GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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

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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:


Recommended Text:

Additional readings posted on blackboard.com

Supplies

1
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 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 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   No Class: Fall Break

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
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   Protoypes 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