

Leadership for Change
Political Science 268
(revised 1/22/02)

Instructors:

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Hours: By appointment

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Hours: MW 1-2:30 and by appt.

Course Objectives

1. To develop self-understanding and introspection now and as a life-long practice.
2. To develop skills and attitudes, as well as the confidence and motivation, to become engaged in the world. To incorporate these skills and attitudes into life-long practice.
3. To gain an understanding of a body of knowledge about leadership and to be able to reflect, think critically, and apply this knowledge in personal and real life/community situations.
4. To understand leadership in the context of liberal learning and a liberal arts education.
5. To be exposed to (and subsequently appreciate and embrace) a set of values regarding leadership, including a sense of self-worth; social responsibility; ethical practice; openness to change; tolerance, acceptance and celebration of difference amongst peoples; and an understanding of the uses of power.
6. To examine the varieties of communities and contexts within which leadership is practiced.

Shadowing Assignments

Students will be assigned to shadow a leader of a community organization. A minimum of 16 hours during the semester will be committed to shadowing in blocks of no less than four hours. Details of the shadowing project will be provided in class.

Weekly Journals

A weekly journal is required with format to be negotiated among class members. Forms it could take:

- A personal journal that student keeps for self and is handed in periodically.
- A series of 2-3 page papers that are turned in each week. Could be on journal assignment question (listed on syllabus) or on a point of interest in that week's reading assignment that student wants to explore through writing.
- Web board/email/listserv entry on journal assignment questions.

Midterm Exam

On February 28, a midterm exam will be given which consists primarily of short essay questions. The purpose will be to assess your knowledge of basic concepts about leadership from the reading assignments and discussions to date.

Course Paper

A detailed description of the course paper will be distributed early in the semester.

Attendance and Participation

Preparation for class and participation in class discussions and activities are essential to the learning process. Students should complete reading assignments for each week by the first class of the week. Class attendance is essential; you must be in class to participate.

Work Evaluation and Grading

Course grades will be apportioned on the following basis:

Course paper	40%	(30% for the paper and 10% for class presentation)
Mid-term Exam	20%	
Journal	20%	
Participation	20%	

Required Books

1. Susan Komives, Nance Lucas and Timothy J. McMahon, Exploring Leadership: For College Students Who Want to Make a Difference, San Francisco: Jossey-Bass Publishers, 1998.
2. John W. Gardner, Building Community, Washington DC: Independent Sector, 1996. **Not in Bookstore.**
3. E. J. Dionne, Jr., ed., Community Works: The Revival of Civil Society in America, Washington DC: Brookings, 1998.
4. E. J. Dionne Jr. and John J. DiIulio Jr., eds., What's God Got To Do With the American Experiment, Washington, DC, 2000.
5. Robert Coles, The Call of Service: A Witness to Idealism, Boston: Houghton Mifflin, 1993.

Additional materials will be placed on reserve in the library.

Schedule

Week 1: January 24

Course Introduction

Key Questions: What are the instructors' goals for this course? What are the students' goals for this course? How will we engage with one another in a way that values and respects each person?

Journal Assignment: What is your ideal learning environment? Describe an especially powerful learning experience that you've had. What are your expectations for this course?

Reading assignment (for next week): *Exploring Leadership*, Chapters 1-2.

Robert E. Kelley, "In Praise of Followers" in Harvard Business Review, November-December 1988, p 124-134.

Week 2: January 29 and 31

Theories of Leadership

Key Questions: Are leaders made or born? Do leaders need to hold a position or title within an organization? What makes someone a leader versus a follower? What is the role of followers? (or is there such a role?) How has formal theory addressed these questions over time? What does the phrase “leadership is a process” mean? What are some of the common purposes that bring people together in a leadership process?

Journal Assignment: What does leadership mean to you? Tell a story about an organization or informal group you have belonged to where you saw leadership (effectively) at work?

Reading assignment (for next week): *Exploring Leadership*, chapters 3 & 4

Week 3: February 5 and 7

Relational Leadership

Understanding Self

Key Questions: Does leadership as a relationship make sense to you? Why or why not? How does the notion of leadership as relationship change your original definition of leadership? What are the values and skills you bring to the leadership relationship? What are some of the values and skills of effective leadership that you might work to develop?

Journal Assignment: Write a personal mission or vision statement. OR, Write about how and from whom you have learned about leadership.

Reading Assignment: To Be Announced

NOTE: Class will attend Baltimore Mayor Martin O’Malley’s speech on Monday evening February 4 at 7 PM in Merrick.

Week 4: February 12 and 14

A Non-Profit Social Action Organization: The Case of Habitat for Humanity

Journal Assignment: You have now had the opportunity to learn something about how a non-profit organization works for change. What reactions do you have? What questions are raised as you are about to begin your shadowing experience? What do you think you will look for?

Reading assignment: *Exploring Leadership*, chapter 5

Additional reading to be announced.

Saturday February 16, 2002 Work day at Habitat for Humanity Site. This will be a group work day at a project site of Habitat for Humanity in Baltimore. Attendance is required.

Week 5: February 19 and 21

Understanding Others, Understanding Power

Key Questions: How does a leader go about learning about others? What differences make a difference? How do factors such as gender, race, ethnicity, and culture impact the leadership process? What is the role of power in the leadership process?

Journal Assignment: Tell a story where you felt frustrated working with another person because their approach or values were too different from your own. Or, write about your

reactions to today's class. What aspects of today's class were most meaningful to you? Why?

Reading Assignment: Burns, *Leadership*, pages 404-407 and 413-421 (on social change)
John B. Kotter, "Leading Change: Why Transformation Efforts Fail" in Harvard Business Review on Change, Cambridge: Harvard Business School Press, 1998, p 1-20.
Jeanie Daniel Duck, "Managing Change: The Art of Balancing", in Harvard Business Review on Change, p 55-81.
Review pages 48-62 of *Exploring Leadership*
(on leadership in a changing world)
Exploring Leadership, chapter 9

Week 6: February 26 and 28

The Dilemma of Change and Integrity

Key Questions: What is change? Does a leader create, negotiate, or manage change? When, why, and how? In a rapidly changing world, what should a leader/community hold fast to? How does one determine what should remain constant and what should be changed?

Journal Assignment: Mid-term Exam in place of Journal this week.

Reading Assignment: To Be Announced

Mid-term Exam

Week 7: March 5 and 7

Contexts of Community Leadership

Mid-term Exam on Tuesday March 5

Key Questions: Is there a set of skills, qualities and values that are essential for leaders regardless of the community context for leadership?

Journal Assignment: Consider the speakers that you have heard this week. Do they meet your expectations for a leader engaged in social change? What specific lessons did you take away from the class sessions?

Reading Assignment: John W. Gardner, Building Community.
Robert Putnam, "Bowling Alone"

Week 8: March 12 and 14

The Meaning of Community

Key Questions: What are the essential values or attributes of a healthy sustainable community? How do these values promote stability and allow for change? What does community have to do with leadership?

Journal Assignment: Reflect on the community in which you live. How does it fit the ideal model? In living in your own community have you been conscious of the issues and values in today's reading assignment and class discussion?

Reading Assignment: Etzione, The Spirit of Community: The Reinvention of American Society, Introduction and Chapter 1, p1-53

SPRING BREAK

Week 9: March 26 and 28

A Communitarian View

Key Questions: Are the values of freedom and equality compatible in American society?

When do collective or community concerns justify limits on individual liberty? Is it possible to define collective values in a democratic society while avoiding coercion and tyranny?

Journal Assignment: Consider your own understanding of order, freedom and equality. Which do you consider the most important value? Is it possible “to enhance the community and its moral voice”—is the communitarian view realistic?

Reading Assignment: Thoreau, “Civil Disobedience”

In Dennis Dalton, ed. Mahatma Gandhi: Selected Political

Writings, Required p 37-57, recommended p 1-36

Martin Luther King, Jr., “Pilgrimage to Non-Violence” in Strength to Love, New York: Harper and Row, 1963, p 135-42

Week 10: April 2 and 4

Civil Disobedience and Social Change

Key Questions: What are the essential values that underlie the idea of civil disobedience?

What did Gandhi learn from Thoreau and how are they different? What do we learn from Gandhi about the role of personal values (and spirituality) in determining action for social change and civic engagement?

Journal Assignment: Are Gandhi’s teachings practical or useful in today’s world?

Describe a situation in which you would be willing to practice civil disobedience. What personal risks are you willing to take?

Reading Assignment: To Be Announced

Week 11: April 9 and 11

Community Organizing and Empowerment

Key Questions:

Journal Assignment:

Reading Assignment: In Dionne and DiIulio, Chapter 6 Taylor Branch “First Trombone” p 46-50 and Part Four “Faith-Based Social Action”, Chapters 16-22, p 115-170.

Week 12: April 16 and 18

Faith Based Social Action

Key Questions: What is the nature of religion’s involvement in social action? What is the appropriate role for faith based social action in a secular society? What role should faith based organizations take in public policy formation and implementation?

Journal Assignment: Reflect on your own values and beliefs. How do they motivate or influence your commitment to social action?

Reading Assignment: Begin Coles, The Call of Service.

Week 13: April 23 and 25

Group Reports on Shadow Experiences

Reading Assignment: Complete Coles

Week 14 April 30 and May 1
Reflection on Service/Leadership/Social Action
Key Questions:

Week 15: May 3
Course Conclusion