

LEADERSHIP FOR THE 21ST CENTURY

FHS 199 Seminar – 1 Credit – CRN 12442

College of Education – Counseling Psychology Human Services Area University Housing, the Holden Leadership Center, the Office of Multicultural Academic Success co-sponsors this course.

Fall Term Syllabus 2009

Meeting Times

Wednesday, September 23: **6:00 p.m. – 7:00 p.m.** (**Optional Reception** – LLC Performance Hall)

Thursday, September 24: **1 p.m. – 6 p.m.** (LLC Performance Hall)

Friday, September 25: **1 p.m. – 5 p.m.** (LLC Performance Hall)

Sunday, September 27: **3 p.m. – 5p.m.** (Convocation/Dinner – Hayward Field)

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DESCRIPTION

The purpose of this course is to:

- Engage with and learn from University of Oregon faculty, administrators and student leaders.
- Build an understanding of concepts, issues and skills that develop effective leaders.
- Explore opportunities for student leadership on campus and in the community.
- Learn how to foster a sense of responsibility, connections, and relationships within your residence hall and living-learning communities to enhance your academic experience and social interactions.

**Offered only to the first 110 students who register, this class is open to students interested in all majors and programs of study.*

OBJECTIVES

In this course, you will:

- a. Develop higher-order cognitive skills—critical thinking, problem-solving, quantitative reasoning, expository (analytical) writing, and inquiry-based learning.
- b. Explore your own leadership capacities and values.
- c. Understand that leadership can be learned.
- d. Conceptualize ways in which you can expand your leadership capacity.
- e. Gain an enhanced understanding of relationship building and its role in effective leadership.
- f. Improve interpersonal communication skills through team building and small group discussion.
- g. Become knowledgeable about leadership opportunities at the University of Oregon and interact with campus leaders.

COURSE MATERIALS

TITLE	AUTHORS	PUBLISHER & PUB. DATE
<i>Exploring Leadership, 2nd Edition</i>	Komives, Lucas & McMahon	Jossey-Bass Publisher, 2007

COURSE STRUCTURE

OVER THE SUMMER

1. Participants must read *Exploring Leadership*, 2nd Edition. This is a 488-page book and should take most participants at least 15-20 hours to read. Please review the ideas, concepts and stories in the book thoroughly, as it has been carefully chosen to generate conversation in small group discussions in the class. Come prepared to share ideas and ask questions from the book in your POD groups during the course. Students are encouraged to engage the text actively, and take selective notes that distill the central themes and theses presented by the authors. Avoid a simple descriptive summary of content, and practice composing an analytical paragraph after each chapter that explains the authors' "big ideas" or raises analytical questions.

WEDNESDAY, SEPTEMBER 23RD

THURSDAY, SEPTEMBER 24TH

[If you have any time conflict, please see "Attendance Policy" below.]

1. Welcome and Introductions
2. Guest Presenters: Dr. Richard Lariviere, President of the University of Oregon
Dr. Tim McMahon, Center for Diversity and Community & Holden Leadership Center
3. Group Activities
4. POD introductions and discussions
5. Dinner

FRIDAY, SEPTEMBER 25TH

1. Guest Presenter: Carla Gary, Assistant Vice Provost for Institutional Equity & Diversity
The Honorable Ann Aiken, Chief Federal Judge for the District of Oregon
2. Student Leader Panel Meet some of the outstanding student leaders on campus, and learn how you can participate in some of the exceptional leadership activities available on campus and in the local community. Everything from art to service, budgets to dances, and politics to coaching: If you have something you are passionate about, there's a place at UO to put your enthusiasm to work!
3. POD Group Activities

SUNDAY, SEPTEMBER 27TH

1. Attend Convocation (Make sure you check in--so we know you attended. You must attend to get credit for this course. Further details will be provided in class.)

University Convocation is a formal welcome for new students and faculty. It's the culminating event of the Week of Welcome, setting the tone for the new academic year, and highlighting the appeal of intellectual activity. Convocation traditions go back several centuries and vary from university to university. In the 16th century, Oxford University used the term to describe an assembly of master's graduates, welcoming them to the order of scholars. At the University of Oregon, convocation marks the start of the academic year and welcomes students to the scholarly world of the university. The event is very festive with faculty wearing their academic regalia, rousing music in the air, and a picnic dinner for students and faculty on a campus lawn. Richard Lariviere, new UO President, will be the keynote speaker for Convocation 2009. Dr. Lariviere is a renowned scholar in Religious History, specializing in languages, histories, religions and culture of India.

MONDAY, DECEMBER 7TH

Final Project Due: Projects must be turned in in printed, hard-copy format to Kevin Hatfield in University Housing by 5pm at the main office in the Walton Complex.

NO QUIZZES or EXAMS

FINAL PROJECT:

Option A: Self-Reflection Essay

Conduct a self-assessment and evaluate how you have practiced the relational leadership model during your first term at the University of Oregon. Reflect on what you learned about yourself over the course of the term in relation to your capacity to demonstrate leadership. Reflect on what you see as your leadership strengths and weaknesses and how you will take advantage of both in the future. Briefly describe the leadership philosophy you have developed throughout this class. Has it changed since you arrived on campus? If so, how? Describe two action steps you can take to continue to develop your leadership in the future. This paper should be 5-7 pages, double-spaced, and use references from the text to help make your points.

Option B: Oral Interview Essay

Explore leadership through experiential learning and collaboration with campus and/or community partners. This option incorporates an exciting inquiry-based learning project that empowers students to perform an oral interview with an established leader. Students will compose an analytical essay that integrates their subjects' personal and professional leadership experiences into the broader themes and concepts discussed in *Exploring Leadership* and explored in class. How does the interview subject embody, challenge, reinforce, or complicate the models of leadership examined in the course reading, presentations, and discussion? Ultimately, this project supports the development of academic skills, as well as social competency—civic awareness, empathy, self-esteem, and shared values. This paper should be 5-7 pages, double-spaced, and use references from the text to help make your points. Please refer to the attached Oral Interview Essay Guide for further instructions on this option.

CLASS REUNION

The class will have the opportunity to come together again for an informal late in fall quarter. This will be a good opportunity to re-connect with classmates, share and discuss some of the experiences of your first quarter on campus, and ask any questions about the final project before it's due. All students will be notified via blackboard by week 5 of the date, time and location of the reunion.

WINTER & SPRING COURSES

The Leadership for the 21st Century course is sequenced into three sections spanning the academic year. For students wishing to engage in a more structured learning environment that will allow deeper analysis of the concepts shared in the *Exploring Leadership* text book, students can enroll in Leadership for the 21st Century II offered during winter quarter. This course is open to the first 25 students who enroll and will be a 3 credit course that meets weekly for the duration of the 10 week quarter. Contact the instructors after the fall session is concluded if you have interest in learning more about this course.

GRADING POLICY

Your final grade for this course will be determined based on attendance/participation in discussion sections, and on the final project.

- Assignments (Reading the text, and the Final Paper) = 50%
- Discussion Sections (Attendance and Participation) = 50%

This course is a Pass/No Pass only Course.

COURSE INCOMPLETES

Students are expected to be familiar with university policy and procedures that result in failing to complete the course by the end of the term in which it is offered. Please see <http://interact.uoregon.edu/pdf/sas/AlncGrdCon.pdf>.

ATTENDANCE POLICY

** Attendance at all class and discussion groups is required. If you have a conflict or emergency, please contact one of the instructors immediately.*

ABSENCE POLICY

Students must contact one of the instructors in case of illness or emergencies that preclude taking attending any class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused and you will not pass the class.

DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, you must meet with the course instructor within the first two weeks of the term. This documentation must come in writing from the Disability Services department in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>.

ACADEMIC MISCONDUCT POLICY

The UO Student Conduct Code is contained in each term's schedule of classes. All College of Education students are subject to the regulations stipulated in this code. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Certain student behavior will result in the lowering of the course grade by at least one grade level, may result in an "F" grade for the course, and may result in the student's suspension or expulsion from the university. These behaviors include, but are not limited to:

- a. Dishonesty, including cheating, plagiarism, or knowingly furnishing false information or signatures on extra credit work
- b. Intentional disruption, obstruction, or interference with the process of instruction

Please review policy at: <http://www.uoregon.edu/~conduct/> .

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- Participating in class activities and discussions
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

It is the policy of the University of Oregon to support and value cultural diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.

If you believe you have been the victim of or a witness to a bias incident, harassment, or a hate crime, the University of Oregon encourages you to report it to the Bias Response Team. The team can help you document the incident and can provide support.

Bias Response Team <http://darkwing.uoregon.edu/~brt/> 346-1139
Affirmative Action and Equal Opportunity <http://aaeo.uoregon.edu/> 346-3123