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 select a leader and, bearing in mind pertinent leadership theories, present to the class the leadership lessons from that leader’s life, with special emphasis on those lessons relevant to the students as they prepare to embark on their own paths to leadership in their careers.

EXPECTATIONS:

Each student will be expected to:

1. Select a leader and make a one-hour presentation to the class on the leadership lessons to be gleaned from that leader’s life, bearing in mind pertinent leadership theories.
2. Select readings or materials for the class to review in advance of their presentation. (Due Jan 25.)
3. Prepare a lesson plan due in class one week before their presentation. The lesson plan should explain how the student intends to use the hour of class time and state the learning objectives for the lesson. The lesson plan should also include what method the student intends to employ to ensure the class has reviewed the student’s selected materials by the time of the class, e.g. a short 5 minute quiz, or response questions posted through BlackBoard.
4. Meet with the professor after turning in the lesson plan and before the presentation to review and possibly adjust the lesson plan.
5. Write a 10 to12-page paper on the leader and important leadership lessons to be gleaned from that leader, weaving in relevant leadership theory, and the importance these lessons and theory have for your own leadership (due 1 week after the presentation or on March 22).
6. Write a 2 to 3-page self-evaluation of the presentation, bearing in mind student critiques (due 2 weeks after the presentation or on May 3, whichever is first).
7. Write a final paper of about 6 pages on what the student takes away from the study of all of these leaders this semester, perhaps comparing the student’s selected leader to a few of the others, striving to find consistent themes in leadership theory and style, particularly those relevant to the student’s own leadership.

8. Attend and participate in retreat Jan 23-24, to be organized by the class, and write a short reflection on the meaning and significance of the event (due Jan 25).

9. Attend and participate in a class-wide service project to be organized by the class and completed before April 26.

10. Disperse all the funds collected in the class’s sophomore year in accordance with the purpose(s) stated in raising the money.

11. Write a 5-page (or more) reflection on the student’s 3 or 4-year experience in the SPA Leadership Program, including how the student’s leadership skills and capacity have developed in the program (or not). Please include in your reflection the senior year service activity and the distribution of the funds raised in sophomore year, and any suggestions about what to keep and what to change in the program as we continue to strive for excellence. (Due April 26)

12. Actively participate in the class including attending class, being prepared for class, completing any assigned homework, tasks or quizzes, fully engaging in class dialogue, evaluating other students’ presentations, and helping to organize the retreat, service project, and dispersal of funds raised in sophomore year.

**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**

11-Jan: Reuniting with the class, discussion of syllabus, overview of coming semester. Retreat planning.

(Sat & Sun) 23&24-Jan: RETREAT!

25-Jan: Negotiation Simulation with alumnus Matt Mullock  
(Professor will be away at the Naval Academy Leadership Conference in Annapolis)  
*Turn in:* Via email to marr@american.edu reading materials (in electronic form) on your leader for the class to study. For a 1-hour presentation, the materials should take an average college reader about 2 hours to review.  
NB: Because it is important that we get the reader together at the beginning of the term so that students who must read ahead can, each day the reading materials are turned in late, without good cause, will lower the student’s presentation grade by 1/3 grade, e.g. from an A to an A-  
*Turn in:* 2-page reflection on retreat
Introduction: Citizen-Leader, Servant-Leader, Intellectual Leader, Attorney-Activists, Statesperson

1-Feb: *Mohandas Gandhi*
presented by Francesca Giarrantana & Kylee Merendino

International Citizen Leaders & Intellectual Leaders

8-Feb *Nelson Mandela* presented by Amy Kostilnik
*Muhammed Yunus* presented by Derek Conrad

15-Feb *Women Leaders of Liberia including Ellen Johnson Sirleaf and Leymah Gbowee*
Presented by Seth Cutter and Alexis Nadin

Citizen-Leaders

22-Feb *Robert Egger* presented by Theresa Odisio
*Tank Man* presented by Christine Hooyman

(Sat) 27-Feb Program-wide trip to Mount Vernon

Citizen-Leader turned Statesperson

1-Mar *Paul Wellstone*, presented by Carolyn Browender
*Ted Kennedy*, presented by Nick Cosenza

8-Mar No Class - SPRING BREAK

15-Mar *Rahm Emanuel*, presented by Alli Gold
*Barack Obama*, presented by alumnus David Simnick (Alternatively we will examine a case study of Hurricane Katrina)

Attorney-Activists and Statespersons

22-Mar *Bella Abzug*, presented by Georgette Spanjich,
*Hillary Clinton*, presented by Casey Bessette

*Turn in:* Papers on leadership lessons from your selected leader, 10-12 pages
Interweave pertinent leadership theory. Include the implications this leader and related leadership theory has for your own leadership. (Due this day unless you turn it in one week after your presentation)

29-Mar *Joel Klein*, presented by Jenna Sablan
*Steve Hanlon and Martha Barnet*, GabbyAdkins

Attorneys-turned-Jurists

5-Apr *Thurgood Marshall* presented by Samantha Schiro
*Earl Warren*, presented by Martha Hanna
(Tues) 6-Apr  Program-wide **Cherry Blossom Monuments Tour**

12-Apr **Ruth Bader Ginsburg**, presented by Nicole Bazik
   Also: A discussion of why the law is such a prominent path to leadership in the U.S.

(Sat) 17-Apr  **Formal Dinner Dance and Senior Toast at Clyde’s** (7pm – 12 midnight)

**Creative (Citizen) Leaders**

19-Apr **Walt Disney**, presented by Steven Dalton
   **Lupe Fiasco**, presented by Marissa Golub

   Wrap-up the semester
   Turn in: Final Reflection on the Program (5+ pages) include reflection on your
   development as a leader in the program, the senior service project and dispersal of funds
   raised sophomore year, as well as suggestions for the program as it moves forward
   always striving for excellence.

(Tues) 27-Apr 1-3:00 PM  **Presentation of Certificates in Advanced Leadership Studies** at the
SPA Awards Ceremony (likely in MGC 3-4)

3-May A supper celebration during this final exam period
   Reminisce about experiences in the program and
   Turn in: Final paper (about six pages) on your take-aways from having studied all these
   leaders. What do our studies tell you about the meaning of leadership in theory and in
   practice, both in the leaders’ lives that we have studied as well as in your own life? This
   is your chance to derive meaning and significance from the entire semester’s work.

**EVALUATIONS**

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

30%  Presentation (includes readings, lesson plan, meeting w/ me, actual presentation, and self
      evaluation) (graded)
30%  Paper on your leader, his/her lessons, and implications for leadership theory, 10-12 pages 
      (graded)
15%  Final Paper on what you take away from studying all these leaders, about 6 pp. (graded)
 5%   Retreat Participation and 2 page reflection (C/NC)
 5%   Program Reflection, including senior service project and giving away sophomore funds
      (C/NC)
 5%   Participation in completing group service project and dispersing sophomore funds
      (C/NC)
10%  Class participation

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.

**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 my assistance, 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. Unless otherwise stated, 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 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. 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. **Any AIC violation in the context of this class will result in the professor’s recommendation to the University that the sanction include being prevented from earning a certificate in Advanced Leadership Studies.**

**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 (generally 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 8:30PM), you may telephone me at 831/429.6276.

You are always welcome to attend my office hours. During these hours I see students on a first come first serve basis. If you are waiting to see me, 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 a fantastic, truly memorable semester working and learning with all of you.