

Course Proposal: University Senior Seminar
EIU 4194G: Leadership: Theory and Practice, Honors

1. Catalog description

- a. 4194G
- b. Leadership: Theory and Practice
- c. 4-0-4
- d. F,S
- e. Leadership
- f. An interdisciplinary approach to the definitions, theories, rhetoric, and styles of leadership practiced in contemporary cultures. The short- and long-term effectiveness of global, national, and local leaders will be studied and evaluated as students develop their own leadership goals.

2. Student learning objectives

In accordance with the goals of General Education, students will:

- Develop their abilities to synthesize and analyze information from scholarly sources of various disciplines (critical thinking, writing)
- Develop their abilities to think critically about what they read (critical thinking)
- Learn to articulate those thoughts to a variety of audiences (writing, speaking)
- Conduct interdisciplinary research on leaders and leadership relative to diverse cultures (global citizenship)
- Communicate their research findings in oral and written form (speaking, writing)
- Learn to recognize effective and ineffective leaders (critical thinking, citizenship)
- Learn the importance and responsibility inherent in choosing leaders (citizenship)

In addition, in accordance with the mission of the Honors Programs, students will:

- Develop their abilities to think independently
- Explore their own leadership potential

3. Course outline (based on two 110-minute meetings per week)

This course will be taught seminar-style, with considerable discussion during every meeting. Often, individual students will choose their own supplementary readings to share with the class. Thus, what is listed below under “Readings” is a sample of what might be read in a given week. In addition to class discussions and individual response journals, students will post and respond to messages on a Web CT site. Ideally, the guest lecturers and alumni will also participate in some of these discussions.

Weeks 1-2: Introduction

Topics: how leadership is defined; distinctions between leaders and heroes, leaders and managers, leaders and teachers, leaders and role models; selection of leaders

Activities: Choose leader for research project, journal writing; class discussion

Readings: *Man Who Would Be King*
Connective Leadership, Part 1: The Changing Dynamics of Leadership

Weeks 2-5: Philosophies and Ethics of Leadership

Topics: the various ways leadership has been defined through history; the role of ethics and leadership; comparison/contrast of leadership models in different fields; leadership styles

Activities: Groups of students will do preliminary presentations and critiques of leadership models; journal writing; Web CT discussion; guest lecture/discussion by campus leader; short essay due

Reading: *Connective Leadership*, Part 2: The Connective Leadership Model
Selections from Burns, *Leadership*
Gergen, *Eyewitness to Power*
Machievelli, *The Prince* or Sun Tzu, *Art of War*
Selected literary texts on leadership

Week 6: Rhetoric of Leadership

Topics: the effectiveness of different types of communication: written, audio, visual, web-based

Activities: presentation of video and audio clips of leaders; assessment of leaders' web sites; preliminary contact with alumni and correspondence with them on leadership questions; progress report on research project; journal writing

Reading: "The Things They Carried"
Selections from *Let the Trumpet Sound*
Selections from *Leadership is an Art*

Weeks 7-10: Gender, Culture, and Leadership

Topics: cultural and gender differences as they apply to leadership models and philosophies; Can there be one successful leadership model in a diverse world? What can American leaders learn from those from other cultures?

Activities: journaling, WebCT; guest lecture/discussion

Reading: *Women on Power*
Gandhi autobiography
Menchu autobiography
Selections from *Warrior Politics* and *Nine and Counting*
Selections from *Pedagogy of the Oppressed*

Weeks 11 and 13: Challenges of Leadership

Topics: leadership in changing environments; effective and ineffective leaders; leadership skills

Activities: student presentations on correspondence with alumni; guest panel discussion by campus leaders; discussion of research projects; journal and WebCT discussions

Readings: "Leaders" in *The Dilbert Principle*
Lao Tzu. *Tao Te Ching*

Week 12: Assessment Activities

Activities: research projects due

Weeks 14-16: Personal Leadership (final period will be used for additional presentation and discussion time if needed)

Topic: developing one's own leadership potential

Activity: Writing personal mission statement and leadership philosophy; journaling; wrap-up discussion; discussion of research projects

Reading: *Soul of a Citizen*

4. Evaluation of student learning

- a. Writing skills will be evaluated through a number of means. Students will keep response journals on their reactions to the reading, class discussions, and interviews. In addition, they will write 1) an analytical research paper on a leader; 2) a short, analytical essay on leadership in their field; 3) and a reflective essay on their own roles and potential as leaders. Speaking skills will be evaluated through class discussions and through short presentations based on out-of-class activities. Critical thinking skills will be evaluated through the content of the papers and quality of the response journal.
- b. Students will revise and expand the research paper after preliminary evaluation by the instructor and peer review. In addition, students will meet with the instructor in conferences throughout the semester as they work on their papers.

Journals:	20%
Discussion (in class and WebCT):	20%
Presentations:	10%
Short Papers:	30%
Research paper:	20%

5. Rationale

- a. Senior Seminar, Honors
- b. Prerequisite: 75 hours completed
- c. This course does not duplicate any current offerings..
- d. This course will not be required in any majors or programs other than the general education senior seminar.

6. Implementation

- a. Initial instructor: Bonnie Irwin
- b. Primary texts:
 - Freeman, Sue J.M., et al. *Women on Power: Leadership Redefined*. Boston: Northeastern University Press, 2001.
 - Gandhi, Mohandas K. *Autobiography: The Story of My Experiments with Truth*. NY: Dover, 1983.
 - Gergen, David. *Eyewitness to Power: the Essence of Leadership Nixon to Clinton*. NY: Touchstone, 2000.
 - Lipman-Blumen, Jean. *Connective Leadership: Managing in a Changing World*. NY: Oxford University Press, 2000.
 - Loeb, Paul Rogat. *Soul of a Citizen: Living with Conviction in a Cynical Time*.

Menchu, Rigoberta. *I, Rigoberta Menchu: An Indian Woman in Guatemala*. NY: Verso, 1983.

Sample additional readings available electronically or through library reserve:

Adams, Scott. "Leaders." *The Dilbert Principle*.

Burns, James McGregor. *Leadership*.

De Pree, Max. *Leadership is an Art*.

De Pree, Max. *Leadership Jazz*.

Freire, Paulo. *Pedagogy of the Oppressed*.

Kaplan, Robert D. *Why Leadership Demands a Pagan Ethos*.

Kipling, Rudyard. *The Man Who Would Be King*.

Lao Tzu. *Tao Te Ching*.

Machiavelli, Nicolai. *The Prince*.

Nixon, Richard. "Reflections on Leadership." *Leaders*.

Oates, Stephen B. *Let the Trumpet Sound: A Life of Martin Luther King, Jr.*

O'Brien, Tim. *The Things They Carried*.

Peters, Tom. *A Passion for Excellence: The Leadership Difference*.

Phillips, Donald T. *Lincoln on Leadership*.

Ruggero, Ed. *Duty First: West Point and the Making of American Leaders*.

Sun Tzu, *The Art of War*.

Whitney, Catherine. *Nine and Counting: The Women of the Senate*.

c. Additional costs: none

d. Term first offered: Spring 2003

7. Community College Transfer

Not applicable

8. Date Approved by Honors Council: 21 February 2002

9. Date Approved by CAHCC: 27 February 2002

10. Date Approved by CAA: 21 March 2002

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