for Presentation (via email)*
*(Mitchell and Anthony turn in lesson plans)*

30-Jan: Finding and Applying for Positions in the Federal Government
  Guest Presentation: Jennifer Carignan, SPA Career Advisor, AU Career Center

  Pursuing Masters Programs in Public Administration and Public Policy
  Guest Presentation: Jackie Linde, Assistant Dean of Marketing, Admissions and Outreach, AU School of Public Affairs
  *(Ryan and Tom turn in their lesson plans)*

3-Feb: Friday evening enjoy laser tag with the Leadership Program

4&5-Feb (Sat & Sun): RETREAT!

**Leadership in Crisis**

6-Feb: Leadership in Crisis, by Mitchell Duncombe and Anthony Miller
  *(Olivia and Jesse turn in their lesson plans)*

13-Feb: Leadership and Decision Making in Crisis, by Ryan Carter
  Conflict Resolution, by Tom McNutt
  *(Nate and Melissa turn in their lesson plans)*

  **7:30pm Program-wide Dinner focus on Study Abroad**
  Share your study abroad experiences and travel tips with younger students preparing their journeys

20-Feb: Leadership in Controversy: Michelle Rhee, by Olivia Stitilis
  Leadership through Scandal, by Jesse Schwab
  Turn In Electronically: **E-folio** website address (and password if any) completed draft of home/about page(s), resume page and contact page.
  *(Jon and Becca turn in their lesson plans)*
  *(Mitchell and Anthony turn in their self evaluation and reflection)*
Leadership Failures

5-Mar  Misguided in Retrospect: An examination of the Leadership of Strom Thurmon, Barry Goldwater, and Jerry Falwell, by Jonathan Fox
Control versus Leadership: An examination of Jim Jones, by Rebecca Bucchieri
*Turn in electronically: Completed draft of 3rd year internship page via link to E-folio website address (with password) in email (Optional: separate page on your internships & work experience)*
*(Erin and Zach turn in their lesson plans)*
*(Olivia and Jesse turn in their self evaluation and reflection)*

7:30PM  SPA Leadership Program-wide evening event “Internships and Ice Cream” Share your experiences to help younger get the lowdown on internships and how to find good ones

12-Mar  SPRING BREAK -- No Class -- Enjoy (and work on your e-folio?)

19-Mar: Corrupted Leadership and Huey Long, by Abby Matousek
J Edgar Hoover and Power Sharing, by Colin Everett
*(Jennifer and Carol turn in their lesson plans)*
*(Nate and Melissa turn in their self evaluation and reflection)*

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

Admired Leaders, Leadership Methods, and Leadership Skills

26-Mar: Supreme Court Justice, Sandra Day O'Connor, by Erin Cady
Urban Planner and Activist, Jane Jacobs, Zach O' Connor
*Turn in electronically: Completed draft of 2nd year page and page for any noteworthy role in the Program, e.g. TA or Steering Committee, via link to E-folio website address (with password) in email (Optional: page for other extracurricular activities and travel)*
*(Carley and Kent turn in their lesson plans)*
*(Jon and Becca turn in their self evaluation and reflection)*

2-Apr:  Women Scientists, Jennifer Jones
Laying the Groundwork for Environmental Stewardship: Richard Nixon and William Ruckelshaus, by Carol Foster
*Turn in: Accolades sheet and paper resume for Prof. Marr and toast committee* 
*(Rhia and Phil turn in their lesson plans)*
*(Abby and Colin turn in their self evaluation and reflection)*
5-Mar: (Thurs 5-8PM) Your final Leadership Cherry Blossoms Tour of the Monuments

9-Apr: Leadership in Science and Public Policy, by Carley Wigod
How Political Leadership differs among the Three Branches of Government, by Kent Hiebel

Turn in electronically: Completed draft of 1st year page via link to E-folio website address (with password) in email (Optional: page for other academics including courses, noteworthy papers, honors and awards)
(Sami and Stephanie turn in their lesson plans)
(Erin and Zach turn in their self evaluation and reflection)

16-Apr: Social Entrepreneurship: The Power of the Citizen Sector, by Rhia Bakshi
Empathy in Leadership as Exemplified through Fiction, by Philip Cardarella
(Rachel and Sara turn in their lesson plans)
(Jennifer and Carol turn in their self evaluation and reflection)

23-Apr: Speech and Empowerment, by Sami Green
Understanding Body Language, by Stephanie Eichmann

Turn in electronically: Completed draft of 4th year page via link to E-folio website address (with password) in email
(Carley and Kent turn in their self evaluation and reflection)

(Fri) 27-Apr: Formal Dinner-Dance and Senior Toast at Maggiano’s

30-Apr: 1:00-3:00 PM Presentation of Certificates in Advanced Leadership Studies
at the SPA Awards Ceremony in MGC 4-6

Is Leadership Gendered?

30-Apr: Feminist Leadership and Work Environments, by Rachel Lachenauer
Gendered Leadership? An Examination of Anna Wintour, by Sara Aucker

Turn in electronically: Completed draft of whole e-folio via link to website address (with password) in email
Turn in (via email attachment & on paper in class): Separate paper with reflection on your four (or three) -year experience in the Leadership Program, how it contributed to your leadership and personal development (or not) with recommendation of what to keep, change or remove from the program. (About 3 or 4 pages or more)
(Rhia and Phil turn in their self evaluation and reflection)

7-May (Final Exam Period) Wrap up and Celebration

Turn in (via email attachment and on paper in class): Final paper (about 8 pages) on your take-aways from the semester’s studies with citations to course materials.
(Sami, Stephanie, Rachel and Sara turn in their self evaluation and reflection)

13-May (Sun): 9A Commencement!
Gather on the steps of Ward Building for picture directly after.
LEADERSHIP ADVENTURES
Join first year students and other program members this semester on these leadership adventures uniquely available in Washington, DC

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 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

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

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

30% Presentation (includes readings, lesson plan, meeting w/ Prof. Marr, pre-presentation BB discussion questions, actual presentation) (graded)
10% Self evaluation of presentation & reflection on the significance of substance of presentation for your own leadership development, at least 3 pages (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% Blackboard posts (C/NC, proportion of 22 timely completed of B or better quality)
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 and dispersing sophomore funds (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 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 attendance, preparation for class including completing the readings and any homework assignments, any quizzes that might be given in class, participating in the dialogue in class, 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 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:
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!