ELPS 222-003: Foundations of Ethics and Justice in Leadership
Wednesdays, 5:15 – 7:45 pm, Lakeshore Campus, Cuneo Hall, Room 318

Instructor: Ana Rossetti, M.Ed.
Contact Information: arossetti@luc.edu (preferred) or office: (312) 906-6586
Office Hours: I am available to meet by appointment. Based on availability I may be able to meet in person before or after class or virtually (via Google Hangout or Skype). Virtual meetings would take place on Mondays, Tuesdays, Thursdays, or Fridays, 8:30 am – 4:30 pm or Wednesdays, 8:30 am – 3:00 pm. To request a meeting, please send me an email at least 48 business hours before you wish to meet. In your email, please include 2-3 dates and specific ranges of time when you are available and the expected duration for the meeting.

Description:

The course provides an introduction to formal leadership theories, as well as critical and ethical frameworks that may be used to interpret, critique, and reconsider these theories. By focusing on ethical decision-making and using critical social perspectives as a tool to deconstruct (and reconstruct) leadership theories, the class will help students develop strategies for advancing leadership focused on social justice and social responsibility. Further, the course will help students understand leadership as a developmental process and recognize the experiences and actions that help promote and cultivate leadership capacity.

Central Themes

- **Cultivating Critical Perspectives**: This class introduces themes from critical social theory as interpretive tools to more closely examine theories of leadership. The goal is for students to develop the capacity to engage as critical learners who can deconstruct theory to identify ways in which it contributes to and/or constrains progress toward social justice.

- **Reconstructing Leadership Theory**: Deconstruction on its own does little to advance social change. Scholars argue it actually limits progress by diminishing agency and hope. This class simultaneously builds capacity to deconstruct and reconstruct theories of leadership in ways that integrate students’ lived experiences and knowledge from a diverse range of literature. The goal is to develop an understanding of leadership congruent with personal values, situated in context, and characterized by a commitment to equity and justice.

- **Agency in Leadership Development**: Leadership theory and leadership development are inextricably intertwined. The theories one learns inform a person’s development and in return leadership development informs which theories resonate and how they are implemented in practice. Thus, students will be introduced to various aspects of leadership development building the agency to identify how this might unfold in their personal and professional lives.
Outcome & Objectives:

Learning Outcome
Students will demonstrate the ability to use critical perspectives to enhance their understanding of leadership theory and its application to leadership development.

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

- Understand core concepts associated with critical perspectives
- Demonstrate the ability to apply critical perspectives to the analysis and interpretation of leadership theories;
- Comprehend a range of formal leadership theories and how they translate to practice;
- Understand key ethics and social justice frameworks and their application to leadership (CF3);
- Understand leadership as a developmental process, including the identification of experiences and learning opportunities that contribute to it; and
- Create a personal plan for leadership development that articulates an evolving philosophy of leadership and the necessary steps to continue learning.

IDEA Objectives
The following outcomes are deemed ESSENTIAL to this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing ethical reasoning and/or ethical decision making
- Learning to analyze and critically evaluate ideas, arguments, and points of view

The following outcomes have been deemed IMPORTANT to this course:

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)

Note that course objectives will be evaluated electronically at the end of the semester. The link that follows is for the IDEA Campus Labs website: http://luc.edu/idea/. At the end of the semester you will be prompted to complete your evaluation at this site by clicking on the Student IDEA Log In.

Institutional Policies & Philosophies:

Conceptual Framework
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Social Action Through Education.” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ abilities to apply critical perspectives to their understandings of, experiences with, and enactment of leadership. This is accomplished through the study of leadership theory and development along with their application to advance social justice and equity.
Diversity
This course addresses the myriad of ways in which diversity influences the processes of leadership and leadership development. Attention is directed toward using critical perspectives to examine more closely the ways in which social location, and in particular social identities, influence how leadership is understood, experienced, and enacted.

Conceptual Framework Standards
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Social Action Through Education.” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ abilities to apply critical perspectives to their understandings of, experiences with, and enactment of leadership. This is accomplished through the study of leadership theory and development along with their application in educational contexts as means to advance social justice and equity.

This course also addresses the myriad ways in which diversity influences the processes of leadership and leadership development in higher education. Particular attention is directed at using critical perspectives to examine more closely the ways in which social location, and in particular social identities, influence how leadership is understood, experienced, and enacted. All of this is done to increase the ability of educators to better serve the needs of an increasingly diverse higher education context.

This course houses core assessments for the following Conceptual Framework Standards:  
*CFS1: Candidates critically evaluate current bodies of knowledge in their field.*  
*CFS3: Candidates demonstrate knowledge of ethics and social justice.*

Dispositions
The School of Education at Loyola University Chicago requires assessment of all students across dispositions associated with each class. See Appendix A.

Reading Materials:

Required Texts:

Additional Readings:
Available on TaskStream (and identified below in the course schedule)
Requirements & Expectations:

Preparation
This course is designed so that learning emerges from group discussion and student engagement with each topic as well as through personal reflection and other assignments. 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 have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Given much thought has gone into the selection of readings, students are expected to complete them in advance of each class. Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading.

Class Participation
Given the format employed in this course design and the topic of leadership, 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 build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation encouraging the participation of others as well as posing 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.

<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
<th>“B” GRADE</th>
<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMPTNESS</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 frequently absent</td>
</tr>
<tr>
<td>QUALITY OF CONTRIBUTIONS</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>
</tbody>
</table>
SIGNIFICANCE OF CONTRIBUTIONS
Contributions add complexity to the conversation and support or build off of others’ contributions
Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared
Contributions repeat what others have shared and thus do not advance the conversation
No or minimal contributions are offered

GENERAL ENGAGEMENT
Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and/or discussions
Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/or discussions
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
No contributions are offered

GATE-KEEPING
Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts
Student occasionally encourages the participation of others; recognizes the contributions of others
Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor
No or minimal contributions

LISTENING/ATTENDING SKILLS
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
Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes
Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes
Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning

Attendance
You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. However, the expectation is that you will be present for the full class session each week. 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 to it.** 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.
Civil Discourse
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with an ethic of care. 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. The importance of engaged, sustained, civil dialogue cannot be overstated; it is the very heart of leadership.

Cell Phones
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Use of your phone unrelated to classroom activities, such as texting and/or instant messaging are not allowed during class as a matter of respect to the learning community.

Email
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 to ensure course related messages are not misdirected.

Assignments:
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 penalties. Any assignment submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24-hour period after the original time due. Extensions will not be granted. Note that the instructor will not hunt down missing assignments and it is your responsibility to ensure that they are turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned. This includes adherence to page/word lengths and formatting as well as addressing the core content specified for each assignment. Students are encouraged to consult with the instructor regarding any questions associated with assignments. Unless otherwise indicated, all assignments must be submitted by posting to your TaskStream ePortfolio.

Written Assignments
Guidelines for writing in this class will vary in level of formality from assignment to assignment. All written work, however, is expected to adhere to the grammatical guidelines associated with the APA Style Guide (6th ed.). Formal written assignments should conform to APA formatting, which generally includes:
Reflection plays an essential role both in leadership and generally involves: (1) thinking intently about our experiences, (2) careful contemplation of our actions and their effects, and (3) interpreting meaning to what happens to us. Put another way, reflection serves as a bridge between our experiences and our education; it is how we turn our lived experiences into life lessons. This course includes an added dimension to the process of reflection that infuses a critical perspective. Critical self-reflection goes beyond the above to also examine closely considerations of power and positionality.

For each formal reflection exercise outlined below, students are expected to give careful thought to the prompts and then produce a meaningful, reflective essay that addresses each component of the assignment. Each reflection should be approximately 1,000 words (approximately 250 words for each prompt).

**Critical Reflection Exercise #1: Your Leadership Architecture** (1,000 words)
*Due: Week 1, 48 hours after class ends, submitted through TaskStream ePortfolio*

Prompts: Reflecting on the terminology from this week’s reading, please respond to the following:

- What informs your footings (underlying assumptions)?
- What informs your foundations (core principles)?
- What informs your framing (personal beliefs and experiences)?
- What else is needed to “flesh out” your personal leadership architecture?
Critical Reflection Exercise #2: De/Reconstructing Your Strengths (1,000 words)
Due: Week 5, 48 hours after class ends, submitted through TaskStream ePortfolio

Prompts: Please respond to the following prompts:
- How challenging was it for you to deconstruct/reconstruct StrengthsFinder? Explain why.
- Identify and discuss one or two underlying assumptions or implicit beliefs that you now more clearly see after engaging in the deconstruction/reconstruction process with StrengthsFinder.
- What benefits are accrued from deconstructing/reconstruction strengths-based leadership?
- We often find it easier (more “natural”) to deconstruct concepts that we disagree with. What are some of the reasons you might find it challenging to deconstruct ideas that you agree with or hold dear (regardless of how you felt about StrengthsFinder)?

Critical Reflection Exercise #3: Experience of Being Out-Grouped (1,000 words)
Due: Week 7, 48 hours after class ends, submitted through TaskStream ePortfolio

Prompts:
- Describe a time when you felt “out-grouped” in a situation. What was the impact of being in the out-group? In other words, were there ways in which you felt silenced or powerless? What was your reaction?
- How might what you experienced in terms of being “out-grouped” reflect ways in which stocks of knowledge, ideology/hegemony, and/or social location were at play?
- How might you envision navigating situations in which you find yourself “out-grouped” in the future?
- How might you disrupt the “out-grouping” of others?

Critical Reflection Exercise #4: Negotiating Authenticity (1,000 words)
Due: Week 8, 48 hours after class ends, submitted through TaskStream ePortfolio

Prompts:
- What does being “authentic” mean to you? How is your definition informed by your social location?
- To what extent does your understanding of authenticity align with authentic leadership theory?
- How do you navigate external expectations and potential double binds that suggest you should be authentic, but also dictate what authenticity should look like for you?
- Are there ways in which you could envision creating an environment that would allow for shared authenticity in just ways?
Implicit bias refers to the way people unconsciously and often unwillingly exhibit bias towards others. These hidden biases are rooted in various aspects of our life but should not be mistaken from conscious or explicit bias and preferential treatment that is generally prohibited in many laws and cultures. In fact, studies on implicit bias have found that institutions such as education, the judicial system, and healthcare are influenced by these unconscious biases and attitudes. One of the most commonly used inventories for testing implicit bias is the Implicit Association Test (IAT; Greenwald, McGhee, & Schwartz, 1998).

Part I: Complete IAT Surveys (Due Week 4 prior to start of class)
1. Go to Project Implicit (https://implicit.harvard.edu/implicit/demo/takeatest.html). Choose the “Project Implicit Social Attitudes” section by registering or logging in as a guest. Review the “Preliminary Information,” and then click on “I wish to proceed” at the bottom of the page.

2. Complete the (1) Race IAT, a (2) a Gender-related IAT [either Gender-Career or Gender-Science], and (3) one more IAT of your choosing – completing a total of 3 IATs. Record or print your results. Each test will take approximately 15-20 minutes.

3. Go to Project Implicit: Origins and Measurements with the IAT (https://implicit.harvard.edu/implicit/demo/background/posttestinfo.html) and read the brief description. Click on the FAQ link and browse the questions if you would like to learn more about the research tool and implicit bias prior to coming to class.

Part II: Critical Reflection (Due Week 4, 48 hours after class ends, submitted through TaskStream ePortfolio)

After class is over, students should complete a written reflection responding to the following prompts (1,000 words):

Prompts:
- What was your initial reaction to the results of your Implicit Association Tests?
- How do your implicit assumptions reflect your stocks of knowledge, ideology/hegemony, and social location?
- How do your implicit assumptions inform your understanding of leaders and leadership?
- If implicit assumptions inform leader prototypes, how might you envision disrupting them when they contribute to social stratification or harm?
Assignment #3: Deconstruction/Reconstruction Paper

Due Week 11, prior to the start of class, submitted through TaskStream ePortfolio

The goal of this assignment is to demonstrate your ability to apply critical perspectives to the analysis and interpretation of a leadership theory using the tools of deconstruction and reconstruction covered in class.

- Start by choosing a leadership theory that we covered during Week 7 (Groups & Teams), Week 8 (Transformation), or Week 9 (Social Justice)
- Write a 5-6 page paper in APA format that addresses the following:
  - Identify and describe the leadership theory you chose by summarizing it purpose and key dimensions. The goal is to demonstrate your ability to explain or synthesize the theory. This should be done in a concise, but comprehensive manner and should not represent the majority of your paper.
  - Explain in what ways your theory may reflect particular ethical principles, stocks of knowledge, ideologies/hegemonies, and/or social locations.
  - Critique the theory using at least two tools of deconstruction we have learned about in class. Be sure to define the tools you are using and provide explicit evidence regarding how they can be used to deconstruct the theory.
  - Use at least two of the tools of reconstruction covered in class to offer ways to improve the theory. Again, be sure to define the tools you are using and provide explicit evidence regarding how they can be used to reconstruct the theory.
  - Discuss how using applying your reconstructed theory in practice better reflects notions of ethics and social justice.
- Be sure that your final paper incorporates and cites relevant course readings.

This assignment is a core assessment for the following Conceptual Framework Standard: CFS1: Candidates critically evaluate current bodies of knowledge in their field.

Assignment #4: Leadership Development Plan

Due prior to the start of final exam, submitted through TaskStream ePortfolio

The goal of this assignment is to articulate your informal theory of leadership that is theoretically grounded and personally meaningful as well as to construct a cohesive leadership development plan that will guide you for the next several years.

- Write a 8-10 page paper in APA format that addresses the following:

  PAPER PART I: Your Informal Theory of Leadership
  - Construct and describe a personal leadership theory. This should be theoretically informed (meaning that it draws on elements from at least two of the theories we covered in class), but should also reflect your personal ethics and lived experiences. Essentially, you are crafting your informal theory of leadership. Consider the following:
What are the core premises for your theory?
What are the central elements that inform it?
- Include a graphic representation of your emerging informal theory of leadership at the end of the paper. Note that this will not count toward the total page length.
- How does your theory infuse ethical considerations and critical perspectives?
- What benefits might be accrued from translating your informal leadership theory to practice?

PAPER PART II: Your Leadership Development Plan
- Design a leadership development plan that builds on the core dimensions of your informal leadership theory. Your plan should address specific areas of development you would like to pursue over the next several years. Consider the following:
  - If you were to take charge of your own leadership development, what would be the 3-5 areas you would want to direct attention? Be sure to define these clearly and explain why they are important.
  - Identify and describe specific actions, experiences, relationships, and/or opportunities that will facilitate your leadership development. Be sure to integrate evidence from course readings regarding influences on leadership development.
  - How does your particular leadership development plan relate to and prepare you for the career area in which you want to work?
  - Envision three years from now. How will you know you’ve made progress in terms of your major areas of leadership development? What might you know or do differently that gives indicates progress?

- Be sure that your final paper incorporates and cites relevant course readings.

This course is a core assessment for the following Conceptual Framework Standard:
*CFS3: Candidates demonstrate knowledge of ethics and social justice.*

**Evaluation & Grading:**

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Engagement</td>
<td>20 points</td>
</tr>
<tr>
<td>Critical Reflection Exercises (4 @ 5 pts each)</td>
<td>20 points</td>
</tr>
<tr>
<td>Personal Associations of Leadership</td>
<td>5 points</td>
</tr>
<tr>
<td>Deconstruction/Reconstruction Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Leadership Development Plan</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Assignments in this course will be graded according to the rubric provided below:
<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
<th>“B” GRADE</th>
<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of Specified Learning Outcomes</td>
<td>The assignment demonstrates strong achievement across designated learning outcomes</td>
<td>The assignment demonstrates evidence of meeting the designated learning outcomes</td>
<td>The assignment meets the majority, but not all of the designated learning outcomes</td>
<td>The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes</td>
</tr>
<tr>
<td>Demonstrated Understanding of Content</td>
<td>Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas</td>
<td>Demonstrates adequate competence in articulating central points of core content</td>
<td>Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points</td>
<td>Assignment is not completed or does not demonstrate accurate or full understanding of content</td>
</tr>
<tr>
<td>Complexity of Thought &amp; Creativity</td>
<td>Demonstrates significant complexity of thought as well as creative approaches in both content and structure</td>
<td>Complexity of thought is of adequate depth and elements of creativity are present in work</td>
<td>Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate</td>
<td>Assignment is not completed or lacks complexity of thoughts required for graduate-level work</td>
</tr>
<tr>
<td>Sophistication of Application to Practice</td>
<td>Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations</td>
<td>Application to practice is accurate and adequate</td>
<td>Application to practice varies in accuracy and does not take into account varying perspectives and considerations</td>
<td>Assignment is not completed or application to practice fails to take into consideration context</td>
</tr>
<tr>
<td>Depth of Analysis</td>
<td>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</td>
<td>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</td>
<td>Depth of analysis varies greatly; fails to consistently assess strengths and weaknesses, make connections between various content areas, and/or add meaningful interpretations</td>
<td>Assignment is not completed or depth of analysis is not consistent with requirements of collegiate-level work</td>
</tr>
<tr>
<td>Appropriate Structure, Style, and Grammar</td>
<td>The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style</td>
<td>The final product is well organized and clearly structured with only minimal grammatical and APA style errors</td>
<td>The final product suffers from problems associated with organization and structure and/or grammatical and APA style errors</td>
<td>Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors</td>
</tr>
</tbody>
</table>

The following point spread 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>
</tr>
</tbody>
</table>
This course houses core assessments of the following conceptual framework standards: CFS1: Candidates critically evaluate current bodies of knowledge in their field and CFS3: Candidates demonstrate knowledge of ethics and social justice. They will be evaluated based on the rubric below but will not count toward your assignment grades:

<table>
<thead>
<tr>
<th>Level 1 Does Not Meet Standard</th>
<th>Level 2 Partially Meets Standard</th>
<th>Level 3 Meets Standard</th>
<th>Level 4 Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS1: Candidates critically evaluate current bodies of knowledge in their field.</td>
<td>Depth of analysis is limited to or generally comprised of identification of strengths and weaknesses; Limited evidence of connection between critiques and broader systems of power</td>
<td>Depth of analysis goes beyond identification of strengths and limitations to critically deconstruct and reconstruct concepts based on understandings of broader systems of power</td>
<td>Depth of analysis reflects exceptional ability to adopt and apply critical perspectives that deconstruct and reconstruct concepts based on understandings of broader systems of power</td>
</tr>
<tr>
<td>CFS3: Candidates demonstrate knowledge of ethics and social justice.</td>
<td>Demonstrates varying degrees of understanding of ethics and social justice with some accurately explained and others missing key points or omitting the concepts’ grounding in broader systems of power</td>
<td>Demonstrates adequate understanding of ethics and social justice through the ability to explain major tenets of each and the grounding of these concepts in broader systems of power</td>
<td>Exceptional demonstration of understanding of ethics and social justice that goes beyond the articulation of major tenets to situate ethics as necessarily influenced by social justice and broader systems of power</td>
</tr>
<tr>
<td>DATE</td>
<td>THEME &amp; READINGS</td>
<td>TASKS/WHAT’S DUE</td>
<td>GUIDING QUESTIONS</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| Week 1 8/31 | **Constructing & Deconstructing Theory**  
Part I: Introduction to Leadership Theory **Readings:**  
- Dugan, Chapter 1, The Evolving Nature of Leadership [TaskStream]  
- Download and read syllabus and assigned reading before class  
- Reflection #1: Your Leadership Architecture (Due 48 hours after class via TaskStream ePortfolio) | What are the course requirements and what is expected of me? What makes this class different from other classes? What do you need to feel successful in this course?  
What elements of the architecture of leadership are familiar and which feel new? |
| Week 2 9/7 | **Constructing & Deconstructing Theory**  
Part II: Leadership for What? Considerations of Ethics and Justice **Readings:**  
- Johnson, C. E. (2015). *Meeting the ethical challenges of leadership: Casting light or shadow* (5th ed). Los Angeles, CA: Sage. [Chapters 1, 2, 5 & 6] | **Assignments:** NA | Why is it important to explore the shadow side of leadership?  
What role do ethics and justice play on leadership?  
Which ethical perspectives are you drawn to and which would feel difficult to adopt?  
How do you engage in ethical decision-making to navigate ethical dilemmas? |
| Week 3 9/14 | **Constructing & Deconstructing Theory**  
Part III: Infusing Critical Perspectives **Readings:**  
- Dugan, Chapter 2, Critical Social Perspectives [Handout] | **Assignments:** NA | What are the key tenets of critical social theory and how might they be applied?  
Where do you see influences from stocks of knowledge, ideology/hegemony, and social location in your own life?  
What obligations do you have to cultivate the skills associated with using critical perspectives? |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Questions</th>
</tr>
</thead>
</table>
| 4      | Constructing & Deconstructing Theory Part IV: Leadership Theory through the Lens of Critical Perspectives | **Readings:**  
- Dugan, Chapter 3, Interpreting Leadership Theory using Critical Social Perspectives [Handout]  
- Personal Associations of Leadership (Part I due before class; Part II due 48 hours after class via TaskStream ePortfolio)  
- Reflection #2: Deconstructing/Reconstructing Your Strengths (Due 48 hours after class via TaskStream ePortfolio) |  
- What effect might “the story most often told” have on how individuals relate to and think about leadership?  
- What informs your leader prototypes? How might these reflect particular stocks of knowledge? |
| 5      | Evolving Clusters of Leadership Theory Part I: Person-Centered Theories | **Readings:**  
- Dugan, Chapter 4, Person-Centered Theories [Handout]  
- Review and bring to class your results from StrengthsFinder 2.0 (completed in ELPS 125 and posted to your ePortfolio)  
- Reflection #2: Deconstructing/Reconstructing Your Strengths (Due 48 hours after class via TaskStream ePortfolio) |  
- What would you identify as the strengths and weaknesses of these theories?  
- Who do these theories “look like”? Who do you see embodying or personifying these theories? Who is left out?  
- What do your specific traits or skills “say” about your leadership abilities/potential? |
| 6      | Evolving Clusters of Leadership Theory Part II: Effectiveness and Production | **Readings:**  
- Northouse, Chapter 4: Behavior  
- Northouse, Chapter 5: Situational  
- Northouse, Chapter 6: Path-Goal | **Assignments:**  
- NA |  
- What would you identify as the strengths and weaknesses of these theories?  
- To what extent can individuals exhibit the same behaviors but have them received differently?  
- What is the role of the “follower” in these theories? |
| 7      | Evolving Clusters of Leadership Theory Part III: Theories of Groups & Teams | **Readings:**  
- Northouse, Chapter 7: Leader-Member Exchange  
- Northouse, Chapter 14: Team Leadership | **Assignments:**  
- Reflection #3: Experience of Being Out-Grouped (Due 48 hours after class via TaskStream ePortfolio) |  
- What would you identify as the strengths and weaknesses of these theories?  
- How might in and out groups be established in an organization? Is being part of the out-group always a bad thing?  
- What are the key features that make teams function? |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Evolving Clusters of Leadership Theory Part IV: Transformation</th>
</tr>
</thead>
</table>
| 10/19  | **Readings:**  
|        | - Northouse, Chapter 8: Transformational Leadership  
|        | - Northouse, Chapter 9: Authentic Leadership |
|        | **Assignments:**  
|        | - Reflection #4: Negotiating Authenticity (Due 48 hours after class via TaskStream ePortfolio)  
|        | - What would you identify as the strengths and weaknesses of these theories?  
|        | - How do these theories maintain leader-centricity? In what ways can they default to paternalism?  
|        | - How is authenticity defined? Who gets to define it? What happens when perceptions of what constitute authenticity vary? |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Evolving Clusters of Leadership Theory Part V: Social Justice</th>
</tr>
</thead>
</table>
| 10/26  | **Readings:**  
|        | - Northouse, Chapter 10: Servant Leadership  
|        | - **Assignments:** NA  
|        | - What would you identify as the strengths and weaknesses of these theories?  
|        | - What is the relationships between leadership and social change? What is necessary for a leadership theory to truly honor and reflect social justice?  
|        | - What dangers persist in translating these theories to practice? |

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Theory to Practice, Part I: Further Considerations of Social Location</th>
</tr>
</thead>
</table>
| 11/2    | **Readings:**  
|         | **Assignments:** NA  
|         | - What are the personal, social, and institutional supports that characterize leadership that is responsive to differences of social location?  
|         | - What might more complex considerations of power reveal about how social location influences leadership?  
<p>|         | - What are our ethical obligations related to attending to social location in leadership? |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Theory to Practice, Part II: Creating Ethical Group Climates</th>
</tr>
</thead>
</table>
| 11/9    | **Readings:**  
|         | **Assignments:**  
|         | - Deconstruction/Reconstruction Paper Due prior to start of class via TaskStream ePortfolio |
|         | **What factors influence the co-construction of ethical group and organizational climates?** |
| Week 12 | Theory to Practice, Part III: Moving Toward Collective Action |
| 11/16   | **Readings:**  
|         | **Assignments:**  
|         | - NA |
|         | **What factors lead to synergistic and collective action? What are the roles of individuals and organizations in cultivating that?**  
|         | **How do asset-based approaches change the way we engage in collective work?**  
|         | **What dimensions of collective action feel most comfortable for you? What dimensions may requires you to learn and/or suspend doubt?** |

**NO CLASS ON 11/23 – THANKSGIVING HOLIDAY**
<table>
<thead>
<tr>
<th>Week</th>
<th>Theory to Practice, Part IV: Leadership Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Readings:</td>
</tr>
<tr>
<td>Assignments:</td>
<td>NA</td>
</tr>
<tr>
<td>Exam</td>
<td>How might different discourses around learning and development influence the process of leadership development? Are there particular approaches that appeal more than others to you?</td>
</tr>
<tr>
<td>Week</td>
<td>What stands out as the major areas of leadership development? What stands out as the major influences on leadership development? To what extent does your own leadership development journey both align with and deviate from the literature?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Enacting Leadership: Maintaining Hope and Pursuing Meaning in Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Readings:</td>
</tr>
<tr>
<td>Assignments:</td>
<td>NA</td>
</tr>
<tr>
<td>Exam</td>
<td>What is at the heart of leadership for you? How will you work to make that manifest in your life?</td>
</tr>
<tr>
<td>Week</td>
<td>How will your leadership experiences add meaning to your life?</td>
</tr>
<tr>
<td></td>
<td>Why is it crucial to differentiate forms of hope?</td>
</tr>
<tr>
<td></td>
<td>Where does your leadership journey go from here?</td>
</tr>
</tbody>
</table>

Assignments: Leadership Development Plan due prior to the start of final exam time via TaskStream ePortfolio
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</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>
</tr>
<tr>
<td></td>
<td>Student meets all deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to work effectively with peers on assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness</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>
</tr>
</tbody>
</table>
**LiveText**
All students, except those who are non-degree or enrolled, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*