

Course Outline

Course number and title: IU 171 President's Leadership Program: A Call to Lead II

Credits: 2 (1-0-1)

Term to be offered: Spring

Prerequisites:

- IU 170
- Written permission by Instructor

Course Description:

Examine the Social Change Model of leadership development.

Instructors:

Glenn DeGuzman, M.S.
Assistant Director of Campus Activities for Leadership and Diversity Programs

Alexis Kanda-Olmstead M.S.
Assistant Director, University Honors Program

Selected Readings From:

Bolman, L. G. & Deal, T. E. (2001). Leading with Soul: An Uncommon Journey of Spirit. San Francisco, CA: Jossey-Bass, Inc.

Hateley, B. J. & Schmidt, W. H. (1997). A Peacock in the Land of Penguins: A Tale of Diversity and Discovery (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers.

Komives, S. R., Lucas, N., & McMahon, T. R. (1998.) Exploring Leadership: For College Students Who Want to Make a Difference. San Francisco, CA: Jossey-Bass, Inc.

Loeb, P. R. (1999). Soul of a Citizen: Living With Conviction in a Cynical Time. New York, NY: St. Martin's Press.

McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack. In Rothenberg, P. S. (Ed.), Race, Class, and Gender in the United States. (4th ed.). New York, NY: St. Martin's Press.

Course Objectives:

Students will be able to:

- Explain the fundamentals of leading social change.
- Illustrate the importance of civic responsibility and service as components of leadership.
- Articulate an understanding and appreciation of multiculturalism as an integral component of leadership.
- Apply the concept of spirit in their work as leaders.

Course Topics/Weekly Schedule

UNIT ONE: LEADING SOCIAL CHANGE IN THE COMMUNITY

Week 1: Class Overview

- Review semester course goals and syllabus
- Revisit servant leadership theory and other discussed during fall semester

Assignment Due:

Read Soul of a Citizen, Ch. 1-2, “Making Our Lives Count” and “We Don’t Have to Be Saints.”

Week 2: Leadership, Citizenship, and Social Change

- Explore the relationship among leadership, citizenship, and social change
- Review CSU Compact and Civility commitment
- Connect discussion to development of social change projects

Assignment Due:

Read Soul of a Citizen, Ch. 3, “One Step at a Time.”

Week 3: Social Change Leaders of the Civil Rights Movement

- Watch and discuss the film “Freedom on My Mind”

Assignment Due:

1) Read Soul of a Citizen, Ch. 5, “Unforeseen Fruits.”

2) Three-page reaction paper: Tie this week’s reading to your social change project. Identify the “short-term encounters” with which you are participating this semester and the “final victory” that you are striving to attain (Soul of a Citizen, p. 107).

Week 4: Community Leader Panel

- Attend the Community Leader Panel comprised of members of the City of Fort Collins who work on social justice issues

Assignment Due:

1) Read Soul of a Citizen, Ch. 11, “Pieces of a Vision”

2) Study for Quiz 1

Week 5: Leadership at the Local Level

- Quiz 1
- Discuss Community Leader Panel
- Apply material from panel and relevant readings to personal leadership understanding

Assignment Due:

Read Soul of a Citizen, Ch. 12, “The Fullness of Time.”

UNIT TWO: INCLUSIVE LEADERSHIP

Week 6: Cross-Cultural Understanding and Leadership

- Introduction to diversity and multiculturalism from a leadership perspective
- Understanding differences

Assignment Due:

Read Exploring Leadership, Ch. 5., “Understanding Others.”

Week 7: Personal Diversity and Leadership Style

- Connect personal life experiences and characteristics with values and leadership style

Assignment Due:

Read A Peacock in the Land of Penguins.

Week 8: Leadership in a Diverse Society

- Guest lecture on the role of diversity in leadership
- Discuss reading

Assignment Due:

From the parable A Peacock in the Land of Penguins: A Tale of Diversity and Discovery, when have you felt like a “peacock”? When have you made others feel like a “peacock”? What have you learned from these experiences?

Week 9: Power and Society and Leadership

- “Star Power” activity and discussion

Assignment Due:

- 1) Diverse leader research paper and presentation assignment.
- 2) Read Race, Class, and Gender, Ch. 5., “White Privilege: Unpacking the White Knapsack.”

Week 10: Leadership and Privilege

- What’s in your knapsack of privilege?
- How has this affected your ability to lead?
- Activity and discussion
- Reflect on social change project

Assignment Due:

- 1) Study for Quiz 2
- 2) Social change project and reflection paper assignment

UNIT THREE: LEADERSHIP AND SPIRIT

Week 11: Spirituality and Leadership

- Quiz 2
- Discuss concept of “spirituality”
- How is it different from/similar to religion?
- What role does it have in leadership?

Assignment Due:

Read Leading with Soul, Ch. 1 & 2, “The Heart of Leadership Lives in the Hearts of Leaders” and “The Heart is More Than a Pump.”

Week 12: Integration of Spirituality into Leadership Philosophy

- Discuss reading
- Connect personal concept of spirituality with personal leadership philosophy

Assignment Due:

Three-page reaction paper: How do you plan integrate your definition of spirituality into your leadership? What effect will this have on you and your group members?

Week 13: Diverse Leader Presentations

- In-class presentations about diverse leader research paper

Assignment Due:

Provide feedback for presenters

Week 14: Diverse Leader Presentations

- In-class presentations about diverse leader research paper

Assignment Due:

- 1) Provide feedback for presenters
- 2) Complete social change project group paper and personal reflection

Week 15: Social Change Project Reflection

- Reflect on social change project.
- Discuss items in group and personal reflection papers
- Link experiences with Social Change Model of Leadership

Assignment Due:

Take-home exam

Week 16/Finals Week:

One-on-one assessment meetings

Instructional Methodology:

The class will meet weekly for two hours during which a combination of dialogue, experiential activities, mini lectures, small group activities, classroom presentations will take place.

Mode of Delivery:

- Lecture
- Large and small group discussions
- Case study
- Class presentations
- Group project

Method of Evaluation:

Students will be evaluated based on the following assignments:

1. Participation (60 points)

Will be graded on active participation in class including asking probing questions, contributing to discussions, responsible attendance, meeting assignment deadlines, participating in class activities, arriving on time considering concepts and ideas from different perspectives, and helping to create an inclusive and respectful class environment. The final grade will include credit for participation. Participation is sometimes contingent upon attendance – you have to be in class to do the assignment to receive the credit/points.

2. 3 Reaction papers (10 points each, 30 points total)

3. Quizzes (10 points each, 30 points total)

4. Research Paper (40 points)

5. **Presentation of Research (30 points)**
6. **Social Change Group Paper (50 points)**
7. **Social Change Personal Reflection (30 points)**
8. **Take-home exam (60 points)**

Grading Policy:

All assignments are due on the dates specified. Students are expected to read, summarize and reflect upon assigned readings prior to class so they can actively participate in all class discussions and activities.

Grading Scale:

A = 297 points or higher (90-100%)

B = 264 to 296 points (80-89%)

C = 231 to 263 points (70-79%)

D = 198 to 230 points (60-69%)

F = below 198 points