

**LEADERSHIP FOR THE COMMON GOOD
PUAF 201, Fall 2012**

**College Park Scholars: Public Leadership Program
School of Public Policy
A CORE Interdisciplinary and Emerging Issues (IE) Course
An “I” (Issues-Inspiration-Imagination) Series Course**

This class is open only to first-year students in the College Park Scholars Public Leadership Program

**Tu-Th, 9:30-10:45 am
Cambridge Community Center (CCC) 1100**

**Discussion Sections
0101, Wednesday, 10:00 – 10:50am CCC 1111
0201, Wednesday, 11:00 – 11:50am CCC 1100
0301, Friday, 10:00 – 10:50am CCC 1100**

Instructor: Jennifer Littlefield
Associate Director, College Park Scholars-Public Leadership Program
Associate Director, The Center for Philanthropy and Nonprofit Leadership
School of Public Policy

Public Leadership Office: 1103 Centreville Hall
Public Policy Office: 1108 Taliaferro Hall
Phone: 301-405-4765 (Taliaferro)
E-mail: jnlittle@umd.edu
Office hours: Office Hours in Centreville 1103: 12:00 – 1:00 Wednesdays and by appointment

Discussion Leaders:

0101 (Wednesday, 10 a.m.) **Jennifer Littlefield**, Associate Director, Public Leadership
(jnlittle@umd.edu)
Office Hours in Centreville 1103: 11:00 – 12:00 Tuesdays and by appointment

0102 (Wednesday, 11 a.m.) **Nicole Thompson**, Teaching Assistant (nicole853@gmail.com).
MPP student, School of Public Policy
Office Hours in Centreville 1103: 12:00 – 1:00 Wednesdays and by appointment

0103 (Wednesday, 11 a.m.) **Kenyatta Crenshaw**, Assistant Director, Public Leadership
Program, (kcrensa@umd.edu), Ph.D student, College of Education
Office hours in Centreville 1103: 11:00 – 12:00 Thursdays and by appointment

Undergraduate Teaching Assistants:

Section 101	Section 102	Section 103
Mindy Wu mindolasual@gmail.com	John Cline john.s.cline@gmail.com	Brian Fiske brian.t.fiske@gmail.com
Daniel Appenfeller d.appenfeller@gmail.com	Sarah Gordon sarahgordon60@gmail.com	

Introduction:

This course aims to inspire, teach and engage students in the theory and practice of **public leadership, citizenship, and civic engagement** – from the local to the national and global. Good *public leaders*—whether in or outside of government—often display certain capacities and virtues, such as being able to articulate and effectively implement an ethical vision. Such leaders facilitate broad-based citizen participation in matters of governance.

Good citizens obey the law, choose and influence good leaders, are informed and able to reason critically about public matters, and are committed to advance the common good. They are able to deliberate with others, whose values they may not share, in order to solve common problems. These skills and attitudes are best learned through a combination of inquiry and *civic engagement*, defined as intentional and often collective action for the common good.

The course will address diverse ideals of leadership and citizenship and contemporary approaches to the theory and practice of civic engagement. Linking theory and practice, the course will plan and execute an election of the Public Leadership Council as well as lay the foundations and improve competencies for the “heart and soul of PL” -- **community-based learning (CBL)** projects on campus, in Prince George’s County, in DC, the nation, and the world.

Students will become aware of diverse approaches to leadership and citizenship in a multicultural society, critically assess and test out these ideals in practice, and acquire the commitments and traits required of democratic leaders and citizens in the 21st century. For PL students, theory informs practice, and practice improves theory.

The course will be highly interactive with various kinds of participation – panels, debates, role-playing, dialogue with speakers -- essential for each student’s success as well as for that of the class a whole. It is only through their full participation that students will begin to transform themselves, their organizations, and their communities.

PL and Course Commitments:

- a) Members of the PL community can and should influence the direction, quality, and culture of the College Park Scholars (Student Advisory Council) PL Program (Public Leadership Council) and Centreville governance. **Democracy begins at the home.**
- b) Because working as a member of a team is crucial to both democratic leadership and citizenship, much of PL’s work and the community-based learning projects and class presentations are done in **small project teams.**
- c) Because one of the democratic challenges is for people of diverse affiliations and commitments—whether these be matters of gender, ethnicity, religion, nationality, and ethical outlook—to be able to respect each other and civilly resolve practical problems together, PL provides opportunities in **multicultural democracy.**
- d) **Democratic leaders and teachers empower citizens and students** to exercise their civic responsibilities, become leaders themselves, and help improve their classes and CBL groups.

Program and Course Outcomes: PL’s mission is to develop informed and civically engaged citizens who provide ethically-based leadership from the local to the global level. PL students acquire the following set of skills that will serve them in every aspect of their adult lives: Your PUAF 201 teaching team expects that as a result of this class you will:

- a) Become informed citizens able to reason critically and persuasively about public matters.
- b) Develop diverse approaches to and competencies in leadership and citizenship in multicultural and democratic (and non-democratic) societies.
- c) Explore and assess their personal values, beliefs, and purposes as they develop their own leadership potential.
- d) Learn how to resolve conflicts within a group in order to solve common problems.
- e) Forge an ethical vision and communicate it effectively through public speaking, writing, dialogue, and personal example.
- f) Become able to facilitate cooperation in the workplace and community.

Required Texts and Readings (readings are to be completed PRIOR to the class for which they are assigned):

- Joseph S. Nye, Jr., *The Powers to Lead* (Oxford: Oxford University Press, 2008)
- Travis Bradberry, and Jean Greaves, *Emotional Intelligence 2.0* (San Diego: TalentSmart, 2009)
- Tom Rath, *StrengthsFinder 2.0* (New York: Gallum Press, 2007)
- Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (New York: Vintage/Random House, 2009). (This was summer reading)
- Other readings can be found on blackboard. Additional readings and case studies will occur, please go by blackboard and not solely on the syllabus!

Grading:	WEIGHT	DUE DATE
Class Participation: (Attendance, attention, attitude, discussion, debate, CBL, and extra-credit)	15%	Ongoing
Unannounced Reading Quizzes	15%	Ongoing
First Paper: <i>Leadership</i>	20%	Oct. 16
Must send chosen leader to Discussion Leader by		Oct. 5
First Paper: Optional Revision		Nov. 6
Second Paper: <i>Citizenship/Civic Engagement</i>	20%	Nov. 20
CBL presentation	15%	Nov. 29 – Dec. 6
Final Examination	15%	Dec. 14

Papers and Revisions: After your instructors grade your paper, you will have the option of revising and improving your first paper on the basis of your instructors’ comments. The revised grade will be averaged with the initial grade. So if you get a C on your initial paper and an A on the revision you will receive a grade of B for the First Paper.

Final Examination (Friday Dec. 14th from 8:00am – 10:00am): The exam will cover and integrate the entire semester’s readings, class events, and discussions. More discussion to follow.

Writing Assignments

Writing Guidelines:

Please consistently comply with some manual of style such as the University of Chicago (<http://www.calstatela.edu/library/styleman.htm#chicago>), American Psychological Association (APA: <http://www.apastyle.org>), or Modern Language Association (<http://owl.english.purdue.edu/owl/resource/557/01/>). For all writing assignments, in addition to your own analysis and evaluation, you will be paraphrasing and/or quoting from one or more texts. Other people's ideas, arguments, and quotations must be properly cited and referenced by using endnotes or footnotes. In your papers you should think for yourself as you take into account readings, lectures, class and group discussions, and your own experience. Further information on "Dos and Don'ts of Paper Writing" will be distributed later in the course. Help from the Writing Center will also be provided.

First Paper (*Examining Leadership*) (Due October 16) 4-6 pages

Your first writing assignment is to analyze and evaluate the ideal(s) of public leadership exhibited by a leader of your choice. This leader must be someone known and searchable by your discussion leader; for example, you cannot choose your high school coach. You must send your chosen leader to your discussion leader for approval BY OCTOBER 5TH. You must use class readings and exercises to support your analysis. You must CITE all references as outlined above in writing guidelines. Papers should be double spaced, 12 point Times New Roman Font, and 1 inch margins. Please name your paper using the following: LAST NAME_FirstPaper. Additional instructions will be provided on blackboard.

Second Paper (Citizenship and/or Civic Engagement) (November 20; no optional revision) 4-6 pages.

Your second writing assignment is to write on one of the provided topics or a topic of your own choosing addressing some issue in citizenship or civic engagement. You must use class readings and exercises to support your analysis. You must CITE all references as outlined above in writing guidelines. Papers should be double spaced, 12 point Times New Roman Font, and 1 inch margins. Please name your paper using the following: LAST NAME_SecondPaper. Additional instructions will be provided on blackboard.

Participation

As in your PL Colloquium, a quality learning experience in PUA 201 rests upon a high degree of interaction and exchange of ideas among students and faculty. All students are expected to come to class knowledgeable about current events and be prepared to participate in relevant class discussions. As a community of scholars in public leadership, you are accountable to yourselves, to one another, and to the instructor to be prepared for and to attend classes. During class -- whether lecture or your discussion group -- we ask that you participate by:

1. arriving on time and prepared (that is, having read the assigned material);
2. listening actively when others are speaking;
3. responding with relevant remarks -- sometimes disagreeing -- when you feel comfortable doing so; and
4. working in small groups when asked.

Attendance

It is our expectation that you attend all classes. University policy excuses the absences of students for *serious* illness (see below), religious observances (*it is the student's responsibility to inform me of any intended absences for religious observances in advance*), participation in University activities at the request of University authorities, and compelling circumstances beyond a student's control. This does **NOT** include scheduling conflicts with other classes.

In the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify me in advance of the class. When returning to class, you must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If you are absent more than 2 times, you must provide documentation signed by a health care professional.
3. If you are absent on days when tests are scheduled or papers are due, you are required to notify me in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Assistance

If you are experiencing difficulties in keeping up with the academic demands of this course, I encourage you to come to talk to me during office hours or by appointment. Also, you can contact the Learning Assistance Service, 2202 Shoemaker Building, [301-314-7693](tel:301-314-7693). Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

Academic Integrity

All students are expected to observe and honor the provisions of the University's Code of Academic Integrity. The Code of Academic Integrity defines academic dishonesty as "cheating," "plagiarism," "fabrication," or "facilitating academic dishonesty." We expect students in the Public Leadership program to meet high academic and ethical standards in all their work. Any abridgement of academic integrity standards will not be tolerated and will be referred directly to the campus judiciary. Confirmation of such incidents will result in the earning of an "XF" grade for the course, and may result in more severe consequences such as expulsion. Students who are uncertain as to what constitutes academic dishonesty should consult the University publication entitled *Academic Integrity.*, available online at: <http://www.jpo.umd.edu/> Other resources are available at: <http://www.lib.umd.edu/UES/honesty.html>

CONFIRM YOUR MAILING AND EMAIL ADDRESS:

At your earliest convenience, log on to <http://www.testudo.umd.edu/apps/saddr/> and update your electronic and mailing addresses. This will help ensure that important information from College Park Scholars faculty and staff, reach you in a timely and accurate manner.

Course Schedule:

August 30: Welcome and Orientation to Public Leadership and “Leadership for the Common Good”

- Introduction of PL Staff
- PL and Course Themes: Leadership, Citizenship, and Civic Engagement
- Integrating Theory and Practice:
 - Community-based Learning (CBL): Robbie Rosenthal
 - Public Leadership Council: Ian Feller
 - Scholars Student Advisory Council
- Overview of Syllabus

Part I: LEADERSHIP

September 4-7: Leadership Foundations

September 4th – Definitions of Leadership

Reading:

Nye: Chapters One and Three (*I will scan these and put them on blackboard in case your book does not come in time*)

Blackboard:

- What is leadership? - Huges, Ginnett and Curphy
- Developing the Leader Within Success Summary

September 6th – (A brief!) Intro to Leadership Theory

Readings:

Blackboard:

- Exploring Leadership – Komives, Lucas and McMahon
- Contemporary Leadership theory, Leader’s Companion - Chemers
- Transactional vs. Transformational Leadership - Burns

September 11-14: Personal Leadership: Values and Personal Leadership Skills

September 11 – Leadership and Self

Readings:

TAKE THE ASSESSMENTS IN EMOTIONAL INTELLIGENCE AND STRENGTHSFINDER BOOKS

Emotional Intelligence 2.0- Foreword and Chapters 1 – 4

Blackboard:

- Led by You (Optional)

September 13th – Leadership and Self

Reading:

StrengthsFinder 2.0 - Strengthsfinder: The next generation, Part I: Finding your strengths - An Introduction, Part II: Applying your strengths (read the five themes that are relevant to you strengths.

Blackboard:

September 18-21: Leadership Types and Skills

September 18th – **Understanding Others: Examining personal leadership styles**

Reading:

Blackboard:

- TAKE MBTI ASSESSMENT- Instructions on Blackboard
- MBTI Personality Type Reading
- MBTI Characteristics
- Power to See Ourselves

September 20 - Understanding Others: Examining personal leadership styles

Reading:

Blackboard:

- Leadership in a Diverse and Multicultural environment- Chapter Four

September 25-28: Ethical Decision-making

September 25 - Ethical dilemmas and approaches

Reading:

Blackboard:

- Meeting the Ethical Challenges of Leadership, Part of Chapter 5 – Johnson
- How Good People Make Tough Choices, Chapter 5 and 6 – Kidder

September 27 – Making ethical decisions

Reading:

Blackboard:

- How Good People Make Tough Choices, Chapter 4 and 8 – Kidder
- Ethics and negotiation

October 2-5: Hard Power, Soft Power, Smart Power

October 2 – Power and leadership

Reading:

Nye- Chapter 2 and 4

Half the Sky – Chapter 11

October 4 – Leading with Authority

Reading:

Blackboard:

- Leadership Without Easy Answers, Chapter 6 – 7 - Heifetz

October 9-12: Teamwork and Leading in Groups

October 9 – Teamwork

Reading:

Blackboard:

- Stages in the Life of the Group, Art of Leadership
- Groupthink, Leaders Companion – Janis

- Multicultural Teams: Where Culture, Leadership, Decision Making, and Communication Connect - Donald Moon

October 11th – Leading in Groups and Project Management

Reading:

Blackboard:

- How to run a successful project? - Gallup
- The Cost of Bad Project Management - Gallup
- What makes a great leadership team? - Gallup
- Discovering how your future leaders think? - Gallup
- Virtual work in multicultural organisations

October 16-19 Putting it together so far – Leadership in Action

October 16 and 18 – Case study: Climate Change Negotiation

(FIRST PAPER DUE ELECTRONICALLY OCT. 16)

Readings: Climate Change Case

Presentation by Mark Stewart, Senior Project Manager, Office of Sustainability

Part II: CITIZENSHIP

October 23-26 Leadership and Citizenship

October 23: Lecture: Ideals of Citizenship

Reading:

Blackboard:

- Westheimer and Kahne, “What Kind of Citizen? The Politics of Educating for Democracy? Pgs. 237 – 245
- Thoreau “Civil Disobedience”
- Mabey, “The Making of a Citizen Leader”

October 25: Lecture: MD Dream Act Debate

Readings to be announced

October 30 – November 2: Citizenship II

October 30: Dream Act Debate

November 1: Assessing the Debate and Citizenship Wrap Up

Readings to be announced

Part III: CIVIC ENGAGEMENT

November 6-9 Civic Engagement, Citizenship and Leadership

November 6: Service and Civic Engagement – DON'T FORGET TO VOTE! **PAPER ONE REVISION DUE**

Reading:

Half the Sky - Prostitution: Prohibition vs Legalization and Regulation – Chapter One and Two

Blackboard:

- The Case for ‘Service’ – Levine

- Intellectual Foundations of Civic Engagement - Levine
- To Hell with Good Intentions – Illich

November 8: Guest Lecture: Rubin Sztajer, “Surviving the Holocaust: Leadership, Citizenship, and Civic Engagement.”

Reading:

Blackboard:

- The Holocaust: Introductory Essay
- Jewish Resistance
- Rescue and Resistance

November 11 (Sunday): Site Visit to the United States Holocaust Memorial Museum (group capped at 25)

Details to follow – Optional and extra-credit

November 13-16 Civic Engagement - Leading without Authority

November 13: Film: The Battle of Algiers

November 15: Leading without Authority

Reading:

Blackboard:

- Leadership without Easy Answers, Chapters 8 and 9 - Heifetz

November 20-23 Civic Engagement – Collaborative Leadership

November 20 – Collaborative Leadership (SECOND PAPER DUE ELECTRONICALLY)

Reading:

Half the Sky – Chapter Three, Thirteen and Fourteen

Blackboard:

- How Citizens and civic leaders can make a difference

November 21 - 23 – NO CLASS OR DISCUSSION – Happy Thanksgiving!

November 27- 30 Civic Engagement at UMD, Prince George’s County, MD, DC, the World

November 27: CBL Discussion and Presentation Preparation

Readings to be announced

November 29: Presentation of CBL projects I

December 4-7 Civic Engagement at UMD, Prince George’s County, MD, DC, the World

December 4: Presentation of CBL projects II

December 6: Lecture: Presentation of CBL projects III

December 11-14 Final Class and Final Examination 8:00 am – 10:00 (CCC 1100)

December 11: Final Class and Course Wrap Up

December 14: Final Examination 8:00 a.m. – 10:00 a.m. (CCC 1100)