

**HLS 414 – Leadership and Civic Engagement
Spring Term 2011 – Capstone Course Syllabus**

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 Office Hours: Tuesday- 12:00 – 2:00 p.m.
 & by appointment

Credit: 3 Credit Units
 Class Meeting Time: Tuesday 3:50 p.m. – 6:20 p.m.
 Leadership Bldg., Lecture Room 450

INTRODUCTION

In beginning our journey –Welcome to the Leadership Studies Department, described internationally as “the heart” of the Leadership Center’s comprehensive approach to developing leaders. Through the offerings of leadership studies minor, general education pilot courses, and International Ethical Leadership Certificate program, students will be challenged to study leadership through the lens of an interdisciplinary, global perspective while bolstering an understanding of ethical leadership.

Leadership and Civic Engagement will provide a general overview of the current field of leadership scholarship and its application for the betterment of the public good. This capstone course will ask students to think critically about leadership and examine prominent theories and practices of leadership in context and to evaluate competencies traditionally associated with the field. Leadership qualities manifest themselves in a variety of contexts and in conjunction with various talents or values. Despite being paired with different talents or values, are leadership qualities always the same? In business, leadership is a means of self-fulfillment, earning a living, and directing others to shared goals; in politics it is a means of government; in the church it is inextricably tied to morality and in academia, to knowledge; in a family context it invokes values, love, and sustenance; in a social group it consists of friendship and support; in a charitable organization it is tied to social policy, values, and camaraderie. But, does leadership necessarily involve any of these talents or values with which it is paired?

COURSE DESCRIPTION

This course is designed to provide a basic understanding of leadership as a process, which includes leaders, followers, and the situation. This course will introduce students to the academic study of leadership from both theoretical and practical perspectives, as well as a variety of settings. Leadership as a field is shaped by many disciplines such as business, sociology, psychology, political science, religion, and philosophy. This course will develop a foundation of the conceptual aspects of leadership, built upon by learning and observing the skills, practices, and activities of effective leadership identified by

leadership scholars. The course includes educational innovations to advance civic engagement, such as thematically linked learning communities, community-based research, collaborative projects, service-learning, mentored internships and reflective experiential learning where knowledge and skills from the course must be implemented and practiced.

COURSE LEARNING PLAN

Course Learning Objectives –The essential, overarching learning objectives of this course are the following:

1. The student should identify models of leadership and civic engagements, both current and historical.
2. The student should demonstrate an understanding of the ethical responsibilities of leadership and its relationship to the greater community.
3. The student should articulate a vision that can empower and inspire others.
4. The student should assess and examine personal beliefs, styles and leadership behaviors to increase self awareness, along with the leadership style of self and others.
5. The student should explain the impact of global leadership in relation to organizational values, culture and change.
6. The student should engage in the community through activities effecting positive change in global society and the environment.

Required TEXT:

The required book for this course:

- Pierce, J., & Newstrom, J. (2007). *Leaders and the Leadership Process* Burr Ridge: McGraw-Hill Irwin.

Required Readings-excerpts from (resources may be substituted):

- Franklin, R. M. (2007). *Crisis in the village, restoring hope in African American communities*. Minneapolis, MN: Fortress Press.
- Fluker, W. E. (2009). *Ethical leadership: The quest for character, civility, and character*. Minneapolis, MN Fortress Press.
- Obama, B. (2006). *The audacity of hope: Thoughts on reclaiming the American dream*. Crown Publisher.
- Burns, J.M. (1978). *Leadership* New York: Harper & Row Publishers
- Ciulla, J.B. (2004). *Ethics, the heart of leadership* (2nd ed.). Westport, CT: Praeger Publishers.
- King, M. T. (2009). *The African American Moral Tradition as a Resource for Leadership Education: Developing Ethical Leaders for America*. Lewiston, NY. Edwin Mellen Press.
- King, P. & Fluker, W.E. (2004). *CRISPP: Special issue on black leaders and ideologies in the south, resistance and nonviolence*. UK. Taylor & Francis Ltd.
- Carter, L. (1998). *Walking Integrity: Benjamin Elijah Mays as Mentor to Martin Luther King, Jr*. Macon, GA: Mercer University Press.
- Smiley, T. (2005). *The covenant with black America*. Third World Press
- McWhorter, J. (2006). *Winning the race: Beyond the Crisis in Black America*.

- New York: Penguin Group (USA) Inc.
- Diop, C. A. (1991). *Civilization or barbarism: An authentic Anthropology*. Brooklyn, N.Y.: Lawrence Hill Books.

Leadership Studies & The Bonner Office of Community Service

This course emphasizes the relationship between theory and leadership practice, and the moral and civic responsibilities of leadership. This course works in close collaboration with the Bonner Office of Community Service: The Bonner Office of Community Service facilitates the development of service-learning coursework and options while assisting faculty in the placement and support of service-learners. Each student will be required to register on TigerPoints for their service learning project. This project will emphasize and provide students with practical application of selected theoretical leadership approaches utilizing moral and civic responsibilities.

Chapter and Lecture Presentation(s)

On-time class and guest(s) lecturer attendance is a prerequisite to class presentation(s).

Reading Assignments and Class Contribution

The readings assigned for each class will serve as the foundation for class discussions and activities. To ensure your effective participation in the class, it is imperative that you complete the assigned readings prior to each class. Failure to come to class prepared not only hinders your learning experience, and that of your classmates, but will adversely affect your chapter and lecture presentation(s) grade. Preparation is a prerequisite to class presentations.

Writing Assignments/Oral Presentation

The ability to think critically, organize thoughts, develop a logical and persuasive position and express oneself clearly in oral and written communication is an extremely important aspect of leadership. Therefore, a considerable number of assignments will require students to speak and write. The assignments include classroom discussions, case/field presentations and oral presentations.

Journaling:

- Each week you are to make at least one entry into your journal reflecting on your leadership and civic engagement experiences.
- Each journal entry should include three sections.
- In Section One you describe what you actually did that week (at your site)
 - What were your tasks?
 - How did you complete these tasks?
 - With whom did you work? Etc.
- In Section Two, you will write your more affective or subjective reactions to what happened during the week
 - How did you feel about your experience this week?
 - Why?

- Finally, in Section Three, you should reflect thoughtfully on the relationship between the things that happened “out there” and what we are reading about or discussing in class that week
 - What connections can be made to the reading, to the class discussion?
 - How do your experiences at your site help you to understand the academic/political/religious/etc world better?
 - How do they help you to understand the balance of power in our political system? What is the role of citizens? Etc.

Your grade on the journal will reflect the degree to which your entries are thoughtful, complete and timely in relationship to course material. All entries should include all three parts; however, the most emphasis in terms of your grade will be placed on the third portion of the journal as this will reflect critical thinking about the project and the issues of character, civility and sense of community.

Midterm-Interview a leader at your site

Provide transcribed notes of at least 30 minutes of recorded interview and write a 5 page paper (see pages 8-9) on this individual's leadership practice. This *assignment* is designed to enhance students' field-experience with a leader in the community. Each student is hosted by a member of the community for about a half day during which the student conducts interviews and observes the individual *in action*. Such events could include attending a meeting that the leader chairs or observing interaction with staff persons or accompanying the leader to an out-of-office event. The idea is to “shadow” the leader for at least half day to witness leadership practice by a seasoned professional. This enables a student to go beyond the interview material and book examples by utilizing the narrative based theoretical approach through practical and experiential application.

The students/Bonner Office will contact leaders to schedule an appropriate field day by **February 22** with all assignments on the experience due by **March 1**.

Final Thesis

Write a 15-20 page paper (see pages 11-12 & class handout per Dr. King) on the overall experience of leadership practices or provide detailed case student for presentation (15-20 page equivalent).

Final Group Exercise /Case Studies

Class members will be placed in small groups of 4-5 persons. Each group will be assigned one of the topics from the course text.

Collectively, the small group will compile and prepare

- a bibliography
- list of websites
- list of resources
- experiential learning exercises to teach the topic
- all materials to be distributed to class

Examinations

This course will have midterm interview reports and final thesis. These papers will provide an opportunity for you to demonstrate your ability to utilize and synthesize the concepts and issues presented in this course. The interview reports and disciplined-based service learning papers collectively account for 50% of your grade.

EVALUATION

Your final grade will be determined as follows:

Component 1	Attendance: chapter & lecture presentation(s)	25%
Component 2	Midterm: transcribed interview & paper	25%
Component 3	Group Oral Presentation	20%
Component 4	Final Paper	<u>30%</u>
		100%

GRADING SYSTEM

A+ 95 – 100	4.0	B+ 85 – 87	3.3	C+ 73 – 77	2.3	D 55 -62	1.0
A 90 - 94	4.0	B 80 - 84	3.0	C 68 - 72	2.0	F 54 and below	0
A- 88 - 89	3.7	B- 78 - 79	2.7	C- 63 – 67	1.7		

**LS 414- Leadership and Civic Engagement
Spring 2011 – Important Dates**

Week 1

Tues, Jan 25

Review of syllabus and course overview.

Special Lecture-Bank of America

Week 2

Tues, Feb 1

Journal Due #1

Defining leadership and Civic Engagement

Web-Ct Review

Student Input -Special Topics

Woodruff Library

Provide list of search engines used for research, Review E journals on scholarly articles, leadership theories and maxims, ethical leadership, qualitative research, civic engagement, APA format; instructions from library staff on resources available for research i.e. journal searches, book reserves (see **class handout for assignments**)

Ethical Leadership

Hand Out

Explores and provides insight into the Way of the Story-Teller: Narrative-based, Cultural Memory, "Storied-people" and What story or stories are you a part?

Week 3

Tues, Feb 8

Readings-Introduction, Leader-Follower Relationship

Chapter 1, 2

Egypt Teach –In (African American Hall of Fame 5-6pm)

Week 4

Tues, Feb 15

Journal Due #2

Readings-Role of Personal Traits, Role of Gender

Chapter 3, 4

Week 5

Tues, Feb 22

Journal Due #3

Leader Emergence, Leadership as an Influence Process

Chapter 5, 6

Week 6

Tues, Mar 1

Journal Due #4

Leader Behaviors, Situational Differences

Chapter 7, 8

Week 7

Spring Break

Week 8

Tues, Mar 15

Guest Lecture

Chapter 9, 10

Cross-cultural Context, Followers

Week 9

Tues, Mar 22

Journal Due #5

Mid-Term Interview & Outline Paper Due

Week 10

Tues, Mar 29

Journal Due #6

Oral Presentations-Midterm Outlines

Participative Leadership, Substitutes for Leadership

Chapter 11, 12

Week 11

Tues, Apr 5

Ambassador Andrew Young Panel Discussion-11/3/10

Journal Due #7 (last one)

Charismatic, Transformational

Chapter 13, 14

Week 12

Tues, Apr 12

Dark Side of Leadership

Chapter 15

(15)Asks us to recognize that leadership is not always a positive force and can be dysfunctional

Readings-Current Events Class handouts

Oral Presentations- Part 1

Week 13

Tues, Apr 19

Oral Presentations- Pt 2

Research Paper/Project Submissions to *Conference***Week 14**

Tues, April 26

Reading Period

Week 15

May 3 May 5	Review of Final Grades Senior grades Due	(see final exam schedule)
May 14 May 15 May 17 noon	Baccalaureate Service Commencement All Final Grades Posted	

Midterm-Interview - write a 5 page paper on this individual's leadership practice. This *assignment* is designed to enhance students' field-experience with a leader in the community. Each student is hosted by a member of the community for about a half day during which the student conducts interviews and observes the individual *in action*. Such events could include attending a meeting that the leader chairs or observing interaction with staff persons or accompanying the leader to an out-of-office event. The idea is to "shadow" the leader for at least half day to witness leadership practice by a seasoned professional. This enables a student to go beyond the interview material and book examples by **utilizing the narrative based theoretical approach** through practical and experiential application.

Outline Paper due October 15

(12 font, double spaced, Roman, 5 pages)

___ 5 ___ Introduction- provide the purpose of your study

___ 5 ___ Selected Leader-Using theoretical leadership approaches discussed in text/class to describe individual's leadership practice

___ 5 ___ Describe your experience in the field

___ 5 ___ Provide a synopsis of each guideline listed below for the study (total 1-2 pages).

Outline for Study

___ Describe research design used for study (i.e. qualitative or quantitative)

___ Provide detailed description of site(s)

___ Provide detailed description of individual interviewed (pseudo names only)

___ Describe sample population served

___ Describe the data collection methods

___ Describe in detail participant observations of individual you are shadowing

___ At least 30 minutes of interviews should be recorded and transcribed

___ Interview questions (see handout)

___ Documents that inform your study (newsletters, program descriptions, class assignments, etc) must be collected with the permission of participants.

___ Summary description of the documents should be written.