LEADERSHIP DEVELOPMENT LAB II: GOVT/JLS 362
American University, Spring 2012
Weds 6:00 – 8:00 pm in Ward 4

TEACHING TEAM

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Teaching Assistants:
Sara Aucker (BA ‘12)
Rebecca Bucchieri (BA’12)
Melissa Chang (BA ‘12)
Anthony Miller (BA ’12/MPA ‘13)
Olivia Stitilis (BA’12)

SUMMARY

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, gain skills in searching for internships, polish a resume, cover letter, and personal profile, practice extemporaneous speaking on current events, and 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.
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) Complete one of the following three options:
   a. Lead a 40-50 minute presentation on a social movement, selecting readings for the class well in advance of the presentation, turning in a detailed lesson plan 2 weeks in advance, and going over a dry-run of the presentation with Professor Bory before the presentation, and turning any PowerPoint or similar materials and a list of sources at the presentation (graded);
   b. Participate with three other students in a debate on a current controversial social issue, using the public debate format, select readings for the class to read in advance, and turn in the students’ prepared argument, prepared questions, and references (graded);
   c. Complete a five-page analytical research paper on the analyzing a social movement not covered this semester and the lessons to be learned from that movement for other social movements, or a researched persuasive paper on a controversial social issue whether covered or not this semester (graded);
4) Complete either a life skill challenge or a cultural challenge, whichever the student did not complete last semester.
   a. 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, which is expected to take about 3-4 hours, 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.
   b. 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 create, present, and turn in, a PowerPoint (or similar) presentation summarizing the student’s observations, the interview subject’s life history, why the student chose this culture, what the student learned about the culture and how it compares and contrasts with the student’s culture, and what the student has learned about him/herself and the student’s leadership development from the experience.
5) Meet every week with his/her assigned Teaching Assistant at the pre-scheduled time, to discuss the student’s progress on and short and long-term objectives for his/her social action project, life skill or cultural challenge and mentorship relationship (if the student participates in the mentorship program);
6) 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);
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. Turn in one entry at six different class meetings (excluding the first and last class meetings and retreat), for a total of six entries.

8) Write a resume and a cover letter to an internship site of interest to the student for a term in 2011-12, write a profile for AU’s website, peer-edit the resume and cover letter of 2 other students (C/NC);

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

10) 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).

11) Actively engage in class discussions and meetings with the student’s teaching team member. This requires the student to timely attend class meetings and teaching team meetings, arriving fully prepared having completed the assigned tasks, and any complete any homework assignments or quizzes given. Students can expect weekly five-minute quizzes to assess the student’s comprehension of readings assigned for the week.

12) Come to class sufficiently versed in current events to offer a cogent 60-90 second extemporaneous speech on a choice of two or more headlines of the day if the student’s name is chosen out of a hat, watch a video tape of the presentation, and reflect on it in the next leadership journal entry.

13) Meet with Professor Marr one-on-one at least once before Spring Break.

14) 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 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.

**18-Jan:** Welcome Back; Introduction to Social Movement Theory

**25-Jan:** Negotiation Simulation  
*Read: Getting to Yes*  
*Turn In: Proposed Life Skill or Cultural Challenge Contract*

**1-Feb:** Negotiation Simulation  
*Read: Getting to Yes*  
*Turn In: Students participating in Debate turn in proposed class readings*

**3-Feb:** Friday evening Laser Tag!

**8-Feb:** 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*  
*Turn In: Social Movement Presenters turn in proposed class readings*  
*Turn In: Profile on AU’s website with photo (if you prefer not to have an on-line profile, turn in copy with photo on paper in class)*
15-Feb: Applying for National Scholarships; Cover Letter Writing; and
Debate: The Death Penalty Should be Abolished
Affirmative: Megan Huber and Rachel Koretsy; Negative: Liza Romanow and Dan Raymer
Debate Moderator: Jesse Schwab ('12)
Read: Materials selected by debaters posted on Blackboard
Turn In: Draft Resume & Cover Letter (2 copies for peer edit)

22-Feb: Debate: The US Supreme Court Correctly Decided the Citizen’s United case
Affirmative: Philip Scranage and Evan Brown; Negative: Cristina Kladis and Holly Hagerty
Debate: The Patriot Act is Sound Public Policy
Affirmative: Joe Wisniewski and Franky Irwin; Negative: Dorothy Joseph and Emily Yu
Debate Moderator: Jesse Schwab ('12)
Read: Materials selected by debaters posted on Blackboard
(Get started on Carry Tiger reading for 2/29 and 3/7)
Turn In: Your edits of 2 of your peers’ resume and cover letter. Put your name on all documents

29-Feb: Introduction to Social Movement Theory
The ancient and classical leadership guide: The Tao te Ching
Read: Carry Tiger Forward, and Chapters 1 and 2.
Turn In: Final resume & cover letter w/ all peer edits

7-Mar: The ancient and classical leadership guide: The Tao te Ching, continued
Read: Carry Tiger Chapters 3, 4 and 8.
Presenters for 3/28 turn in lesson plans and make date to over dry-run with Prof. Bory
Turn in: Social Movement Paper Topics with tentative thesis

14-Mar: Spring Break – No class

20-Mar: Applications for nomination for the Truman Scholarship due to the Office of Merit Awards

21-Mar: Understanding Social Movements
Guest Speakers from the Civil Rights Movements, including Harry Johnson, President of the MLK
Memorial Foundation
Read: Social Movements Reader pp 1-14
Turn In: Your own version of the Tao te Ching, 2-4 pages.

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

28-Mar: Social Movements Presentations
The African American Civil Rights Movement and the Jewish Community, Josh Halpren
The African American Civil Rights Movement and the Right to Education, Cheria Funches
Read: Materials selected by presenters and posted on Blackboard
Presenter for April 11 turns in lesson plans and makes date to go over dry-run w/ Prof. Bory

4-Apr: Cultural Challenge and Life Skill Presentation
Turn in: Life skill poster (in class)
or Cultural Challenge PowerPoint (all) (electronically before class to both Professors)
5-Apr: (Thurs) 5-8PM Join the first-year students for the annual Cherry Blossoms Monuments Tour

11-Apr: Social Movements Presentations
   The Transgendered Persons Movement, Sarah Durgin and Dani Nispel
   The Disabilities Rights Movement, Allie Cannington and Ki’tay Davidson
   *Read:* Material selected by presenters and posted on Blackboard

18-Apr: Social Movements Presentation
   Free Love, Catalina Lillo
   Debate: The Occupy Movement was Successful
   *Affirmative:* Michael Panek and Ken Whitley; *Negative:* Melissa Stoner and Emily Yu
   *Read:* Materials selected by presenters and posted on Blackboard
   *Turn in:* Research papers on social movement or controversial social issue electronically before class to Prof Marr and paper copy in class.

25-Apr: Social Action Project Final Report and Celebration!
   Have prepared and practiced a 60 second sound-bite on your project
   Come prepared to discuss in small groups the leadership lessons learned from your work
   *Turn in:* Social Action Project Final Report

27-Apr: *(Friday Evening)* Leadership Program Formal

2-May: (Final Exam Period) No Class meeting

6-May: (Sunday) **by noon** ET - Turn in year-end reflection (3 or more pages) electronically to Prof. Marr

**EVALUATIONS**

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, 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%** Resume, cover letter, profile and peer edits of same (C/NC)
- **5%** Student’s own Tao te Ching (C/NC)
- **5%** Leadership Journal (6 of 11) (C/NC)
- **5%** Final Reflection (3 pp) (C/NC)
- **15%** Class Participation including attendance, completion of assigned readings, performance on reading comprehension quizzes, engagement in class dialogue, participation in extemporaneous speaking on current events, any homework assignments, follow up with your mentor (if you have one), and being sure to meet with Professor Marr before spring break
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, retreat preparations, 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 professors and teaching assistants, the university offers a wide range of services to support you in your efforts to perform well, including (see next page):
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 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 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 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:**

Your teaching team eagerly welcomes your questions. Really. Always feel free to contact us. For Professors Marr and Bory, email is probably the most reliable. If you don’t receive a prompt reply (generally within 24 hours) please feel welcomed to resend the note. If you need to reach Prof. Marr and she has not responded to your email and the sun is up (generally between the hours of 7:30AM and 9:00PM), try calling or texting her at 831/429.6276. A much less reliable method is her office phone, 202/885-2308.

We are all quite interested in meeting with you whenever you are interested in doing so. To meet with Prof. Marr, email her for an appointment. Tuesday afternoon is a wonderful time for her to see students. Other afternoons during the week are possible as well.

Your teaching team looks forward with great enthusiasm to an outstanding semester working and learning with you. We hope it builds lasting memories and contributes much to your leadership development, your demonstrated accomplishments, and your capacity to do all the good work you intend to do to make the world a better place.