

**LDR 3280 – Fall 2014 (3 Credits)
Leadership in the Political Context**

TITLE

Leadership in the Political Context

COURSE NUMBER

LDR 3280

CREDIT HOURS

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

PREREQUISITES, COREQUISITES

This is an elective class designed for student leaders and those who aspire to leadership roles.

COURSE LOGISTICS

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

INSTRUCTOR INFORMATION

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with a Master's in related field and approved will teach this course.

TA CONTACT INFORMATION

Will be included, as appropriate.

COURSE DESCRIPTION

This course offers students interested in the dynamics of political leadership an opportunity to explore relevant leadership trends and examine leadership theory using articles, film/documentaries, short fiction, experiential activities, and role-playing as the learning medium. There are assigned textbooks with related readings and assigned writings. Leadership in the Political Context does not focus on the political environment itself, but rather the leadership styles and skills of the people that exist within that environment. The objective of this course will be to enable you to recognize political leadership styles and to help you discover your own leadership style. Class time and course work are designed to complement outside of the classroom experiences in order to empower you to become better leaders in your own student organizations, within the University of South Florida, and within your local communities.

Every person has the capacity to be an active participant in the leadership process. Leadership ideas and norms are evolving from a hierarchical model of privilege to a relational process that is inclusive and empowering. This course provides an introduction to the historical and evolving issues, concepts, and theories of leadership, including political, moral, and emotionally intelligent leadership.

Students taking this course will experience leadership from a first person and organizational perspective with a strong emphasis on group interaction and process. This course will present methods to build basic leadership competencies and political skills, as well as offer ways to

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explore your leadership capacities. Through the exploration of traditional and contemporary leadership models in the political environment, students should expect to gain insight into leadership values, issues, and paradoxes in their own lives.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

As a result of active engagement in this course and course materials, students will:

- Think critically and reflect upon a personal philosophy of leadership. Be able to identify their strengths and areas for growth as an ethical leader/collaborator in a political environment;
- Identify and differentiate the personal and collective factors that lead to improved commitment, investment, and participation within a political organization, and to the challenges associated with leadership in an ever-changing political environment;
- Recognize one's own leadership potential, the leadership potential of others, and the capacity for personal and collective organizational change;
- Highlight the nuances of power as it relates to leadership in governance or how politics and your role in that process, impacts the person, organization, university, local and/or state levels of governance;
- Build your leadership competency (your internal growth, external reach and understanding of the environmental context) through readings, activities, and exercises, while expanding your leadership capacity or external outreach;
- Increase constituent awareness and political interaction with all levels and types of stakeholders.

COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/ EXPECTATIONS

Expectations

Attendance and Participation: Class attendance and participation is an indication of students' commitment and professionalism; therefore, attendance will be taken and participation will be observed. Students are expected to attend all class sessions and actively engage in on line activities. Students who are ill or have some emergency that requires them to miss class must contact the professor in advance to be excused from class. Students who are not excused from class will lose 5 points. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or participation on an FAU athletic team must provide notice of the date(s) to the professor prior to the class being missed. Students are also expected to be on time to all classes. Any student who arrives late to class will lose 2.5 points.

For on line classes, students are expected to participate actively in all assignments and complete them on time. No assignments will be accepted late.

Readings: With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

Assignments/Grades: Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

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Assignment	Total Points
Class Participation	20 points
Reflection Papers	20 points
Pop Quizzes	10 points
Political Party Project	20 points
Political Action Activity	10 points
<u>Significant Learning Project</u>	<u>20 points</u>
TOTAL	100 points

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

COURSE ASSIGNMENTS:

Attendance and Participation (20 points)

One must be present to partake in a learning community. The instructors will determine this grade based on the quality of class attendance, participation in class discussions, and participation on Blackboard (if applicable). In determining class participation grades both quality and quantity of contributions will be considered. The following criteria will be used to determine your participation points:

- Class attendance.
- Completing the assigned readings prior to class and being prepared to discuss in class.
- Directly referring to the information from the assigned readings/viewings in the class discussions and activities.
- Participating regularly in group discussion by responding to and asking questions, making comments, expanding on someone else's point or idea, providing examples from the readings and/or course material, etc.
- Actively listening to others' ideas and integrating them into the discussion or activity.

Reflection Papers (20 points)

A concise 2-3 page paper that explains your understanding of the material and how it relates to you. These papers should explain both the subject matter you are assigned and include a self-reflection about how that subject matter relates to you personally.

You may write about personal experiences, criticisms, praise, thoughts, and questions that you may have. A certain measure of depth and self-understanding is expected in these writings.

There are a total of five (5) reflection papers due throughout the semester (see due dates below). You will be graded on your commitment to personal thought, your critical thinking, your understanding of the material, and the development of your ideas relating to the questions prompted from that weeks assignments. If at any point you have questions about the expectations for reflective activities, please see the instructors.

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Pop Quizzes (10 points)

Pop quizzes may be given at any time. They are randomly administered throughout the course. These quizzes are intended to verify that you have reviewed the assigned material. These quizzes will consist of 5 simple questions that you will have no problem answering if you have done the assigned work.

If a student turns in a completed Active Reading Guide at the beginning of a class in which a pop quiz is administered, they will not be required to complete the pop quiz and may choose to use their Active Reading Guide to supplement their quiz grade for that day. As pop quizzes are unannounced, students interested in this option are encouraged to prepare an Active Reading Guide for each class.

Political Party Project (20 points)

You will be tasked to work in small groups to create your own political party. You will be graded for your understanding of the class content, incorporation of class readings, level of preparation, and the quality of delivery. Small groups will be assigned during the second week of class and will be assigned presentation days. Groups will develop and present a presentation that should last between 30 to 45 minutes. These presentations should be both informative and interesting, so use your creativity!

As part of each student's individual grade for the group project, he/she will write a short 2-3-page paper that details the activities and processes of the group and its members. You will assess each member and assign a grade for his or her performance on the group project. Your assessment will be strictly confidential, and will not be the sole factor for grading group members' performance.

Your political party presentation should include an in-depth and intimate knowledge of all aspects of your party. At a minimum, your presentation should include:

- Party name, symbols, slogans, colors, and other identifying traits.
- A comprehensive platform addressing both local and national issues.
- Qualifications of an ideal first-time candidate for the US Congress and an analysis of their leadership style.
- A breakdown of your constituency (based on an actual location of your choice in the US).
- Analysis of how opponents view your party and candidates.
- Information on the inner workings of your organization (how decisions are made, how conflict is resolved, etc.).
- A comprehensive campaign media plan.

Political Action Activity (10 points)

Because this course studies leadership in the political context, you will be required to interview both a formal and an informal political leader. For formal political leadership, you may choose to interview an official in student government, a local, state, or federal government office, or in a political campaign. For informal political leadership, you may choose to choose to interview an official with a local board/commission, neighborhood watch, judicial office, or other area with

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approval of the instructors. In addition to interviewing this person, you are also expected to observe an event or meeting where you may see them “in action.”

You are then required to incorporate your interview and your observations into a short 4-6-page paper, with an attached list of your interview questions. This paper will assess your experiences in the interview and your observations. You will identify the political leader that you observed and describe his/her leadership style and the dynamics of that style. Make sure to include your personal impressions and assessments. You must notify the instructors by the 5th week of class which leaders you have chosen to interview/observe. The instructors will make final approval of all interview subjects.

Individual Significant Learning Project (20 points)

Use your creativity and find a way to tell the most significant thing you learned this semester and how it relates to your definition of leadership within a political context. This project can be described or illuminated in a poem, a creative work of art, musical expression, a collage, a portfolio, an activity, or a film, etc. BE CREATIVE! You will give an in-class presentation of your project.

In addition to your in-class presentation, you will provide a 3-5-page paper that must include:

1. Your view of political leadership before you took this class and how your views have changed and/or why they haven't changed as a result of the class material, reading assignments, and activities;
2. An explicit description of how your significant learning project links to your view on leadership in a political context; and
3. How it integrates our university values and goals. Describe the ideal leadership environment within a political context and what role each value would play in that environment and why that value is important to effective leadership. Please support your comments with examples from class theories, discussions, films, and literature.

POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES

Deadlines: Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

Incompletes: Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

SPECIAL COURSE REQUIREMENTS

There are no special course requirements

CLASSROOM ETIQUETTE POLICY

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and

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concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules.

DISABILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

ACADEMIC INTEGRITY AND HONOR CODE STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf).

Plagiarism: Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is*

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specifically approved in advance by the instructor. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

REQUIRED TEXT AND READINGS

Shankman, M. L., & Allen, S. J. (2008). *Emotionally intelligent leadership: A guide for college students*. San Francisco, CA: Jossey-Bass Inc. Pub. ISBN: 9780470277133

Graham, B., & Hand, C. (2010). *America, the owner's manual: Making government work for you*. Washington, DC: CQ Press. ISBN: 9781604264760

Nye, J. (2008). *The powers to lead*. New York, NY: Oxford University Press. ISBN: 9780195335620

SUPPLEMENTAL READINGS

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

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COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS

Date	Class Topic	Readings/Assignments
Week 1	Introduction	Read Preface and prologue of Graham/Hand book (pages xv-16)
Week 2	Defining Leadership	Read chapter 1 of Nye book (pages 1-26)
Week 3	Identifying an Issue	Read introduction and chapter 1 of Graham/Hand book (pages 17-39) Read the Heifetz & Linsky article on Blackboard. Reflection Paper #1 Due
Week 4	Identifying Information and People	Read chapter 2 and 3 of Graham/Hand book (pages 40-92)
Week 5	Power and Leadership Types	Read chapter 2 and 3 of Nye book (pages 27-84) Reflection Paper #2 Due
Week 6	Building Public Support and Emotionally Intelligent Leadership	Read chapter 4 of Graham/Hand book (pages 93-121) Read introduction, part one, chapters 1-3, part two, part three, and chapter 16 of Shankman/Allen book (pages 1-26, 73-75, and 89-92)
Week 7	Influence and Timing	Read chapter 5 and 6 of Graham/Hand book (pages 122-159) Reflection Paper #3 Due
Week 8	Film: Mr. Smith Goes to Washington	Read chapter 7 and 8 of Graham/Hand book (pages 160-214)
Week 9	Finding Resources and Wrapping Up	Read chapter 9 and 10 of Graham/Hand book (pages 215-258) Reflection Paper #4 Due

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Week 10	The Good, The Bad, and the Context	Read chapter 4 and 5 of Nye book (pages 85-145) Read the Lipman- Blumen article on Blackboard Political Action Paper Due
Week 11	No Class	
Week 12	Political Party Presentations	Reflection Paper #5 Due
Week 13	Finish Political Party Presentation	All Political Party Papers Due
Week 14	Significant Learning Projects	Significant Learning Project Due
Week 15	Final Exam	