

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

EDUC 802  
Leadership Seminar  
Fall, 2005  
Tuesday, 4:30-7:10; Krug Hall 5

Gary Galluzzo  
Krug 214A  
703.993.2567  
[ggalluzz@gmu.edu](mailto:ggalluzz@gmu.edu)  
Tuesdays 2:30 – 4:30 or by appt.

**Course Description:** Prerequisite: Admission to the Ph.D. program. Provides intensive study of leadership, emphasizing concepts of leadership, decision and change processes, and the assessment and development of leadership skills. This course is required during the first semester of study in the program.

**Course Objectives:**

Upon completion of this course, the students should be able to:

1. analyze the concept of leadership is its many related concepts.
2. trace the evolution of the philosophical orientations that has defined the concept of leadership.
3. develop their ability to write with cogency about academic issues.
4. analyze examples of different styles of leadership and its effects through case studies of leaders.
5. identify their own orientations and dispositions to serve as leaders in the education community.

**Required Course Texts:**

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.  
Gardner, H. (1995). *Leading minds*. New York: Basic Books.  
Machiavelli, N. (2005). *The prince*. Wm. J. Connell (ed.). Boston: Bedford-St. Martins.  
Senge, P. M. (1990). *The fifth discipline*. New York: Currency/Doubleday.  
Wheatley, M.J. (2005). *Finding our way*. San Francisco: Berrett-Koehler.  
Wilson, J. (1963). *Thinking with concepts*. New York: Cambridge University Press.

**Recommended Text:**

American Psychological Association. *Publication Manual, 5<sup>th</sup> ed.* (2002). Washington, DC:  
Author  
Additional readings posted on blackboard.com

**Supplies**

Computer with Internet access and current GMU email account.

## CEHD Course Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.

Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.

If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

*All assignments must be completed in MSWord and sent to me as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.*

## Course Delivery

My teaching style revolves around “learning via conversation.” In addition to classroom attendance and participation, students are expected to complete readings, whole class and small group discussions, group, pair, and individual projects, internet research, analyses of case studies, and reflections on practice. I will use GMU’s web-accessible Blackboard course framework regularly throughout the course; many of the examples are posted there for you to read in advance of our discussions.

## Course Assignments

There are four assignments in this course. Three are relatively brief and the fourth is in greater detail. They are intended to encourage you to think about your perspective and skill as a beginning doctoral student.

**Assignment #1:** Prepare a paper of no more than four pages, double-spaced that addresses the following assertion: “Leading is more than getting somebody to do something or getting somebody to believe in something.” **Due date: September 27.**

**Assignment #2:** Prepare a paper of no more than four pages, double-spaced that addresses the following assertion: “Knowledge is a lesser requirement for leading others in comparison to power and authority.” **Due date: October 25.**

**Assignment #3:** Prepare a paper of no more than four pages, double-spaced in which you argue that one of our authors is more credible than the others. I expect you to use the tools of conceptual analysis and provide clear definitions of terms and positive, negative, or borderline examples, either real or invented, to make your case. **Due date: November 22.**

**Assignment #4:** The purpose of this final assignment requires you to consider where you are as a leader upon entering this program. Prepare a final paper of no more than ten pages double-spaced in which you identify the most essential attributes of a leader, why you consider them the most essential, and then to reflect on them and estimate where you are and what you will need to learn during the program to make them more useful to you. **Due date: December 6.**

### **Tentative Schedule**

8/30	Introductions, syllabus, overview of the course Read Wilson (pp. 1-59) for next week
9/6	Thinking with concepts: basics Read Wilson (pp. 93-125; 142-168) for next week
9/13	Practicing conceptual analysis Read Machiavelli (pp. 35-123) for next week
9/20	Leadership as seen through the eyes of The Prince Read Gardner (pp. ix-65) for next week
9/27	Gardner’s Framework for Leadership Read Fullan, pp. ix-29 Read Gardner, pp. 89-109; and 203-242
10/4	Leading in an Unpredictable World Read Fullan, pp. 51-76 Read Gardner, pp. 147-181; 267-284
10/11	<b><i>No Class: Fall Break</i></b>
10/18	The Importance of Purpose Read Fullan, pp. 77-105; Read Gardner, pp. 69-88; and pp. 183-202
10/25	The Role of Knowledge Read Fullan, pp. 107-119 Read Gardner, pp. 225-263
11/1	Building the Organization: Coherence and Systems Thinking Read Senge pp. ix-54

- Read Wheatley, pp. 1-58  
Read Gardner, pp. 111-145
- 11/8 Can Leaders Make Organizations Learn?  
Read Senge, pp. 57-135  
Read Wheatley, pp. 64-138
- 11/15 The Core Disciplines of the Learning Organization  
Read Senge, pp. 139-272  
Read Wheatley, pp. 204-230
- 11/22 Prototypes of Learning Organizations  
Read Senge, pp. 273-360  
Read Wheatley, pp. 144-199
- 11/29 Finding YOUR way  
Read Gardner, pp. 285-306  
Read Fullan, pp. 121-137  
Read Senge, pp. 363-371  
Read Wheatley, pp. 232-270
- 12/6 The Future of Leadership