



**Welcome to Global
Issues,**

**Exploring
Leadership!
Fall 2003**

This is your syllabus. This is your written agreement with me regarding the purpose and direction of this course. Any changes in this syllabus will be communicated to you in writing.

Save this syllabus and, of course, all of your other syllabi. Make sure that you understand important course requirements and dates that assignments are due. Transfer assignment due dates to your calendar.

Classmate Contacts:

Get the name and phone number(s) of at least two classmates. If you miss a class or have questions regarding an assignment, you may find it extremely useful to have this information available.

Name _____

Name _____

Campus or home phone _____

Campus or home phone _____

Other phone _____

Other phone _____

E-mail _____

E-mail _____

This class is linked with your ENG 101 class taught by Dr. Melanie Hubbard. Through this linkage we will explore the role of service in leadership. We will do this through community service experiences as well as classroom discussion. If you have any questions about the linkage, please ask either of us.

Global Issues: Exploring Leadership

Global Issues:

Course Number: GIS 101
Term: Fall 2003
Section: A
Meeting Times: M, W, F 8:30-9:40am
Location: JS 283

Instructor:

The University of Tampa
401 W. Kennedy Blvd, Box P
Tampa, FL 33606

Kristen Piwowski
Office Location: 2nd Floor Vaughn Center,
Student Activities Office

Office Phone: 253-6233 or x3139

Office Hours: by appointment

E-Mail: kpiwowski@ut.edu

Home Phone: (727)570-4122

(If you have a problem or question and cannot reach me in the office, please feel free to call me at home before 11:00 pm.)

Course Description:

This course is designed to introduce the nature of leadership. Contemporary leaders will be used to explore its history, changing nature, theoretical approaches, and various styles or skills. As students examine current world, national, local, and campus leaders, the course will demonstrate the inter-relatedness of an individual with the community and the necessary leadership skills for growing pluralistic society. Course activities will move students from theory to the practical process of leadership in their own lives.

Objectives:

As a student in this course you will:

- identify and critically examine contemporary or changing definitions of leadership;
- be challenged to recognize leadership themes/definitions, roles, and responsibilities in contemporary society (campus, Tampa Bay community, United States, and world);
- be challenged to assess, understand, and appreciate diverse leadership styles, skills, and personalities;
- see the inter-relationship of the individual and the communities in which students belong.

- identify specific leadership skills necessary for a growing pluralistic society;
- evaluate your own skill levels and growth areas; and
- be asked to gather and evaluate information, consider alternatives, form and express conclusions, and appreciate diverse points of view.

The Baccalaureate Experience:

The faculty of The University of Tampa, as a group, oversees and directs the course of study for all students. In order to ensure that everyone receives a comprehensive, liberal arts-based educational experience, the faculty have approved that course offerings and academic experiences lead to the attainment of the following goals for all students:

Goals of the Baccalaureate Experience

- I . To learn to communicate effectively, through reading, writing, speaking, listening, and observing, so as to acquire, develop, and convey ideas and information.
- II . To examine issues rationally, logically, and coherently.
- III . To demonstrate an understanding and proficiency in the use and application of computers across fields of learning.
- IV . To understand the foundations of science, scientific methods, and the impact of science upon society.
- V . To demonstrate a basic understanding and proficiency in mathematics.
- VI . To be able to synthesize the knowledge of, and understand issues emanating from, a variety of disciplinary perspectives.
- VII . To exhibit an aesthetic awareness through the creation of art or the formation of a critical response to the arts.
- VIII . To identify their own values, recognize the principles underlying their own views and actions and the views and actions of others, and to defend their own positions.
- IX . To understand both the commonalities and the diversity of human social existence in an increasingly interdependent world.

Required Materials:

- Text: Komives, S. R., Lucas, N., & McMahon, T. (1998). Exploring leadership: For college students who want to make a difference. Jossey-Bass: San Francisco
- Text: Keim, Will. (1995). The Education of Character. Harcourt Brace College Publishers
- Newsweek
- Minaret
- e-mail account
- 3-ring binder

In the end it is important to remember that
we cannot become what we need to be by remaining what we are.
-- Max DePree, author of Leadership is an Art

Expectations:

In class you will work in small teams to discuss readings, engage in simulations, and experience theory through carefully designed group activities. The teams will be laboratories in which you can apply leadership theory and concepts. Team membership will remain constant throughout the semester.

The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will respectfully listen to the voices of others and share their own opinions and values. Students and instructor are expected to treat each member with respect.

Assignments are to be approached with thoughtful consideration and thorough in their completion. For all assignments students will be expected to present solid content and convey their message using appropriate grammar, syntax, punctuation, and language. Assignments will be reviewed for both content and presentation.

Students can expect the instructor will come prepared, be a willing listener with regard to student concerns, and be available outside of class to give additional help or support. (These outside meetings will be scheduled to meet both student and instructor schedules.)

Participation Policy:

In order for students to fully appreciate the structure and interactive nature of this course, regular class attendance is required; the more classes missed the lower your final grade will be. If you must miss class, please speak with me (ahead of time if possible). If you are ill, call before class and leave a message if I am not there.

As a class we will be DISCUSSING topics. Therefore, readings and assignments must be done prior to class so you are prepared for ACTIVE PARTICIPATION. Your ability to thoughtfully contribute to class discussions, integrate course readings, and openness to learn will be heavily weighed in determining your final grade. Assignments should always be read critically. Try and make connections to not only yourself and your personal experiences, but as this is also a current events course, try to make connections to what is in the news and recent past. Ask yourself, "How does this apply to what we've already discussed or to a known leader?"

Late Assignments or Missed Quizzes:

The general rule is that **late assignments are not accepted**. Exceptions to that rule may be made based on illness or extreme situations, but are done on an individual basis. Please discuss (in advance) the situation with me if you desire an extension.

Paper Specifications:

All assignments, unless otherwise noted, must be typewritten, double spaced, on 8 1/2 x 11" paper using 12 point type and one inch margins on all four sides. The length of each paper varies by assignment, but all papers are **required** to have a cover page with title, date, your name, UT ID number.

PLAGIARISM IS UNACCEPTABLE and consequences may be severe. Students caught plagiarizing will be handled through the University of Tampa academic judicial process as outlined in the student handbook. Be sure to cite your sources (using APA style) when quoting or referring to someone else's work. If you have questions regarding how to properly cite sources, I will be happy to provide you with guidance.

Honor Code:

As part of the ELITE program, you agree to abide by a code of conduct. It states that as an ELITE student, you will "practice personal and academic integrity."

As a demonstration of continued diligence and pride in that code, **hand-write** the following on **EVERY** assignment for this class:

**I declare on my honor that I have neither given nor received help on this work.
(your signature)**

Point System:

| | |
|--|----------------|
| Participation (2 points for each class) | 80 pts |
| Presentation for Model UN | 10 pts |
| Global Village Simulation | 20 pts |
| Journals (12 @ 5 pts each) | 60pts |
| Quizzes (3@ 20pts) | 60 pts |
| Leadership Challenge Presentations (2@15 pts each) | 30pts |
| Final exam | 100 pts |
| Leadership Autobiography | 30 pts |
| Leadership Review | 50 pts |
| Community Enhancement | 100 pts |
| Movie Analysis | 40 pts |
| Field Leadership Project | <u>100 pts</u> |
| TOTAL POINTS | 680 pts |

Extra Credit:

Students may earn extra credit points through attendance at selected campus events by writing a 1- page summary of their experience. Each summary is worth 5 points. Extra credit points (up to 20) are added into the total point summary for the final grade.

Journals: 5 points each

Journals will be due at the beginning of each Friday class. It will be a reflective and personal journey that integrates your thoughts about class exercises, discussions, ideas, and theories from readings and your own experiences or observations. You will be given specific questions or topics on which to reflect. Journals are to be a minimum of one typed page.

Leadership Challenge

Groups:

15 points each

During the first 4 weeks of the semester, individuals will be assigned to groups to give a 5-7 minute oral report on the leadership challenges facing Israel and the countries leaders. You are to answer the following questions in your oral report: Definition of the problem facing the country, brief background of the situation, possible solutions, and key attributes or skills needed by leaders to solve this problem.

Then again mid-semester, those same groups will give the same report about a current event issue facing leaders of either the United States or other countries throughout the world. The report should answer the same questions outlined above.

Leadership Autobiography

30 points

Write about the first time you realized your own leadership potential. What is your personal philosophy on leadership? Who and what have influenced the development of that philosophy? Your paper should be 2-3 pages in length.

Quizzes:

20 points each

Quizzes will cover text, Newsweek, Minaret, and any handouts.

Leadership Review Oral Presentation

50 points

There are numerous books written about leaders and the impact they have on society. Select one book written about a leader who is from a different culture or race than you. This presentation should be 7-9 minutes in length and cover the following questions: How has that person's race, gender, ethnicity, sexual orientation, etc. influenced his or her leadership, values, philosophy and mission? What challenges did they face & how did they overcome those challenges? What did you learn about yourself by reading about this leader? What characteristics of leadership did this individual exude? What will you take away from this book?

Also due at the time of your presentation is an outline of your speech including the references you have used for this presentation. Your grade will be determined by the quality of your speech, answers to the above questions, and content of your outline.

We will watch a current movie in class and you are to write a response paper answering the following questions about the movie:

1. Describe the specific examples of relational leadership. What helped you to identify these examples?
2. What leadership approaches were demonstrated in the movie? What were the strengths of each approach? What were the weaknesses?

(This paper should be 2-3 pages in length)

Movie Analysis

40 pts

**Field Leadership
Project**
100 points

Each of you is going to college with the intention of building a career upon graduation. Based on what you have learned thus far in class and the topics we have discussed, you are interview 2-3 people in your field of study about the career you hope to have. You are to generate a list of questions for the interviews, conduct the interviews and the write a paper comparing and contrasting the statements given to you in each interview.

Your completed project should include your list of interview questions, a brief biography of each of the people you interviewed and your reaction paper. This paper should be 5-6 pages in length.

This assignment will be done in collaboration with your ENG 101 class. Volunteer for 15 hours in a community service project and develop a power point presentation on your service learning experience, journals and reflections. The goal of this presentation is to define servant leadership and the role you took in that process. Specific guidelines for the presentation will be presented at a later date.

**Community
Enhancement:**
100 points

Final:
100 points

A 75-point exam will be given. It will include objective questions (multiple choice, fill-in-the-blank, matching, or short answer) as well as essay questions.

**Special Needs &
Students with
Disabilities:**

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let me know within the first two weeks of class so I can make appropriate arrangements.

I would like to work with any student who has a disability that impacts learning in this class. If there is any student who has special needs because of any disability, please go to the Dean of Students, Bob Ruday, to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Class Calendar (subject to change)

Additional Readings Will Be Assigned by Topic

| <u>Date:</u> | <u>Topic:</u> | <u>Assignment Due:</u> |
|--------------|--|--|
| (M) Aug 25 | Introductions Syllabus overview Expectations | |
| Aug 27 | Global Village detailed explanation | |
| Aug 29 | Model UN | |
| (M) Sept 1 | NO CLASS- LABOR DAY!! | |
| Sept 3 | Learning about Israel | Leadership Challenge Group 1 |
| Sept 5 | Israel and Leadership | Leadership Challenge Group 2 Model UN Papers Due Journal #1 – Lessons #7,11,12 Leadership Challenge Group 3 Newsweek |
| (M) Sept 8 | Current Events & Leadership | Leadership Challenge Group 4 Leadership Autobiography |
| Sept 10 | Model UN Presentations | |
| Sept 12 | Leadership Defined | Leadership Challenge Group 5 Journal #2 – Lesson #13,14,15 Leadership Challenge Group 6 Newsweek |
| (M) Sept 15 | Current Events & Leadership | Leadership Challenge Group 7 Chapter 1 |
| Sept 17 | Introduction to Leadership | Leadership Challenge Group 8 Journal #3 – Lesson 9,27 |
| Sept 19 | Global Village Simulation Worktime | Leadership Challenge Group 9 Newsweek |
| (M)Sept 22 | Current Events & Leadership | Leadership Challenge Group 10 Newsweek |
| Sept 24 | Global Village Simulation Worktime | |
| Sept 25 | GLOBAL VILLAGE SIMULATION | |
| (M) Sept 29 | Current Events & Leadership | Newsweek |
| Oct1 | The Changing Nature of Leadership | Chapter 2 |
| Oct 3 | NO CLASS | Journal #4 – Lesson 3,4,5,6 |
| (M) Oct 6 | Current Events & Leadership | Newsweek Quiz #1 |
| Oct 8 | Leadership in the Movies | |
| Oct 10 | Leadership in the Movies | Journal #5 – Lesson 1,2,23 Movie Analysis Due |
| (M) 13 | Current Events & Leadership | Newsweek Chapter 3 |
| Oct 15 | A New Way of Understanding Leadership | |
| Oct 17 | | Journal #6- Lesson 21,24,33 |

| | | |
|-----------------------------|---|--|
| (M) Oct 20 Oct 22 | Current Events & Leadership Understanding Yourself | Newsweek Chapter 4 |
| Oct 24 | Leading with Integrity and Moral Purpose | Journal #7- Lesson 28,31 |
| (M) 27 | Current Events and Leadership | Newsweek |
| Oct 29 Oct 31 | Understanding Others | Chapter 5 Journal #8- Lesson Quiz #2 |
| (M) Nov 3 Nov 5 Nov 7 | Leadership Reviewed Leadership Reviewed Interacting with Teams and Groups | Oral Presentations Oral Presentations Chapter 6 Journal #9- Lesson 22,29 |
| (M) Nov 10 | Current Events & Leadership | Leadership Challenge Group #10 Newsweek |
| Nov 12 | Understanding Complex Organizations | Leadership Challenge Group #9 Chapter 7 |
| Nov 14 | | Leadership Challenge Group #8 Journal #10- Lesson 17,18,19 |
| (M) Nov 17 | Current Events & Leadership | Leadership Challenge Group #7 Newsweek |
| Nov 19 | Building Community | Leadership Challenge Group #6 Leadership Field Project Due Chapter 8 |
| Nov 21 | Leading with Integrity | Leadership Challenge Group #5 Chapter 9 Journal #11- Lesson Create Your Own Lesson Quiz #3 |
| (M) Nov 24 | Current Events & Leadership | Leadership Challenge Group #4 Newsweek |
| Nov 26 Nov 28 | NO CLASS NO CLASS | |
| (M) Dec 1 | Current Events & Leadership | Leadership Challenge Group #3 Newsweek |
| Dec 3 | Renewal & Revitalization | Leadership Challenge Group #2 Community Enhancement Project Due Chapter 10 |
| Dec 5 | Mind, Body & Soul of a Leader | Leadership Challenge Group #1 Chapter 11 Journal #12- The Greatest Lesson of the Semester |
| (M) Dec 10 8:30-10:30am | Final Exam | |