COMMON COURSE OUTLINE: Course discipline/number/title: HUM 1841: Studies in Leadership

A. CATALOG DESCRIPTION
1. Credits: 4
2. Hours/Week: 4
3. Prerequisites (Course discipline/number): College level reading and writing ability
4. Co-requisites (Course discipline/number): None

This course is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. Students taking this course will gain basic understanding of the concept of leadership theory and group dynamics while developing a personal philosophy of leadership, and an awareness of the moral and ethical responsibilities of leadership, and an awareness of one’s own ability and style of leadership.

B. DATE LAST REVISED (Month, year): October, 2010

C. OUTLINE OF MAJOR CONTENT AREAS:
1. History of Leadership
2. Culture of Leadership
3. Politics of Leadership
4. Economics of Leadership
5. Art of Leadership
7. Ethics of Leadership
8. Examples of Traditional, Modern Leadership
9. Servant Leadership
10. Evolving trends and practices in leadership

Selected excerpts from classical and contemporary writings, speeches and biographies provide the content for analysis, while the humanities provides the foundation for the training through the study of literature, essays, drama and film. Discussions, experiential exercises, and creative group projects promote direct student participation. The course encourages participants to develop their leadership potential and to engage in productive leadership behavior.

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
   Cognitive:
   1. Develop a fundamental understanding of leadership and the skills manifested in effective leaders.
   2. Demonstrate effective techniques and strategies for articulating a vision.
   3. Describe the link between effective time management and effective leadership.
   4. Demonstrate an understanding of the steps involved in setting goals.
   5. Identify the elements of effective team building.
   6. Discuss the roles of empowering and delegating as effective leadership skills.
   7. Demonstrate comprehension of the elements and processes involved in decision-making.
   8. Discuss the role of a leader in initiating change and helping others to adjust to change.
   9. Describe the various types of conflict and discuss the role the leader can play in managing conflict.
  10. Discuss the complexities inherent in ethical leadership.
  11. Define and evaluate the servant-leader’s role in leadership.

   Affective:
   1. Examine and evaluate personal leadership orientation and philosophy based on enhanced understanding of self.
   2. Recognize that great leaders do not exist apart from great followers.
   3. Believe that everyone has the capacity to lead and that one of the responsibilities of living in a democratic society is the responsibility to lead when needed.
   4. Appreciate the contribution of the writings of the Great Books as a course of leadership wisdom.
   5. Develop a greater understanding of the effect of volunteerism to society and to the individual engaged in the voluntary activity.
   6. Encourage the embracement of servant-leadership as a lifetime commitment.
E. LEARNING OUTCOMES (GENERAL): Continued... The student will be able to:

**Manipulative:**
1. Develop and assemble a leadership portfolio.
2. Create a leadership journal.
3. Construct a personal five-year leadership plan.
4. Demonstrate skill in computer usage

F. LEARNING OUTCOMES (MNTC):

Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 6/The Humanities and Fine Arts: The student will be able to
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate and informed personal reaction to works in the arts and humanities.

Goal 9/Ethical and Civic Responsibility: The student will be able to:
1. Examine, articulate and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Recognize the diversity of political motivations and interests of others.
4. Identify ways to exercise the rights and responsibilities of citizenship.

G. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Discussion based learning
2. Experimental exercises
3. Case studies
4. Shared-analysis for Classical and Contemporary Writings, Speeches, Biographies and Film
5. Creative group projects
6. Lecture
7. Class attendance
8. Class participation
9. Experiential exercises
10. Written assignments
11. Project reports
12. Service learning activities
13. Leadership journal
14. Leadership portfolio

H. SPECIAL INFORMATION (if any):
The course provides a wide variety of opportunities for students to meet these goals; works of great literature by such authors as Plato, Melville, Dostoyevsky, Benjamin Franklin, Thoreau, Herman Wouk, Sophocles, and others are part of the Phi Theta Kappa prescribed curriculum. Great films are also a part of the class; at least nine feature films are studied in part or in their entirety during the class. Part of the portfolio assignment involves responding critically to these works of art.