

EDL 370: Critical Perspectives on Leadership in Society

Section 1 (3 credits)

Tuesdays and Thursdays, 2:00 pm – 3:15 pm

Instructor:

Course Purpose:

This course is designed to help students develop critical thinking skills to analyze messages and images about leaders and leadership portrayed in and perpetuated by societal institutions.

Course Overview:

This course aims to assist students in understanding and critiquing how leadership is designed and perceived in American society. Students are challenged to understand historical and contemporary messages and images of leaders and leadership and learn tools to critically examine institutions and structures that perpetuate these messages and images.

Course Objectives:

As a result of completing this course successfully, students will:

- Be exposed to common historical and contemporary messages and images of leaders and leadership in American society.
- Understand how and why messages and images of leaders and leadership have been built into societal institutions.
- Understand how societal advantages and barriers can assist or hinder one from attaining a leadership role.
- Be able to critically examine messages and images of leaders and leadership.

Required Course Materials:

- Loewen, J.W. (2007). *Lies My Teacher Told Me*. New York: Touchstone.
- All other readings will be posted on the Courses Page in the OrgSync Platform.

How to use OrgSync:

1. Go to www.orgsync.com
2. Click on "Register" at the top of the page
3. Choose University of Arizona Leadership Programs by clicking the "register" button to the right
4. Fill out the registration form and all the required fields on both pages and click Submit
5. At the top of the page click the "Portal" button
6. Click on "Join an Org." at the top of the page
7. Click on "University of Arizona Leadership Programs"
8. Go to "Leadership Courses for Credit" and click "Join"
9. The password is: XXXXXXXXXX
10. Once you have joined, you can use OrgSync to get to the readings
11. Click on "Courses for Credit" on the left hand toolbar
12. Click on "Media" (on the left upper toolbar) and then click on "Files"
13. This will bring you to the courses page in which you will need to go to the EDL 370 course and click on "Files."
14. Scroll down through the course readings-they are listed alphabetically by author. Note the chapter and page numbers since many readings are from the same authors. Click on the reading from this page.

Course Policies:

General Course Policies

- Students are expected to turn off their cell phones and iPods during class.

- Laptops may only be used with permission of the instructor at times that warrant laptop use (ex. activity researching information online or to take notes during a lecture). Laptops must be off and closed during class discussions, presentations from students, and activities not needing a laptop.
- Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Participation

A key learning tool for this class is participation in discussions and exercises. It is important that students come to class prepared to actively participate in all class discussions, exercises and special outside activities. Active participation is a personal responsibility that is inherent in leadership and is paramount to your success in this course.

- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail at or before 2:00pm on their due date.
- Students who have class on a religious holiday and need to miss class on the holiday to observe this holiday may do so if they notify the instructor at least 2 weeks in advance of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
- Attendance will be kept for this class. 1 absence=75 minutes. Attendance will be prorated each class session to account for students coming late or leaving early. Students who are absent from class more than 225 minutes (3 class sessions total) over the course of the semester will have a 2 point deduction for every 15 minute (or partial 15 minute) time block missed from class beyond the 225 minutes.

Special Needs:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Dishonesty:

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students, the Committee on Academic Integrity, or at <http://dos.web.arizona.edu/uapolicies>.

Threatening Behavior:

Threatening behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm. More information can be found at <http://policy.web.arizona.edu/~policy/threaten.shtml>.

Assignments:

- Assignments are due on the date listed on the syllabus and are due in class during the class session. **No late assignments will be accepted.**
- Unless otherwise noted, all assignments should be typed using 12 point Times New Roman or Arial fonts, double spacing, and one inch margins. APA format, including title pages and references, should be used. The instructor reserves the right to request an electronic copy of any assignments to check formatting, so you are expected to save your work through the end of the course. Assignments not meeting these formatting guidelines will be lowered by one full letter grade (10% of the total points possible).

Reading Reflections

For the first 10 minutes of class, you will be posed a question/questions based on the readings due that day. *There are no make-ups for reading reflections.* You will have 22 reflections throughout the semester worth a total of 200 points, thus allowing for two missed reflections or loss of points on some reflections. It is possible to miss 2 reflections and earn 10 points on the other 20 reflections and receive 200/200 for this portion of the course. Students who complete all 22 reading reflections, however, will be able to count all the points from all 22 toward their final grade for a possible total of 220/200. **10 points each. Due each class session readings are assigned.**

Book Analysis Paper and Presentation

You will be assigned one of the following books to read and analyze:

- Good to Great
- Leadership Secrets of Attila the Hun
- The Leadership Challenge
- The Leadership Engine
- Why Leaders Can't Lead
- Primal Leadership
- The Right to Lead
- The Fifth Discipline
- Leadership on the Line
- Leading Without Power
- On Becoming a Leader
- Leadership is an Art
- Leading Change
- One Minute Manager
- The Five Dysfunctions of a Team: A Leadership Fable
- Tao of Leadership
- Exploring Leadership
- Principle-Centered Leadership
- In Search of Excellence
- The Extraordinary Leader
- The 21 Irrefutable Laws of Leadership
- First, Break all the Rules

Paper: You are to complete a 6-8 page paper analyzing and critiquing the book. You should use the following prompts to guide your analysis:

- What messages does this book portray about leadership?
- What assumptions and biases are embedded in this book?
- Using 3 of the following lenses, analyze the messages about leadership:
 - Merit
 - American Dream
 - Hero making
 - Race
 - Gender
 - Class
 - Stratification
 - Matthew Effect
 - Hegemony

Presentation: You will present to the class for 7 minutes on the following:

- Summary of the book
- Messages portrayed in the book about leadership

- Assumptions and biases in the book
- Messages about leadership from the book through your three selected lenses

Paper 75 points. Due 2/9. Presentation 25 points. Due 2/9 or 2/14.

Debate

You will be separated into 2 groups for an in-class debate on the impact of religion on one's presidential candidacy. Groups will be pre-assigned and students will come to class with research and documentation to support their side of the argument. Students will have 15 minutes in class to prepare their arguments and 10 minutes to present their case to the other group. During this 10 minutes, all team members must contribute by offering at least one argument or justification for their side. Information brought up in the debate must have a reference/citation. Groups need to be prepared to bring this information to class to put together their argument. No research will be done at this time, only preparation. The two sides are:

- Group 1: Most Americans **would not** consider religion a factor if a non-Christian candidate ran for President.
- Group 2: Most Americans **would** consider religion a factor if a non-Christian candidate ran for President.

50 points. Due 3/1.

Media Review Paper

Listen to/watch/read 3 different news segments about one leadership issue (examples could include global warming, healthcare, war, etc.). These news media need to be from a variety of diverse sources.

- **Description:** Describe the issue from each of the three perspectives.
- **Comparison:** How similar were they? What were the differences?
- **Investigation:** Research about the background of each of the news media sources. Who owns them? What commercials/ads are heavily incorporated into them?

The paper should be the necessary length to cover all the questions thoroughly. You must cite all sources.

75 points. Due 3/29.

Institutional Analysis Paper and Class Lead

You will examine, analyze, and critique leadership styles, practices, methods, trends, etc. of one of the following social institutions: K-12 Education System, Higher Education System, Family Dynamics, Religion, Media, Government, Military, Labor Market, and Social Norms, Traditions, and Rituals. Your groups and topics will be assigned at the beginning of the semester.

Paper: You should incorporate both concepts learned in and out of class to complete a 7-8 page group paper. Papers should include:

- A thorough description of how leadership in your social institution is practiced mainstream.
- How leadership is constructed or socialized within that institution.
- A critique of this construction and practice of leadership.

Class Lead: You will lead the class for 30 minutes in a discussion on your assigned topic. You should focus the discussion on the 3 areas you wrote about in your paper. You should email the instructor with an outline of your class lead no less than two days before it is due.

Paper 75 points. Class Lead 25 points. Paper and Class Lead due on assigned dates.

- K-12 Education System-2/21
- Higher Education System-2/23
- Family Dynamics-2/28
- Religion-3/1
- Media-3/6
- Government-3/20
- Military-3/22
- Labor Market-3/27
- Social Norms, Traditions, and Rituals-3/29

Final Exam

You will complete one essay question in class integrating the readings, discussions, and class concepts to address a current critical issue in leadership. **100 points. In class on 5/8, 1:00-3:00pm.**

IMPORTANT NOTE: Tuesday, May 8 from 1:00-3:00 pm is the scheduled period for final exams for this class. It is your responsibility to make end of semester travel arrangements to accommodate your exams. THERE WILL BE NO ALTERNATIVE TIMES OFFERED FOR THIS EXAM. If you are unable to attend the exam, you will not receive credit for it.

Assignments and Point Values (625 points possible)

Reading Reflections	200 (10 points each)
Book Analysis Paper and Presentation	100 (75-paper, 25-pres.)
Debate	50
Media Review Paper	75
Institutional Analysis Paper and Class Lead	100 (75-paper, 25-class lead)
Final Exam	100

Grade Scale

A = 90% = 562.5 points minimum

B = 80 % = 500 points minimum

C = 70% = 437.5 points minimum

D = 60% = 375 points minimum

E = less than 60% = fewer than 375 points

Note: The above grade scale reflects the minimum number of points needed for each grade. Grades will not be rounded up; you must reach the minimum number of points for a certain grade to earn that grade.

Course Outline

Readings should be completed before the class with which they are listed. All readings are available on OrgSync.

Date	Topic	Reading Due	Assignment Due
	Unit 1	What We Have Been Taught About Leaders and Leadership	
1/12/12	Introduction and Course Overview	None	
1/17/12	American History and the American Dream	Loewen, J.W. (2007). <i>Lies my teacher told me</i> . Chapter 7: Land of opportunity. New York: Touchstone, 204-218.	RR1
1/19/12	Hero Making and the Great Man	Loewen, J.W. (2007). <i>Lies my teacher told me</i> . Chapter 1: Handicapped by history: The process of hero-making. New York: Touchstone, 11-30.	RR2
1/24/12	Contemporary Leadership Theories and Models	Bennis, W. (1990). <i>Why leaders can't lead</i> . Chapter 2: Learning some basic truisms about leadership. San Francisco, CA: Jossey-Bass Publishers, 14-24. Gardner, J.W. (1993). <i>On leadership</i> . Chapter 14: Leadership development: The early years. New York: The Free Press, 157-171.	RR3
1/26/12	Gender	Eagly, A.H., & Karau, S.J. (2002). Role congruity theory of prejudice toward female leaders. <i>Psychological Review</i> , 109(3), 573-598.	RR4
1/31/12	Race	Lui, M. (n.d.). <i>Doubly divided: The racial wealth gap</i> . Retrieved from http://www.racialwealthdivide.org/documents/doublydivided.pdf McIlwain, C.D. (2007). Perceptions of leadership and the challenge of Obama's blackness. <i>Journal of Black Studies</i> , 38(1), 64-74.	RR5
2/2/12	Social Class Part I	Gladwell, M. (2008). <i>Outliers: The story of success</i> . Chapter 1: The Matthew Effect. New York: Hachette Book Group, Inc., 15-34. Ladd, J., & Yeskel, F. (2005). <i>Class in America: Two elite newspapers tackle the big taboo</i> . Retrieved from http://www.commondreams.org/views05/0602-30.htm	RR6
2/7/12	Social Class Part II	Higley, S. (2001). The U.S. upper class. In J.M. Henslin (Ed.), <i>Down to earth sociology</i> (338-349). New York: The Free Press.	RR7
2/9/12	Book Analysis Presentation	None	Book Analysis Paper Book Analysis Presentation
2/14/12	Book Analysis Presentation	None	Book Analysis Presentation
	Unit 2	Institutional Messages About Leaders and Leadership	
2/16/12	Social Construction of Knowledge and the Cycle of Socialization	Roberts, C. (2007). <i>Leadership and social construction: Stereotype meets prototype</i> . Retrieved from http://www.midwestacademy.org/proceedings/2007/papers/mamo7p19.pdf Loewen, J.W. (2007). <i>Lies my teacher told me</i> . Chapter 12: Why is history taught like this? New York: Touchstone, 301-339	RR8

2/21/12	K-12 Education System	Kozol, J. (2001). Savage inequalities. In J.M. Henslin (Ed.), <i>Down to earth sociology</i> (329-337). New York: The Free Press.	RR9
2/23/12	Higher Education System	Arnold, K.D. (November-December 2002). The role of the elite college. <i>About Campus</i> , 4-12. McPherson, M.S., & Schapiro, M.O. (1998). <i>The student aid game</i> . Chapter 4: Access. Princeton, NJ: Princeton University Press, 37-51.	RR10
2/28/12	Family Dynamics	Engstrom, E. (2008). Unraveling the knot. <i>Journal of Communication Inquiry</i> , 32(1), 60-82. Hochschild, A., & Machung, A. (2001). Men who share “the second shift.” In J.M. Henslin (Ed.), <i>Down to earth sociology</i> (395-409). New York: The Free Press.	RR11
3/1/12	Religion	None	Debate
3/6/12	Media Part I	Konijn, E.A. & Bushman, B.J. (2007). World leaders as movie characters? Perceptions of George W. Bush, Tony Blair, Osama bin Laden, and Saddam Hussein. <i>Media Psychology</i> , 9, 157-177.	RR12
3/8/12	Media Part II	None	
3/13/12 3/15/12	Spring Break – No Classes		
3/20/12	Government	Loewen, J.W. (2007). <i>Lies my teacher told me</i> . Watching big brother: What textbooks teach about the federal government. New York: Touchstone, 219-243. Przeworski, A. (1991). <i>Capitalism and social democracy</i> . Chapter 3: Party strategy, class organization, and individual voting. New York: Cambridge University Press, 99-104.	RR13
3/22/12	Military	Paparone, C.R. (2004). Deconstructing army leadership. <i>Military Review</i> . Retrieved from http://www.au.af.mil/au/awc/awcgate/milreview/paparone.pdf Brodie, L.F. (2001). <i>Breaking out</i> . Chapter 1: What is/was VMI? New York: Pantheon Books, 3-26.	RR14
3/27/12	Labor Market	Witz, A. (1992). <i>Professions and patriarchy</i> . Chapter 4: Medical men and midwives. New York: Routledge, 104-127.	RR15
3/29/12	Social Norms, Traditions, and Rituals	None	Media Review Paper
	Unit 3	Images of Leaders and Leadership	
4/3/12	Reality Television Stars as Leaders	Rose, R.L., & Wood, S.L. (2005). Paradox and the consumption of authenticity through reality television. <i>Journal of Consumer Research</i> , 32, 284-296.	RR16
4/5/12	Fictional Characters as Leaders	Turner-Vorbeck, T. (2009). Pottermania: Good, clean fun or cultural hegemony? In E. Heilman (Ed.), <i>Critical perspectives on Harry Potter</i> (2 nd edition). New York: Routledge.	RR17

4/10/12	Professional Athletes as Leaders	Warner, R.A. (2005). <i>Good work in professional basketball: The responsibilities of stardom</i> . Retrieved from http://pzweb.harvard.edu/eBookstore/PDFs/GoodWork38.pdf Barbano, S. (n.d.). <i>Role models: Step up to the pedestal</i> . Retrieved from http://www.womenssportsfoundation.org/Content/Articles/Issues/Participation/R/Role-Models-Step-Up-to-the-Pedestal.aspx	RR18
4/12/12	Celebrities as Leaders	None	
4/17/12	CEOs as Leaders	Ketchen Jr., D.J., Adams, G.L. & Shook, C.L. (2008). Understanding and managing CEO celebrity. <i>Business Horizons</i> , 51, 529-534.	RR19
4/19/12	Everyday People as Self Proclaimed Leaders	Johnson, T.J., & Kaye, B.K. (2008). In blog we trust? Deciphering credibility of components of the internet among politically interested internet users. <i>Computers in Human Behavior</i> , 25, 175-182.	RR20
	Unit 4	Critically Analyzing Messages and Images of Leaders and Leadership	
4/24/12	Information Literacy	None	
4/26/12	The Process of Unlearning Information	Springen, K. (2004, February 2). Rewriting history. <i>Newsweek</i> , 52.	RR21
5/1/12	Challenging Messages and Images	Loewen, J.W. (2007). <i>Lies my teacher told me</i> . Afterword: The future lies ahead and what to do about them. New York: Touchstone, 355-362.	RR22
5/8/12 1-3pm	Final Exam	None	Final Exam
