"Experience is a response to leadership by others, while intellectual leadership anticipates, mediates, and ultimately subdues experience with weapons of imagination and intelligence." – James McGregor Burns

Instructors:  
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Moodle site:  https://ay13.moodle.umn.edu/course/view.php?id=2210
Ereserve site:  https://reserves.lib.umn.edu/ (plus your university log-in)

The Purpose of the Course:

“Uneasy lies the head that wears a crown” (Shakespeare, Henry IV, Part 2)

Being a leader – whether a king, a school principal, or the chair of a student committee – creates opportunities and dilemmas for individuals. Being a follower in any organized settings also poses issues for individuals and groups that seek to have an impact on their settings.

As with many other subjects, the topic of leadership can be approached in many ways. This class will combine readings from leadership studies, literature, and film to examine a number of specific issues related to leadership and followership, including: ethical dilemmas, different styles of leadership and their consequences, the intersection of public and private in the course of exercising leadership, and the competing loyalties and pressures felt by leaders and followers. In addition, we will address fundamental questions about the nature and desirability of leadership.

Special attention will be paid to modern leadership theories and writers, including James McGregor Burns, Peter Block, and Margaret Wheatley, as well as classical perspectives, such as Confucius and Machiavelli.
University of Minnesota Student Learning Outcomes

At the time of receiving a bachelor’s degree, students:

1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Have mastered a body of knowledge and a mode of inquiry***
4. Understand diverse philosophies and cultures within and across societies
5. Can communicate effectively***
6. Understand the role of creativity, innovation, discovery, and expression across disciplines
7. Have acquired skills for effective citizenship and life-long learning

This course will explicitly attend to those with an asterisk, but others will come up in the class as well. See assignments below for activities and criteria for assessment.

In this class, the body of knowledge relates to LEADERSHIP; and the mode of inquiry is REFLECTIVE INTERPRETATION. Effective communication will be assessed by both WRITING AND ORAL PRESENTATIONS.

Statement on accommodations:
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructors early in the quarter to discuss their individual needs for accommodations in addition to working with Disability Services. This syllabus is available in alternative formats upon request. Please contact the instructor(s). See other relevant University policies at the end of the syllabus.

The Course Format:

The class will meet once a week. Class meetings will include lectures, all-class discussions and activities intended to induce thoughtfulness about the course content. It is important to the collective enterprise that you keep current in the assigned reading/film screening, attend classes, and participate in the discussions as informed members. Your participation will ensure that time together will be stimulating. Usually this course draws a mix of students who generate a lively class atmosphere.

The Course Requirements

- Plan your work in a timely way so that assignment due dates are met. Incompletes are possible only under special circumstances and by prior arrangement with the instructors (see below under grading).
- We expect your written work to be grammatically correct and to meet college level standards of organization and expository writing style. If you need special accommodations for written work, please see us after the first class. In addition, if you
are dissatisfied with your essay grades, you should consider seeking support from the university writing center: [http://writing.umn.edu/sws/](http://writing.umn.edu/sws/)

- Attendance is very important. We expect you to be in class except in cases of illness or university-sanctioned absences. Attendance will be factored into the class participation grade. If you are unable to attend a class, please let us know ahead of time; you will be assigned additional work (usually written) to compensate. The amount of time that you devote to the “makeup work” is likely to be greater than the amount of time that you would spend in class. Students who miss class repeatedly will not be able to achieve a grade that is higher than a C.

### THE GRADES FOR THE CLASS WILL BE DISTRIBUTED AS FOLLOWS:

- Essays (5) 30%;
- “Hosting and Harvesting” Leadership activities (described below) 10%;
- Additional class participation 30%; and
- Final Essay 30%.
- Grades will be assigned using the University uniform grading policy, which is at the end of the syllabus.
- PLEASE READ THE SPECIFIC CRITERIA AND REQUIREMENTS FOR EACH ASSIGNMENT.

**Essays:** You are required to write five essays over the course of the semester, which is a component of the University’s Student Learning Outcomes (effective communication).

The essays are designed to give you an opportunity to broaden your analysis in accordance with your interests, to select issues, relevant literature and/or additional films, and to develop and demonstrate the ability to summarize and critique the major ideas introduced in class. Essays should take one or two of the major themes of the course, and apply them to the week’s readings/film. In most cases we have suggested a topic for the essay, but students should feel free to choose another issue that can be explored through the week’s readings and films.

NOTE THAT ALTHOUGH EACH STUDENT IS RESPONSIBLE FOR TURNING IN FIVE ESSAYS OVER THE COURSE OF THE SEMESTER; YOU HAVE SOME CHOICE ABOUT WHICH ESSAYS AND WEEKS. YOU SHOULD PLAN YOUR SEMESTER SO THAT YOU DON’T LEAVE ALL OF YOUR WORK UNTIL THE END. This will ensure that you get better feedback from us, and have time to rewrite or do additional work if needed.

**Essays must include:**

(1) A clear statement of the issue or question;
(2) A brief summary of the authors’/films’ approaches, to the issue that you are addressing;
(3) Your appraisal of the approaches (validity, differences in perspective, etc.); and
(4) Your conclusions regarding the implications of these sources for advancing understanding of your chosen leadership issue or question.

Keep in mind the following additional criteria:
(1) It should be possible to examine the topic from *multiple perspectives* (e.g., you should not argue as if there is only one answer or perspective; in general, do not begin with a “thesis”)

(2) It should raise *value-laden questions*. Think of a good op-ed piece in the newspaper as one kind of model; and

(3) You should pay close attention to *supporting any points* that you wish to make by referring to *evidence* in the reading or literature as well as the film(s).

**THESE CRITERIA ARE ASSOCIATED WITH EFFECTIVE WRITTEN COMMUNICATION IN WORK SETTINGS AS WELL AS IN THE UNIVERSITY.**

**Other criteria to consider:**

If you use references other than those assigned for this class use a standard and consistent method of citation. The OLPD department prefers APA, but we are open to any consistent approach.

Be succinct: limit typed pages to *no more* than two double-spaced pages. Grades will include attention to the quality of writing and organization as well as to the ideas that you present.

Essays are due on the weeks noted below at the beginning of the class session. In other words, you can’t turn in the essay suggested for Week 2 in Week 13 and receive full credit!

Each essay is worth 6 points; late essays will be graded down 1 point unless you have received prior approval. You *must* submit essays by e-mail and on the course Moodle site.

<table>
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<th>The grading rubric for essays is as follows:</th>
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<tbody>
<tr>
<td><strong>Essay turned in on time</strong></td>
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<tr>
<td><strong>Attention to the 7 criteria for effective essays (see above)</strong></td>
</tr>
<tr>
<td><strong>Clear, specific, and appropriate reference to films/readings</strong></td>
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<tr>
<td><strong>Writing and organization</strong></td>
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</tbody>
</table>

Although this is not a writing intensive course, we encourage process writing. If you do not like your grade, you may rewrite up to two essays for full credit (if the essay was turned in on time). We accept rewritten essays up to one week after the original essay grade is posted. Rewritten essays will not be accepted during the last two weeks of the semester.

**Debate Option:** Any group of four students may substitute a debate (on the topic of the week) for one of the five essays. We will discuss this option further in class. The time of the debate is noted in the course outline.

**“Hosting and Harvesting”: One key aspect of this class is that students will take leadership for the learning that occurs.**

Twice during the semester each student will be asked to help organize the class session. Two roles will be assigned to 2/3 students.
• The first is to act as a “host” for the class by developing one or more critical questions that will be used to guide discussion. Student teams will take responsibility for creating effective discussion for part of the class.
• The second is to “harvest” by helping to summarize and reflect on what was discussed – and its value – at the end of the class.
• Students will be supported in these roles by the instructors, but they are encouraged to use their class time creatively to promote deeper learning on the part of all members.

This activity is linked to the University SLOs for this class in the following way: (1) by taking on leadership within the class, the participating students will demonstrate a deeper mastery of the readings and issues underlying that class session; and (2) by helping to organize effective class discussion of the week’s materials, student will demonstrate effective oral communication in a facilitative leadership role.

The grading rubric for “hosting and harvesting” is as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Effective team communication about the task (planning)</td>
<td>4</td>
</tr>
<tr>
<td>Attention to creating powerful questions/conversations</td>
<td>4</td>
</tr>
<tr>
<td>Clear association between activities and weekly class themes</td>
<td>4</td>
</tr>
<tr>
<td>Engagement of other class members in class</td>
<td>2</td>
</tr>
</tbody>
</table>

Each student is expected to participate in hosting and harvesting once, for a total of 10 points. Students will be responsible for peer review as well as organizing part of the class.

**Final Essays:** The purpose of the final essay is to allow students to demonstrate their mastery of the content of the class in a deeper way.

The final essay will follow the same rubric as the weekly essays for content and format; however, the expectation is that the essay should be correspondingly longer/analytically deeper. The final essay can be on a new topic or may be a significant expansion of an earlier essay. The length of the final essay should be 5-7 pages. The final essay will be worth 3 essays, e.g., 30 points, using the same criteria.
Additional Class Requirements:

Students must do their own work except in cases where group work is assigned in the class. *Plagiarism, or other forms of cheating, will result in a grade of F on the written work in question with no option for resubmission.* Students are expected to be familiar with university definitions of plagiarism and cheating. The university’s policy related to scholarly work can be found at [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf) and [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

**Film Screenings:** Students are responsible for viewing films *prior* to the class meetings devoted to those films. You may check the films out of the library, or purchase/download them (all are available on Amazon, Netflix or other similar sites).

**Reading List/Texts:** There are no assigned textbooks. Readings for the course will be available on e-reserve at the library, on the web, or on the Moodle site. Students will need to purchase the following materials, available from the bookstore (although there are a lot, they are not as expensive as a textbook!)

1. Hartwick Leadership Case Notes for Hoosiers
2. Hartwick Leadership Case Notes for Confucius, Machiavelli & Rousseau: Studies In Contrast
3. Hartwick Leadership Case Notes for Courage Under Fire
4. Hartwick Leadership Case Notes for Letter from a Birmingham Jail
5. Hartwick Leadership Case Notes for The Matrix
6. Hartwick Leadership Case Notes for Gandhi
7. Hartwick Leadership Case Notes for Spider Old Woman
8. Hartwick Leadership Case Notes for Citizen Kane
9. Hartwick Leadership Case Notes for 12 Angry Men
10. Hartwick Leadership Case Materials for Crash
11. Hartwick Leadership Case for Dead Poets Society
12. Hartwick Leadership Case for Apollo 13
13. Hartwick Leadership Case for Wall Street

**COURSE ASSIGNMENTS AND SCHEDULE**

**Week 1:** *Introduction (Karen and Alex)*

(9/9/11) First meeting: Introductions and Artifacts, Over of Expectations and Syllabus; Identifying Leaders; Dimensions of Leadership; What exactly is “Hosting and Harvesting”?

**Week 2:** *Leadership Styles and Visions (Karen)*

(9/16/11) Film: Hoosiers
Case materials (Hartwick Case Study)

BRING YOUR STRENGTHS FINDERS RESULTS (if you haven’t taken it, or need to take it again, get an access code from Jeannie Stumne, stumn001@umn.edu)

ESSAY OPTION: Can the leadership styles presented in Hoosiers be translated to a non-sports setting? (You may consider one character in addition to Coach Dale)

Week 3: Classical perspectives: Power & Other Motivators (Alex)

(9/23/11) Case materials: Confucius, Machiavelli & Rousseau: Studies In Contrast (Hartwick Case Study)


ESSAY OPTION: Does Coach Dale’s behavior reflect the three classical leadership theorists?

Week 4: Power and Diverse Perspectives (Karen)

(9/30/11) Film: Courage Under Fire
Case materials (Hartwick Case Study)

ESSAY OPTION: How does follower motivation affect a leader’s success or failure?

Week 5: Transformational Leadership (Alex)

(10/7/11) Burns, op cit, “Heroes and ideologues,” pp 241-254

Film: Gandhi
Case materials (Hartwick Case Study)

ESSAY OPTION: How can “powerless” leaders challenge and transform? (Use material from at least two films)

Week 6: Leadership in Teams and Groups: (Karen and Seth Snyder)

(10/14/11) Case materials: Spider Old Woman (Hartwick Case Study)

Additional Reading: You Call THAT a Marching Band? (by Seth Snyder)

ESSAY OPTION: What factors are associated with effective leadership of groups and teams in any two movies/other readings?

Week 7: Leadership and Conflict (Karen)

(10/21/11) Film: Lincoln

Additional reading:


ESSAY OPTION: How did President Lincoln’s behavior reflect Machiavelli and/or Rousseau?

**Week 8: Leadership and Change (Alex)**

(10/28/11) King, M.L. *Letter from the Birmingham Jail* (LBJ) http://abacus.bates.edu/admin/offices/dos/mlk/letter.html and others

AND

The Matrix

Case materials (Hartwick Case Study)

ESSAY OPTION: Compare the leadership styles portrayed in LBJ or the Matrix with either Hoosiers or Courage Under Fire

**Week 9: Motivation Redux (Alex)**

(11/4/11) Film: Citizen Kane
Case materials (Hartwick Case Study).

Watch: http://www.youtube.com/watch?v=A3oiH7BLmg

ESSAY OPTION: Is apparent leadership failure due to individual flaws or circumstances and luck?

**Week 10: Managing Conflict in Groups (Karen)**

(11/11/11) Film: 12 Angry Men
Case materials (Hartwick Case Study)

Bass, op cit, “Leaders and their immediate groups” 595-612

Block, P. *Stewardship*, 1-22.

ESSAY OPTION: How have you been able to exercise influence over other people in formal or informal settings? How does this compare to any of the roles in 12 Angry Men?
Week 11: Diversity and Leadership (Alex and Karen)

http://www.margaretwheatley.com/articles/paradox.html

Film: Crash 
Case materials (Hartwick Case Study)

ESSAY OPTION: Your choice, but you must compare two or more films/readings around the issue of diversity and leadership.

GUEST SPEAKER: Verna Simmons (to be confirmed)

Week 12: Transformational Leadership Redux (Alex)

(11/25/11) Film: Dead Poets Society 
Case materials (Hartwick Case Study)


NO ESSAY → DEBATE this week (details will be given in class)

Week 13: Situational Leadership (Karen)

(12/2/11) Film: Apollo 13 
Case materials (Hartwick Case Study)


GUEST SPEAKER: Oscar Schefers & Red River Flood experience (to be confirmed)

ESSAY OPTION: How does uncertainty affect leadership?

Week 14: Leadership and Ethics (Alex and Karen)

(12/9/11) Film: Wall Street
Case materials (Hartwick Case Study)

Burns, op cit, Moral leadership, 29-48.


ESSAY OPTION: Should organizations hold the ethical behavior of leaders to a standard higher than legality? (In your essay, refer to at least two films/readings other than those for this week).
**Week 15: Class Reflections (Collective Harvesting) (All)**

(12/16/11) **FINAL EXAM WEEK:** Class discussion and integrative activity

*THIS WILL BE SCHEDULED AT THE REGULAR CLASS TIME. YOU SHOULD REVIEW THE CLASS MATERIALS BEFORE YOU COME.*

**FINAL ESSAY DUE**

**Bibliography/Resources**


Gender and Social Movements, Part 1), 626-648.


**RELEVANT UNIVERSITY POLICIES THAT WILL GOVERN THIS CLASS:**

*Student Conduct Code*

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code.* To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."
Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html.

Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A- 3.667
B+ 3.333
B  3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B- 2.667
C+ 2.333
C  2.000 - Represents achievement that meets the course requirements in every respect
C- 1.667
D+ 1.333
D  1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S  Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

**Disability Accommodations**
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/Students/index.html.