DPLS 700 Leadership Theory

Fall 2011  3 Credits
Instructor: Lisa A. Mazzei, Ph.D.
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Office hours: Please e-mail for an appointment
Friday Evenings - 6 pm - 10 pm
Class Dates: 9/9; 9/23; 9/30; 10/14; 10/28; 11/4; 11/18; 12/2

Course Description
The major goal of this course is to gain understanding in the concept of leadership historically, philosophically, psychologically, and morally, and to test these understandings against one's own values and experiences. Emphasis will be placed on the nature and role of leadership in understanding and interpreting the self, subjectivity and interpersonal interactions.

Specific objectives include:
- Define and understand epistemological assumptions and frameworks related to leadership studies
- Critically analyze selected dominant structuring frameworks in the social sciences
- Develop and generate dialogue around theoretical perspectives of leadership
- Explore a variety of leadership models, frameworks, & theories
- Explore and discuss Servant Leadership
- Link theories of leadership and culture to your narrative and to your experience and goals related to the larger topic of leadership
- Work collaboratively to assess each other's work and create joint meaning

Required Texts

Additional Readings as Posted on Blackboard

Assignments and Grading
Pre Class Assignment
Read the following:
- Chapter 1 of Judith Butler’s, Giving an Account of Oneself & the terminology document on blackboard
- Foreword, Overview, and Introduction of Women and Leadership
- Introduction of Leadership: Theory and Practice
Class Participation (10%)
Attend and participate actively in class discussions. Students must inform the instructor in advance if they are unable to attend a class session. In accordance with departmental policy, students must repeat the course if they miss more than 25% of the scheduled class sessions. In the case of Autumn 2011 this would equate to more than 2 absences.

Blackboard Postings (10%)
Respond to queries on blackboard based on readings for each class

Leadership Biography (20%)
Each individual will lead a 30-minute discussion on a self-selected leader. You may choose to begin with an overview of the key themes in a text of your choice and how it relates to our readings and discussions, focusing on the implications for leadership. A compilation of discussion questions and/or an activity that engages our thinking around the themes are other possible suggestions as well as a one-page handout that focuses on key learnings. You may also wish to feature a woman leader as relevant to augment the readings Part III of Women and Leadership. Sign-up for presentation dates will begin the 2nd class meeting with presentations to begin the 3rd meeting.

Mid-Term Assignment (20%)
Response paper to Judith Butler's, Giving an Account of Oneself. Write a five-page paper that addresses the question of what it means to lead an ethical life and what is to be learned from your reading of this text as it informs a thinking of your role as researcher, leader, and member of the leadership studies community. What is Butler saying about matters of the self that have implications for us as scholars in the field of leadership studies?

Final Paper (40%)
Informed by the class readings and discussions, reflect on yourself as a "self" and as a leader. How are we/you morally accountable as individuals? As leaders? How do you locate yourself by returning again to questions posed by Judith Butler:

- Who are the "yous" to whom we give an account? (p. 11)
- How does/has this shaped you as a learner, leader, and scholar?
- What are the norms, to which my very being is given over, which have the power to install me or, indeed, to disinstall me as a recognizable subject [or leader]? (p. 23)
- The “I” can tell neither the story of its own emergence nor the conditions of its own possibility without bearing witness to a state of affairs to which one could not have been present, which are prior to one's own emergence as a subject who can know, and so constitute a set of origins that one can narrate only at the expense of authoritative knowledge. (p. 37) How might you consider the state of affairs that has constituted you as learner and leader?
- What do you take from the readings from our two leadership texts (Women and Leadership and Leadership: Theory and Practice) in terms of how you situate your "I" as a leader and the implications for ethics and scholarship in the field of leadership studies?
While this paper will center your "I" as the subject, it is expected that this will also be a scholarly paper that mobilizes the course readings and additional literature as appropriate. Paper will be 15-20 pages and will follow the conventions for a scholarly paper.

**Paper Due Date: December 2**

Late work will not be accepted unless prior arrangements are made with the instructor. Work turned in late and/or incomplete grades taken will result in an automatic reduction in the final course grade.

**Point/Grade correspondence for Grades:**

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<td>80-84.99%</td>
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**Course Schedule**

**Class 1 (September 9)**
*Beginnings and Introductions*
Course Overview
Discussion of Pre-class Readings
Group Activity

*Readings and preparation for 2nd class:*
Butler, Re-read Chapter 1
Leadership, Chapters 2-4
Women & Leadership, Part I

**Class 2 (September 23)**
*The Nature of Leadership*

*Readings and preparation for 3rd class:*
Butler, Chapter 2
Additional Readings on Blackboard

**Class 3 (September 30)**
Discussion of Butler
Leadership Biographies
Readings and preparation for 4th class:
Butler, Chapter 3
Leadership, Chapters 5-6

**Class 4 (October 14)**
Discussion of Butler
The Nature of Leadership continued
Leadership Biographies

*Readings and preparation for 5th class:*
Women & Leadership, Chapters 10-11
Leadership, Chapters 9-11
Servant Leadership (First half of text)

Mid-term Assignment Due

Class 5 (October 28)
Servant Leadership, Authenticity, & Collaboration
Leadership Biographies
Discussion of Readings
Readings and preparation for 6th class:
  Servant Leadership, (second half of text)
Leadership, Chapter 14-15

Class 6 (November 4)
Servant Leadership, Authenticity, & Collaboration continued
Leadership Biographies
Readings and preparation for 7th class:
  To be determined

Class 7 (November 18)
Contemporary Issues in Leadership
Leadership Biographies
Readings and preparation for 8th class:
  To be determined

Class 8 (December 2)
Course Wrap-Up
Leadership Biographies (as needed)
Revisit Leadership "styles" and Butler

Final Papers Due

Grading Criteria for Written Work (Adapted from the DPLS Academic Papers Rubric)
Content Criteria:
The content of papers should reflect the level and style of content in readings and discussions. There is an expectation that doctoral students will reach outside of their comfort zone in terms of appropriation of ideas, concepts, and frameworks. The substance of papers and other writings will be weighed against the general level of discourse in class meetings and the style and density of expression of the readings.

Thought and Expression Criteria
Student writing should raise vital questions or issues, formulating them clearly and precisely. I will be looking for evidence of breadth and depth and the insightful, in-depth analysis of complex ideas. Main points should be developed and supported with relevant information and references that are appropriately incorporated.
The organization and logic of your writing is critical. The expectation is for well focused, well organized, and well reasoned conclusions. The writing should flow with the reader not getting lost or having to work to determine what you are saying.

There is also an expectation that your writing/thinking has an open and inclusive character when exploring alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences.

**Technical Criteria**

Your writing should be clear and demonstrate a high level of vocabulary through careful word choice. Sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are important and will be evaluated for their efficacy in weaving your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be evaluated based on their appropriateness and effectiveness.

Grammar, punctuation, and spelling are expected to be flawless. Careful proof reading of your paper is a basic expectation.

Papers, unless otherwise noted are to be completed in APA style. References should be cited properly within the text and a complete reference list must be provided. Appropriate use of headings will also be noted. Refer to the template for academic course papers for further guidance.