

George Mason University
College of Education and Human Development

Course Title: *Leadership Seminar*
EDUC 802 Sec: 002
Fall 2009

Instructor: Penelope M. Earley, Ph.D.
Class Date & Time: Monday 7:30 – 10:00 pm
Class Location: Robinson A 250
Contact Information:

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Office House by Appointment M-F 8:30 am – 4:00 pm

Course Description

Prerequisite: Admission to the Ph.D. program. This course is required during the third semester of study in the program and focuses on intensive analysis and study of leadership theories.

Course Objectives

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

1. Analyze the concept of leadership in a variety of forms and venues.
2. Understand the evolution of philosophical orientations that have defined the concept of leadership.
3. Write with cogency about leadership and related academic issues.
4. Identify individual orientations and dispositions associated with effective leadership.

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.

Doctoral Program Course Expectations

Prior to completing this course, students are expected to form their Doctoral Advising Committee and complete portfolio review #1.

Nature of Course Delivery

This course is taught using lectures and discussions.

Texts and Readings

Applegate, Jane; Earley, Penelope; & Tarule, Jill (in press). Support for Women Leaders: The Visible and the Invisible. In C.A. Mullen, Ed., *Leadership and Building Professional Learning Communities* (copy to be provided by instructor).

Bordas, Juana (2007, Fall). How Salsa, Soul, and Spirit Strengthen Leadership. *Leader to Leader*, 2007 (46), 35-41. Available electronically through E-Journals.

Fullan, Michael (2001). *Leading in a Culture of Change*

Gardner, Howard (2007). *Five Minds for the Future*

Hanh, Thich Nhat (2007). *The Art of Power*

Hofstede, Geert (1986). Cultural Differences in Teaching and Learning. *International Journal of Intercultural Relations*, 10, 301-320 (copy to be provided by instructor. [See also: <http://www.geert-hofstede.com/>]

Machiavelli, Niccolo. *The Prince*

Publication manual of the American psychological association (6th ed.). (2009). Washington, DC: American Psychological Association. [Using the 5th edition is acceptable for this class]

Tarule, Jill; Applegate, Jane; Earley, Penelope; and Blackwell, Peggy (2009). Narrating Gendered Leadership. In D.R. Dean, Ed., *Women in Academic Leadership: Professional Strategies, Personal Choices*. (copy to be provided by instructor).

Wheatley, Margaret J. (2006). *Leadership and the New Science: Discovering Order in a Chaotic World*

Course Requirements

Small Group Leadership Assignment (20 points). Students will form four groups. Each group will lead the discussion of one of the following: *The Art of Power*, *Leading in a Culture of Change*, *Leadership and the New Science*, or *Five Minds for the Future*.

Essay 1 (20 points). Prepare an essay on the following topic: Are there circumstances under which either Machiavelli's or Hanh's definition of power or leadership would be most appropriate for a leader? Why or why not? The essay should conform to APA 6th Ed. and be between 5-6 pages. Please do not include personal pronouns in this essay. **Due before class on Sept. 22**

Analysis Paper (20 points). Use Fullen's model to analyze President Obama's Inaugural Speech. This paper should conform to APA 6th Ed. and be between 5-6 pages. Please do not use more than one page to summarize the speech (I have read it) and please do not include personal pronouns. **Due before class on Oct. 06.**

Movie Assignment (20 points). Get out the popcorn and watch one of the movies on the list accompanying this syllabus. Write a 5-6 page paper analyzing the leadership style of one of the characters in the movie you select. **Or** write a paper analyzing and comparing the leadership styles of two or more characters in the movie. This paper should conform to APA 6th Ed. Please do not include personal pronouns in this essay. **Due before class on Nov. 03**

Essay 2 (20 points). Prepare a reflective essay of 5-6 pages discussing your personal leadership goals as they relate to your doctoral study. Personal pronouns may be used, if necessary. This essay should conform to APA 6th Ed and could be included in your electronic portfolio. **Due before class on Dec. 01**

Evaluation

An evaluation rubric for this class is attached. All written work must be submitted electronically, in APA 5th Ed format, and within the page limits indicated on the syllabus.

Course Schedule

Week

Topic and Readings

Sept. 01 – Course Information, Overview, and Introduction

Assignment for Sept 08: Read Cpts. 15-23 of *The Prince*.

Sept. 08 – Discussion of *The Prince*

Assignment for Sept. 15: Read *The Art of Power*

Sept. 15 – Group Led Discussion of *The Art of Power*

Assignment for Sept. 22: **Prepare an essay on the following topic: Are there circumstances under which either Machiavelli's or Hanh's definition of power or leadership would be most appropriate for a leader? Why or why not?**

Sept. 22 – Discussion of Student Essays

Assignment for Sept. 29: Read *Leading in a Culture of Change*

Sept. 29 – Group Led Discussion of *Leading in a Culture of Change*

Assignment for Oct. 06: **Use Fullen's model to analyze President Obama's Inaugural address.**

Oct. 06 – Guest Speaker: Guest Speaker: Dr. Peter Sterns, Provost and Executive Vice President of Academic Affairs

- Discussion of student analysis papers

Assignment for Oct. 20: Read *Leadership and the New Science*

Oct. 13 – No Tuesday Classes (Monday classes meet on Tuesday)

Oct. 20 – Group Led Discussion of *Leadership and the New Science*

Assignment for Oct. 27: Read *Five Minds for the Future*

Oct. 27 – Guest Speaker: GMU Men’s Basketball Coach Jim Larranaga

- Group Led Discussion of *Five Minds for the Future*

Assignment for Nov 03: Read Applegate, Bordas, Hofstede, & Tarule articles

Nov. 03 – Leadership and Other Voices

Assignment for Nov. 17: **Watch one of the movies on the accompanying list.**

Analyze the leadership style of one of the characters in the movie you select or the compare the leadership styles of two or more characters in the movie.

Nov. 10—Exercising Leadership Without Portfolio

Nov. 17 – Discussion of the Movies

Nov. 24 – Reflection Exercise

Assignment for Dec. 01: **Prepare a reflective essay discussing your personal leadership goals as they relate to your doctoral study.**

Dec. 01 – Discussion of Types and Characteristics of Leadership

Dec. 08 – Course Wrap-Up

Movie List

12 Angry Men (1957)

2001 A Space Odyssey (1968)

A Few Good Men (1992)

Casablanca (1942)

Citizen Kane (1941)

Courage Under Fire (1996)

Crouching Tiger, Hidden Dragon (2003)

Dances With Wolves (1990)

Dr. Strangelove or How I Learned to Stop Worrying and Love the Bomb (1964)

Good Night and Good Luck (2005)

High Noon (1952)

Mr. Smith Goes to Washington (1939)

Schindler's List (1993)

Shane (1953)

The Great Debaters (2007)

To Kill a Mockingbird (1962)

To Wong Foo, Thanks for Everything, Julie Newmar (1995)

West Side Story (1961)

Whale Rider (2002)

Wizard of Oz (1939)

Grading Guidelines: Leadership Seminar

Grade/Points	Quality of Written Work	Completeness Of Work	Timeliness	Team Assignment
A 96 – 100	Exceptional quality and insight; a rare & valuable contribution to the field.	100% complete	100% on time	Outstanding; facilitates and promotes conversation focused on the topic; questions & comments reveal thoughtfulness. Good team participant.
A- 92 – 95	Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors.	Accurate and seamless writing; virtually a complete product.	Assignment late due to a serious problem, such as personal or family illness. Instructor is notified in advance that assignment may be late.	Well above average doctoral student; actively helps move group toward goal.
B+ 89 – 91	Competent; provides credible evidence of understanding and application; some lapses in organization, citations and/or writing clarity.	Moderate shortcomings; minor elements missing that distract the instructor's ability to see the product as a whole.	Assignments late more than once or without prior conversation with instructor; not necessarily chronic.	Reliable and steady worker; questions and comments reveal some thought and reflection.
B 85 – 88	Evidence of understanding presented by incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations.	Evidence of effort but one or more significant and important points are missed or not addressed.	More than half the assignments are late, but none are excessively late.	Doesn't contribute often, but generally reveals some thought and reflection. Follows rather than leads group activities.
B- 80 – 84	Barely passable for graduate credit; only enough to get by; little evidence of understanding; assignments lack clarity and organization; little evidence of proof reading. Citations absent or inaccurate.	Barely sufficient to justify graduate credit.	Excessively or repeatedly late.	Few meaningful contributions to class discussions. Little evidence of participation.
C 75 – 79	Undergraduate level and quality; unsophisticated; assignments show little or no connection to course content or concepts.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	Excessively or repeatedly late.	Weak or minimal participation; passive; often sidetracks group.
F 74 and below	Unacceptable	Difficult to recognize as the assignment.	Missed or not submitted. Incompletes not made up.	No constructive participation; destructive; demeaning toward other points of view.