Dr. Sonia Feder-Lewis
sfeder@smumn.edu, office phone 612-728-5152 (better to email than call!)
Office Hours: By Arrangement
Prerequisites: EDD809 and EDD802

Course Description:
This course examines ways in which significant works of literature explore, reflect, and shape major themes and theories of leadership style and behaviors. Literature both develops society’s views, through its widespread influence, and reflects the prevailing attitudes. By studying how leadership is exemplified within works that have been widely read, students will examine how concepts of leadership have existed and changed over time, and critically assess some of the cultural underpinnings of leadership models.

Student Learning Objectives
Upon completion of this course, students are expected to be able to do the following:

1. Critically read and engage literary texts as cultural artifacts.
2. Engage in debate over the types of leaders and leadership models demonstrated within the texts, integrating into their discussion established leadership theories.
3. Analyze the ethical struggles and dilemmas faced by characters within the texts, integrating the ethical frameworks they have previously studied into the current discussion.
4. Assess the role of rhetoric as a tool in leadership.
5. Analyze the cultural components of leadership models as reflected in the texts.
6. Compare, synthesize, and create new models based on models from the texts.
7. Create documents which adhere to APA format and ethical methods of using sources.

Blackboard Access

Blackboard may be accessed from the SMU external website at www.smumn.edu or from our Inside Pages at www2.smumn.edu or by entering the following URL in your browser: http://courses.smumn.edu

University Conduct and Academic Policies
See the course Blackboard site for a direct link to all University policies.
Writing Center and Library Services

See the course Blackboard site for direct links to these departments.

Required Textbooks:

Listed below are the editions of the textbooks as ordered at the bookstore. For most of these texts, any edition from a reputable publisher will work. Please make sure you have the Fagles translation of *Oedipus* and *Antigone*. The Folger edition of Shakespeare is particularly nice because it has facing-page notes and explanations.


Online Resources

Handouts, course syllabus, and other materials will be located in Blackboard. Please consult Blackboard weekly for materials and supporting items.

Technical Support

For technical support, contact our help desk at

tchelpdesk@smumn.edu

http://www2.smumn.edu/helpdesk/

612-728-5100; option 65
800-372-8176 x7800
x7800 on campus
**Student Ratings of Teaching and Learning**

Students are expected to provide feedback about teaching and learning in the course. Please check your SMU email near the end of the course for a link to an online rating form that records responses anonymously.

**Topical Course Outline**

*Please have the entire text assigned for a week read before the beginning of the week, so you can take full part in the discussion, and come prepared to discuss the work. Reading blogs will be due before by midnight Monday of the week that discussion begins. You may go back and add to, respond to, and further discuss ideas raised in the discussion on your blogs after the fact, but the version entered before discussion begins will be the one evaluated for its content and ideas.*

*Blackboard Discussions on that work will open on Monday morning, and close on Saturday evening as far as grading is concerned, although the discussions will remain open for further comments, as thoughts and associations occur to you as the course goes on.*

*You must be present to win! Blogs are due Monday, unless noted elsewhere. Students should post at least twice in the Discussion Board, at least once by Tuesday of the week, and again in the second half of the week for full credit. Blogs will be downgraded by 5 points each if they are posted late. Discussion board forums will be graded at the end of each week, and students will not receive credit for forums in which they have not posted.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 27 - July 2</td>
<td><em>To Kill a Mockingbird</em></td>
</tr>
<tr>
<td></td>
<td>Reading Blog 1 due June 28. Discussion leader—SFL. Discussion in online forums of the novel, and how leadership connects. Introduction to Sophocles. Scheduled online meeting time by arrangement.</td>
</tr>
<tr>
<td>July 3 – July 9</td>
<td><em>Oedipus Trilogy</em></td>
</tr>
<tr>
<td></td>
<td>Reading Blog 2 due Wednesday July 6. Discussion of plays, led by students or SFL. Selection of work for final papers. Introduction to Shakespeare. Scheduled online meeting time by arrangement.</td>
</tr>
<tr>
<td>July 10 – July 16</td>
<td><em>Othello</em></td>
</tr>
<tr>
<td></td>
<td>Reading Blog 3 due July 11. Discussion of plays, led by SFL. Introduction to Hawthorne. Scheduled online meeting time possible by arrangement.</td>
</tr>
<tr>
<td>July 17 – July 23</td>
<td><em>The Scarlet Letter</em></td>
</tr>
<tr>
<td></td>
<td>Reading Blog 4 due July 18. Discussion of novel, led by students. Introduction to Achebe. Scheduled online meeting time by arrangement.</td>
</tr>
<tr>
<td>July 24 – July 30</td>
<td><em>Things Fall Apart</em></td>
</tr>
<tr>
<td></td>
<td>Reading Blog 5 due July 25. Discussion in class of novel, led by students. Introduction to Allende. Scheduled online meeting time by arrangement.</td>
</tr>
</tbody>
</table>
July 31 – August 6

*The House of The Spirits*

Reading Blog 6 due August 1. Discussion of novel, led by students. Preparation for final papers, and student presentations. Introduction to O’Brien. Scheduled online meeting time by arrangement.

August 7 – August 13

*The Things They Carried*

Reading Blog 7 due August 8. Discussion of novel, led by students. Scheduled online meeting time by arrangement.

August 14 – August 20

Individual reading presentations due online August 15. Discussion of presentations online in forums on Blackboard. Please share your narrated PowerPoint via Dropbox or Google Drive. Discussion forums for each person will be posted in Blackboard.

Final Papers Due August 18. Please email them to sfeder@smumn.edu as Word file attachments. Online office hours during times posted, with opportunity for Google Hang Out or Skype.

*This schedule is subject to change—please consult Blackboard announcements for any alterations.*

**Teaching Methods**

As a blended course, this class will make use of a variety of forums and technologies. An introduction to each author and text will be done through either a narrated power point or podcast that will be linked from Blackboard. Each text will be discussed via multiple forums, including the reading blogs, the Discussion Board, and informal live chat or Skype discussions during online office hours. The office hours for each week will be posted in an announcement on Blackboard. Background information will be provided by the instructor, but students will take an active role in their learning throughout the course, and in the creation of meaningful knowledge through discussion and interaction with the texts. As this is a seminar, it is expected that the learning will emerge with very active participation of both the teacher and the students.

**Synopsis of Assignments**

1. Reading journal/blog, in which students will record their thoughts as they read the assigned texts, tracking both general reactions and specific ideas about the role of the leaders within the texts, the explanatory theories, and the repercussions of the choices and actions made by the leaders. These journals/blogs should have fully developed thoughts and paragraphs, about 800-1000 words in length, and make specific references to theories and points in the texts. Journaling will be done as a blog in Blackboard, and shared with classmates. Students must also comment on each other’s blogs weekly. Blog posts must
be posted on the Monday prior to the beginning of the discussion of the text about which the blog is written. (Learning Objectives 1-6). 140 points, 20 points per weekly post.

2. Discussions: Leading and Responding.

a. Leading of class discussions: students will work in teams of two or three to lead discussion on selected works, bringing forth ways of approaching the texts or applying them, which can include acting out of scenes, debating different approaches, or other creative ways of approaching the text. Students will post presentations or podcasts on the text they are leading, and offer discussion board forums which they will lead/moderate. (Learning Objectives 2-6). 30 points

b. Responding to discussions: students will actively post in response to the questions and ideas raised in the presentations or podcasts, and in the forums opened on each text, at least 2 times per week, once by Tuesday, and once during the second half of the week. Responses need not be lengthy but should be thoughtful, fully developed ideas, and offer a new perspective. Politeness comments (good idea; interesting way of seeing things) will not be sufficient. (Learning Objectives 2-6). 10 points per week, 80 points total.

3. An examination of a literary text of their own choosing from a list provided by the instructor of a text, with a scholarly, research based foundation for their analysis. Students will select one of the texts, and based on leadership theory and research, assess whether the outcomes were positive or negative due to leadership actions taken by the characters portrayed, as well as how leadership theory might explain the actions, events, and outcomes of the work. This analysis will take the form of a fully documented, APA format paper. (Learning Objectives 1-7) 120 points

4. Presentation to the class on the subject of the work of literature that they read, either via podcast or narrated point. (Learning Objectives 1-6). 30 Points

Assessment of Student Performance/Grading Policies

Journals/blogs will be evaluated on the following criteria: engagement with texts, use of specific examples to illustrate points, depth of critical thinking, use of specific leadership theories to analyze texts, and clarity of expression.

Papers will be evaluated on the following criteria: engagement with the text; use of specific leadership theories to analyze the text; development of a thesis and argument regarding the application of leadership theory to the selected text; expressed understanding of the cultural and societal aspects represented by the text as they pertain to behaviors, especially leadership behaviors; clarity, coherence, correctness, use of support for assertions; logic and completeness; adherence to specific formats; use and documentation of sources; use of scholarly, academic voice and persona; awareness of audience; use of the APA format; and understanding of the topic.
Presentations will be evaluated on the following criteria: engagement with the text, use of specific leadership theories to analyze the text, engagement with and from the class (as measured in responses, questions, comments), organization, clarity, and use of time and media.

Discussion leadership will be assessed based on the level of engagement of both discussants and other class members, innovative approaches brought to the subject, and reliance on specific leadership theories to illuminate the text(s) under consideration. The level of engagement will be determined in part on the basis of responses and queries from the class in the discussion board.

Specific assessment criteria for each assignment will be distributed and posted on Blackboard.

**Graduate Grading Scale**

Final Grades will be determined on the following point scale:
- 90-100 % (360-400 points) = A
- 80-89 % (320-359 points) = B
- 70-79 % (280-310 points) = C
- Below 70% (below 280 points) = NC

*There are no exams in this course.*