LEADERSHIP DEVELOPMENT LAB I: GOVT/JLS 361.001
American University, Spring 2010
Tuesday 6:00 – 7:30 pm in Ward 102
followed by Buddy Dinner at TDR

Professor Margaret Marr  
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Cell Phone (7:30 AM – 9:00 PM): 831/429-6276

Office: Ward 250  
Hours: Tues 3:30-5:30, Wed 3:30-5, Thurs 3:30 – 5:30, and by appointment

TEACHING ASSISTANTS

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Issue Group: Youth Empowerment

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Issue Group: Human Rights

RECOMMENDED READING

Read regularly a major news source such as the New York Times, The Washington Post, or the Wall Street Journal.

J. Thomas Wren, The Leader’s Companion: Insights on Leadership Through the Ages (The Free Press 1995) ISBN: 978-0028740911 (Herein “Leader”) (We will read several selections from this book. This would be a good book to invest in for your shelf.)


Also, hold on to your books from last term, especially Lincoln on Leadership and to a lesser extent Leading with Soul. They will be useful to your studies this term.

REQUIRED TEXTS


Donald T. Phillips, Martin Luther King, Jr. on Leadership  

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EXPECTATIONS

1) Work with the student’s issue group to prepare and complete a social action project in their issue area;
2) Work with the student’s issue group to prepare and present final report on the social action project in their issue area;
3) Keep a Leadership Journal, recording the student’s activities in the issue group and/or recounting a specific incident(s) that occurred that week (whether as part of the issue group or not) and offering some reflection or analysis, particularly as to what it means for the student’s leadership development, including personal growth. Turn in 10 of 11 entries, each about a single word-processed double spaced page, (credit/no credit);
4) Write two three-page papers on leadership lessons learned from two of the three leaders we study this term: Barack Obama, George Washington and Martin Luther King Junior; (graded)
5) Attend the two field trips, one to Mount Vernon as well as a civil rights tour of DC that the TAs are creating and write short 1-2 page reflection papers on the significance of these trips and what they added, if anything, to the student’s understanding of related leaders, George Washington and Martin Luther King Jr. respectively;
6) Attend at least 2 other substantive leadership events, including any culminating events put on by first year issues 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)
7) 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 and homework assignments. Also as part of class participation the student will make a short oral presentation of about 3 minutes to the class on the leadership lessons to be learned from some currently newsworthy event, read students’ evaluations of the presentation, watch a video of the presentation and turn in a 2 page self-evaluation on what the student did well in the presentation and should repeat in subsequent presentations and what can be improved upon. As part of their class, and thus program, participation students are also expected to be active and valued members of a program committee such as fundraising, publications, alumni relations, etc.
8) Write a 2-3 page reflection paper on the year’s work, including the student’s progress toward his or her leadership development goals articulated at the beginning of 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 A CASE STUDY OF A LEADER: BARACK OBAMA**

**Jan. 12:** Welcome back, introduction to the second semester.

**Jan. 19:** Case study of Obama: A Response to a Crisis in Leadership?
*Read:* Obama, and Leader’s Companion pp. 1-10 (Article 1 and 2) PDF to be posted on Blackboard
*Leadership in Current Events Presentations:* John Lisman and Sarah Robinson
*Turn in:* Leadership Journal #1

**Jan 26:** Case study of Obama: An Emotionally Intelligent Leader?
*Guest Presentation by Dave Simnick, SPA Leadership Student Director 2008-09*
*Read:* Obama and Daniel Goleman, “What Makes a Leader?” a PDF of which will be posted on Blackboard

**Feb 2:** Continued Case Study of Obama: A Citizen Leader?
*Read:* Obama and Leader’s Companion Article 3: Richard A. Couto, “Defining a Citizen Leader,” and Article 42, Cheryl Mabey, “The Making of a Citizen Leader,” pp. 11-17, 310-317 PDFs will be posted on Blackboard
*Leadership in Current Events Presentations:* Ian Toller-Clark and Max Looper
*John Lisman and Sarah Robinson each turn in self evaluation of their presentation*
*Turn in:* Leadership Journal #2

**Feb. 9:** Case Study of Obama Continued: Servant Leadership
*Read:* Obama and Leader’s Companion Article 4: Robert K. Greenleaf, “Servant Leadership.” PDF will be posted on Blackboard
*Leadership in Current Events Presentations:* Jose Morales and Stephanie Toussaint
*Turn in:* Leadership Journal #3

**SECOND CASE STUDY: GEORGE WASHINGTON**

**Feb. 16:** George Washington: Servant Leader?
*Read:* Certain Trumpets pp. 148-159, 102-116
(PDFs will be posted on Blackboard)
*Turn in:* Leadership Journal #4,
*Turn in:* 3-page paper on leadership lessons learned from our Obama study
*Leadership in Current Events Presentations:* Kathryn Braisted and Stephen Bronskill
Ian Toller-Clark and Max Looper each turn in self evaluation of their presentation
Feb. 23: The Other Side of George Washington
Watch National Geographic Video: The Real George Washington
Turn in: Leadership Journal #5
Leadership in Current Events Presentations: Sylvia Brookoff and Danielle Pullan
Jose Morales and Stephanie Toussaint each turn in self evaluation of their presentation

Saturday Feb. 27: Tour of Mount Vernon Details TBA

CLASSICAL VIEWS OF LEADERSHIP

Mar 2: Classical Views of Leadership, Part 1
Read: Leader’s Companion pp. 47-59, 67-68 and Certain Trumpets pp. 227-249
(PDFs will be posted on Blackboard)
Turn in: 3-page paper on leadership lessons learned from our Washington Study
Turn in: 1-2 page reflection on tour of Mount Vernon
Turn in: Leadership Journal #6
Leadership in Current Events Presentations: Charlotte Funnel and Thomas Hunt
Kathryn Braisted and Stephen Bronskill each turn in self evaluation of their presentation

Mar 9: Spring Break Read Martin Luther King Jr. on Leadership

Mar 16: Classical Views of Leadership, Part 2
Read: Leader’s Companion pp. 60-66, 69-81
(PDFs will be posted on Blackboard)
Turn in: Leadership Journal #7
Leadership in Current Events Presentations: Ryan Hunter and Michael Turchetti
Sylvia Brookoff and Danielle Pullan each turn in self evaluation of their presentation

A THIRD CASE STUDY OF A LEADER: MARTIN LUTHER KING JR.

Mar. 23: Martin Luther King Jr. Preparing to Lead
Read: MLK Part 1, pp. 1-104
Turn in: Leadership Journal #8
Leadership in Current Events Presentations: Hannah Murphy and Jeffrey Eyler
Charlotte Funnel and Thomas Hunt each turn in self evaluation of their presentation

Saturday March 27: Civil Rights Tour of DC (Details TBA)

Mar 30: Martin Luther King Jr. Guiding the Movement: The importance of Teamwork
Read: MLK Part 2, pp. 105-196
Turn in: Leadership Journal #9
Turn in: 1-2 page reflection on Civil Rights Tour of DC
Ryan Hunter and Michael Turchetti each turn in self evaluation of their presentation

Apr 6: Cherry Blossoms Monuments Tour (Details TBA)
Apr 13: Martin Luther King Jr. Winning the People and Ensuring the Future: Moral Leadership  
*Read:* MLK Parts 3 & 4 and Epilog, pp. 197-341  
*Read:* Leader’s Companion pp. 481-508  
*Turn in:* Leadership Journal #10  
Hannah Murphy and Jeffrey Eyler each turn in self evaluation of their presentation

**Saturday April 17, Leadership Formal Dinner-Dance at Clydes**

**PROJECT REPORTS AND REFLECTIONS**

**Apr 20: LAST CLASS**  
Present Final Reports on Social Action Projects (Expect class to run the full 2.5 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

**Apr 27: Turn in:** 3-page paper on leadership lessons from our MLK study  
Due electronically to marr@american.edu before 5:30PM  
(Note students need complete papers on only two of the three case studies: Obama, Washington and MLK)

**Tuesday May 4, 5:30-8:00:** Final Exam Period NO CLASS  
*Turn in* anytime BEFORE noon on Tuesday May 4  
Reflection on the year's progress toward your leadership goals. (Required 2-3 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 (Graded)  
- 20% Papers on 2 of 3 Case studies, Obama, Geo. Washington, or ML King (Graded)  
- 10% 10 Journal Entries (C/NC)  
- 15% Final Reflection (2-3 pages) and reflections of 1-2 pages on 4 Leadership Events  
  (including Mt Vernon, Civil Right Tour, and 2 others of student's choice  
  including other issue groups' events) C/NC  
- 15% Class and Issue Group 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. (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.

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 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 me 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 a terrific semester working and learning with you.