LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 419 (001): Leadership in Higher Education

Instructor Information:

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Office Hours

Skype office hours are: Mon., 9–10am and Thurs., 3–4pm; Skype username aurelio.valente; on-campus office hours by appointment only.

Description:

This course is designed to provide foundational grounding in leadership theory and research. Specific attention will be paid to the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, pedagogy for teaching and learning about leadership, and the leadership development process of college students. Given leadership is a contextually-bound and socially-constructed phenomenon, time will be dedicated to understanding cultural dimensions and considerations as well as examining course content using a critical lens. Application of course content to students’ roles as professionals in higher education will serve as an on-going theme.

Outcome & Objectives:

Learning Outcome

Students will be able to describe various historical and contemporary perspectives on leadership and their application in higher education, including the influence of gender and culture on leadership development.

Objectives

Upon completion of this course, students will be able to:

1. Understand the theoretical evolution characterizing the study of leadership;
2. Demonstrate competence in the critique and application of leadership theories and models to practice;
3. Understand cultural dimensions of leadership;
4. Identify a conceptualization of leadership consistent with personal life experiences and values;
5. Demonstrate self-efficacy for administrative leadership in the context of higher education (CF 4; CF 6);
6. Understand the role of ethics in the process of leadership (CF 8);
7. Identify the role higher education plays in shaping the leadership development of college students.
Conceptual Framework:

**Conceptual Framework**
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Professionalism in Service of Social Justice.” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ knowledge, skills, ability to serve others, and understanding of ethical principles as they relate to their role as administrative leaders in the context of student affairs and higher education. This is accomplished by examining issues of social construction, their influence on educational practice, and methods for creating learning environments characterized by a culture of social justice and equity.

**Diversity**
This course approaches the topic of leadership from a constructivist lens grounded in social justice and cultural influences. Particular attention is paid to how historically underrepresented population experience and approach administrative leadership. Students in the course will be introduced to case studies, literature, and research that emphasizes leadership as a tool for empowerment and means to contribute to a diverse and socially just society.

**Technology**
Technology is integrated into the design and delivery of this course in a variety of ways. The course is primarily delivered online and will rely on Blackboard as an educational tool that connects students and encourages intellectual engagement. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

Institutional Policies & Philosophies:

**IDEA Objectives for the Faculty Information Form**
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories **ESSENTIAL**
- Learning to apply course material (to improve thinking, problem solving, and decisions) (MINOR)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **IMPORTANT**
- Acquiring skills in working with others as a member of a team (MINOR)
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) (MINOR)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (MINOR)
- Developing skill in expressing oneself orally or in writing **IMPORTANT**
- Learning how to find and use resources for answering questions or solving problems (MINOR)
- Developing a clearer understanding of, and commitment to, personal values **IMPORTANT**
Learning to analyze and critically evaluate ideas, arguments, and points of view **ESSENTIAL**

Acquiring an interest in learning more by asking questions and seeking answers **(MINOR)**

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Ethics Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**. The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. A link to the Loyola University Chicago Ethics Reporting information can be found at: [https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html](https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html)

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
Reading Materials:

The required texts for this course are available for purchase at the Loyola Bookstore or online. Please purchase your books as soon as possible as readings will be assigned for the second week of class.

Required Texts

Recommended Texts


Additional Readings
Additional readings will be provided in the form of documents accessible via the Sakai site for this course. A full reference list of these readings is provided at the end of the syllabus. You are not required to print or bring these to class, but are responsible for reading them. The instructor may add additional readings not listed in this syllabus during the course of the semester.

Requirements & Expectations:

**Attendance**
Graduate-level courses typically meet only once a week, which makes attendance absolutely essential. You are expected to engage fully in the course content. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. **Within two weeks of a missed class, you are expected to send the instructor a short essay on the assigned readings for the class you missed. This essay should be between 1-3 pages, single spaced, and summarize the core content of the readings and your reactions.** Note that this document will not be graded or evaluated for feedback as it is a substitute for missing a class session. Please notify the instructor via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.
Preparation
This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. As such, preparation through completion of each week’s readings as well as thoughtful reflection on the topics are critical not only for each individual’s intellectual development, but the group’s collective development as well. Readings and multimedia sources have been purposefully selected for their relevance to the given topic and contribution to the overall literature. The philosophy employed in this course design is to carefully select significant and important core readings and provide sources for additional reading should students wish to explore the topic further. Additionally, as a graduate-level course, class time may not be directed towards dissecting each individual reading, but instead examining themes across reading and conducting critical analysis of content and its application in the context of higher education. Students are encouraged to consider this as they read assigned material and use the provided guided reading questions to drill down around important themes.

Participation
Given the seminar format of this course design, student participation in discussions and learning activities is critical. However, it is important to note that how a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students 1) build upon one another’s comments, 2) provide meaningful connections to practice, 3) share critical observations and insights on a topic, and 4) generally increase the complexity and richness of the discussion.

Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed. Students will receive a mid-semester participation grade as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is located in the subsequent page.
<table>
<thead>
<tr>
<th>Evaluative Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Promptness</strong></td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.</td>
<td>Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is absent frequently</td>
</tr>
<tr>
<td><strong>Quality of Contributions</strong></td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td><strong>Significance of Contributions</strong></td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
<tr>
<td><strong>General Engagement</strong></td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material</td>
<td>No contributions are offered</td>
</tr>
<tr>
<td><strong>Gate-Keeping</strong></td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No contributions are offered</td>
</tr>
<tr>
<td><strong>Listening/ Attending Skills</strong></td>
<td>Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
<td>Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes</td>
<td>Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning</td>
</tr>
</tbody>
</table>
Civil Discourse
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

Cell Phones/ On Call
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. Texting and/or instant messaging are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Email/ Sakai
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used as a source of continual updates about course material. Please note, do not send emails through the Sakai system, all emails should be sent via Loyola University Chicago email account.

APA Style/ Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the course site. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

Dispositions
The School of Education at Loyola University Chicago requires the assessment of all students across professional dispositions associated with their field in each class. The rubric below reflects the dispositions outlined for the Higher Education program. At the end of the semester you will be evaluated across these dispositions with the information available to you in LiveText. Note that dispositions will be reviewed to determine if there are any necessary interventions to aid students in better meeting professional expectations.
<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<tr>
<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Student is able to work effectively with peers on assignments</td>
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<tr>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<tr>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<tr>
<td><strong>Fairness</strong></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<tr>
<td>Student exhibits active listening skills</td>
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<tr>
<td>Student is able to accept constructive feedback</td>
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<tr>
<td><strong>All students can learn</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td>Student is sensitive to cultural differences</td>
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</table>
Assignments, Evaluation, & Grading:

Assignment Expectations:
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary deductions in final grade. Late assignments will only be accepted with advance written notice and approval by the instructor. Students are encouraged to consult with the instructor regarding any questions associated with assignments.

For all assignments focused on writing, students will be provided substantial feedback regarding content, structure, and grammar/ APA style. It is the student’s responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased. Students will be provided with a tracking sheet to monitor feedback. They are encouraged to submit this tracking sheet with each assignment as a means to demonstrate that prior feedback has been addressed in subsequent work.

NOTE: Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, the suggested length does not include the title page or reference pages.

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The following point distribution will be used to determine the final course grade:

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
</tr>
<tr>
<td>93 – 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
</tr>
<tr>
<td>86 – 84</td>
<td>B</td>
</tr>
<tr>
<td>83 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 – 77</td>
<td>C+</td>
</tr>
<tr>
<td>76 – 74</td>
<td>C</td>
</tr>
<tr>
<td>73 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D</td>
</tr>
<tr>
<td>59 – 0</td>
<td>F</td>
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</tbody>
</table>
Assignment Approach:
The series of assignments identified for this course reflect student feedback on desired course outcomes, personal learning styles, and preferred mode of evaluation. They also create space for students to pursue more depth of study in particular content areas of interest. This is an opportunity to begin developing an area of expertise that connects to your professional goals and may contribute significantly to your educational portfolio.

Assignments and potential point distributions are detailed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>Twitter Engagement</td>
<td>15</td>
</tr>
<tr>
<td>Leadership in Context Interviews and Analysis (3)</td>
<td>30</td>
</tr>
<tr>
<td>Leadership in Context Group Paper</td>
<td>15</td>
</tr>
<tr>
<td>Leadership Programs CAS Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Leadership Express</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

Twitter Engagement:
The purpose of this assignment is threefold as it is designed to 1) increase a sense of community and personal connections over the course of the semester, 2) offer a platform to prepare for and engage with course readings outside the classroom, and 3) work on an aspect of personal development over the course of the semester. Learning outcomes for this assignment include:

- The ability to reflect in critical and meaningful ways on content related to leadership development;
- An increased capacity for self-awareness as it relates to course content; and
- Demonstrated capacity to link course content to professional practice.

Specifically, students will be asked to tweet five times per week using parameters aligned with course learning objectives. The full assignment description provides an overview of this information. Twitter will also be used during class time for a number of course-related activities. Note that students do not need to have a smartphone to use Twitter as it is also accessible via any computer with an internet connection. By the start of class on September 1st students are expected to have a registered Twitter account as well as have “followed” the instructor and all students.

Leadership in Context:
The purpose of the context paper is for students to explore leadership in higher education at various levels of professional experience. Learning outcomes for the assignment include:

- Capacity to identify approaches and styles from interviews and conversation;
- An understanding of how to analyze leadership theories to professional practice; and
- The ability to identify themes across multiple interviews and levels of professional responsibilities.
Students will conduct three interviews, one in each level of professional experience to analyze how leadership is contextualized through entry-level, mid-level and senior level professionals in higher education and student affairs. Each interview and analysis will be submitted as an individual paper. Additionally, in groups of 3-4 students, a cumulative paper exploring themes of leadership in context will be submitted. Interviews and Analysis are due as follows: Entry-level, September 15; Mid-level, October 13; Senior-level, November 3. Group paper will be due November 24.

**Leadership Program CAS Assessment:**
The purpose of the program evaluation is to assess, using CAS guidelines, an institution's student leadership program articulate its strengths, areas of development, and a plan for improvement. Learning outcomes include:

- Capacity to link course content to professional practice;
- Competence in program assessment using CAS standards and guidelines;
- Ability to effectively demonstrates an understanding of the leadership knowledge-base.

Students must identify an institution the week of September 8; no student may replicate an institution. Paper is due November 17 and a portion of the class meeting will be dedicated to showcasing findings.

**Express.**
The purpose of this assignment is to get students thinking creatively on the concept of leadership and to capture their emerging philosophy in a way that is reflective of their own learning and narrative styles. Learning outcomes for the assignment include:

- The ability to articulate a personal conceptualization of leadership grounded in course content;
- Understanding of how one’s philosophy of leadership reflects personal life experiences and social identities; and
- Identification and application of social justice/ ethics considerations in leadership.

Students will submit their express projects through the assignment portal in Sakai on or before December 8th as well as uploaded to LiveText. Please be sure to make arrangements with the professor in advance if this mode of submission will not work.

**Evaluative Rubric:**
Assignments in this course will be graded according to rubrics provided in advance. This should aid students in focusing on the specific areas of evaluation. Different assignments draw on different educational objectives with specific evaluative criteria outlined in the detailed assignment descriptions.

**Acknowledgement:**
Special thanks to Dr. John P. Dugan for providing model syllabus from which this course syllabus has been modified.
## Sequence/ Weekly Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
<th>GUIDING QUESTIONS?</th>
</tr>
</thead>
</table>
| WK1: August 25 | **Introduction to Leadership in Higher Education** | Print and bring a copy of the to class<br>Watch the Following Video: [The Danger of a Single Story](https://example.com) | ▪ What does the topic of leadership mean to you?  
▪ What do you need to feel successful in the course?  
▪ What does a single story mean for you? How will we avoid that in examining the literature of this course? |
| WK2: September 1 | **Why Leadership & Evolving Conceptualizations**  
▪ Northouse (pp. 1-17)<br>▪ Heifetz, 2010<br>▪ Eagly & Chin, 2010 | Watch the Movie: [The Square](https://example.com) (available via Netflix) | ▪ How is leadership conceptualized and what influences these conceptualizations?  
▪ What is the central purpose of leadership? What is the role of leadership in higher education?  
▪ How have you come to understand what leadership means to you? |
| WK3: September 8 | **Deconstructing & Reconstructing Leadership Theory**  
▪ Kezar et al., 2006<br>▪ Leonardo, 2009<br>▪ Alvesson & Spicer, 2014<br>▪ Collinson, 2011<br>▪ Preskill & Brookfield, 2009 (chapter 3) | Watch the Following Video: [Why Ordinary People Need to Understand Power](https://example.com) | ▪ What are the key tenets of critical social theory and how might they be applied to leadership?  
▪ How might you envision deconstructing and reconstructing theory?  
▪ What narratives are present and which are... |
| WK4: September 15 | **Leadership Efficacy** | Watch the Following Video: [Listening to Shame](#) | • What are the key ways in which efficacy differs from other domains of leadership?  
• What factors might empower or constrain efficacy beliefs? |
| WK4: September 15 | │ Hannah et al., 2008  
│ Paglis, 2010  
│ Machida & Schaubroeck, 2011 | Entry-level Leadership in Context Interview and Analysis Due |  |
| WK4: September 15 | |  |
| WK5: September 22 | **Industrial Theories & Approaches** |  |
| WK5: September 22 | │ Northouse (pp. 19-32, 71-81, 93-102, 137-148, 161-180)  
│ Ayman & Korabik, 2010 |  |
| WK5: September 22 | |  |
| WK6: September 29 | **Post-Industrial Theories & Approaches Part I** | Print and Bring LPI | • What would identify as the strengths and weaknesses of post-industrial theories?  
• What are the implications for applying these theories to practice based on the above? |
| WK6: September 29 | │ Komives & Dugan, 2010  
│ Northouse (pp. 161-190) - Transformational  
│ Kouzes & Posner, 2007 - LPI  
│ Northouse (pp. 225-254) - Servant  
│ Northhouse (pp. 363-384) - Team  
│ Assigned Case Analysis |  |
<p>| WK6: September 29 | |  |
| WK7: October 6 | <strong>Post-Industrial Theories &amp; Approaches Part II</strong> |  |
| WK7: October 6 | │ Northouse (pp. 295-324) - Psychodynamic |  |
| WK7: October 6 | |  |</p>
<table>
<thead>
<tr>
<th>WK8: October 13</th>
<th><strong>Ethics, Justice, &amp; Leadership</strong></th>
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<tbody>
<tr>
<td></td>
<td>Wagner, 2009- Social Change Model</td>
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<td></td>
<td>Cilente, 2009</td>
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<td>Ospina et al., 2012</td>
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<td></td>
<td>Northouse (pp. 195-221)- Authentic</td>
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<td></td>
<td><strong>Extended Reading:</strong></td>
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<tr>
<td></td>
<td>Avolio &amp; Gardner, 2005</td>
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<td></td>
<td>Astin, 1996</td>
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<td></td>
<td>Trehan, 2007</td>
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<td><strong>Watch the Following Video:</strong></td>
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<tr>
<td></td>
<td>The Dangers of Willful Blindness</td>
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<td></td>
<td>Mid-level Leadership in Context Interview and Analysis Due</td>
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<tr>
<th>WK9: October 20</th>
<th><strong>Women &amp; Leadership</strong></th>
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<tbody>
<tr>
<td></td>
<td>Northouse (pp. 397-420)</td>
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<tr>
<td></td>
<td>Eagly &amp; Carli, 2007 Chapter 1</td>
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<td></td>
<td>Sanchez-Hucles &amp; Davis, 2010</td>
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<td></td>
<td>Carli &amp; Eagly, 2007</td>
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<td></td>
<td>Eagly &amp; Carli, 2007 Chapter 10</td>
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<td>Read two of the following:</td>
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<td>Arrendondo, 2011</td>
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<td>Clayborne &amp; Hamrick, 2007</td>
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<tr>
<td>Vasquez &amp; Comas-Díaz, 2007</td>
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<tr>
<td>Hall et al., 2007</td>
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<td>Kawahara et al., 2007</td>
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<td>Kidwell et al., 2007</td>
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<td><strong>Watch the Following Video:</strong></td>
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<tr>
<td>Why We Have Too Few Women Leaders</td>
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</table>

- Weaknesses of post-industrial theories?
- What are the implications for applying these theories to practice based on the above?
- What roles do ethics and justice play on leadership theory and practice?
- What do our relationships with authority frame in terms of our responses to leadership?
- What factors contribute to the positioning of gender as a dominant influence in leadership?
- What factors contribute to maintaining gender-based leadership approaches?
- What factors contribute to resiliency?
<table>
<thead>
<tr>
<th>WK10: October 27</th>
<th>Cultural Considerations in Leadership</th>
<th>WK11: November 3</th>
<th>Research on College Student Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks &amp; Mona, 2007</td>
<td>Northouse (pp. 427-464)</td>
<td>Senior-level Leadership in Context Interview and Analysis Due</td>
<td>Dugan et al., 2013</td>
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<td>Extended Reading:</td>
<td>Ospina &amp; Su, 2008</td>
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<td>Dugan, 2011b</td>
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<td>Rhode &amp; Kellerman, 2007</td>
<td>Fassinger et al., 2010</td>
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<td>Dugan et al., 2013</td>
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<td>Caldwell-Colbert &amp; Albino, 2007</td>
<td>Extended Reading:</td>
<td></td>
<td>Campbell et al., 2012</td>
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<td></td>
<td>Hoppe, 1998</td>
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<td>Cress et al., 2001</td>
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<td>Pittinski, 2010</td>
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<td>Dugan, Bohle et al. (2011)</td>
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<td>Kohn, 2010</td>
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<td>Dugan, Rossetti Morosini et al. (2011)</td>
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<td>Curry, 2010</td>
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<td>Dugan et al. (2012)</td>
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<td>Dugan &amp; Komives, 2010</td>
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<td>Kezar &amp; Moriarty, 2000</td>
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<td>In what ways does culture influence leadership?</td>
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<td>How have the three approaches to exploring race and leadership influenced knowledge?</td>
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<td>How might the literature on leadership better advance identity-based narratives?</td>
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<td>What dimensions of students’ collegiate experiences influence leadership development?</td>
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<td>How can educators structure the learning environment to maximize educational impact related to leadership development?</td>
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</tbody>
</table>
| WK12: November 10 | **Leadership Development**  
- Komives et al., 2009  
- Day et al., 2009 (chapter 2)  
- Hannah & Avolio, 2010  
- McCallum & O’Connell, 2008  

Extended Reading:  
- Komives et al. Chapter 4  
- Komives et al., 2006  
- Komives et al., 2005  |
|---------------------|--------------------------------------------------|
|                     | ▪ What developmental influences might play out in the leadership development process?  
▪ How can educators more purposefully target leadership development? |

| WK13: November 17 | **Leadership Program Design**  
- Komives et al. Chapter 5  
- Komives et al. Chapter 6  
- Komives et al. Chapter 7  
- Komives et al. Chapter 10  
- Komives et al. Chapter 13  

Extended Reading  
- Komives et al. Chapter 11  
- Komives et al. Chapter 12  
- CAS, 2015  
- ILA, 2009  
- Black & Earnest, 2009  |
|---------------------|----------------------------------------------|
|                     | ▪ What are the core features of an effective leadership development program?  
▪ What considerations should go into the design and delivery of leadership education? |

|                   | CAS Leadership Assessment Paper Due |
|                   | -----------------------------------|
| WK14: November 24 | **Examining the Presidency: Successes and Failures in Leadership** | Leadership in Context Group Paper Due | • What role do college presidents play in setting a culture of leadership?  
• How is leadership manifested in a successful presidency?  
• Can a failed president still lead? |
|-------------------|-------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------|
| WK15: December 1  | **Wrap-Up**                                      |                                     | • What is at the heart of leadership for you? How will that manifest in your career?  
• Why is it crucial to differentiate forms of hope? |
| December 8        | **NO CLASS FINALS WEEK**                         | Express. Assignment Due             |                                                                                                |
Full Readings Reference List:


