

Oklahoma Scholar

Leadership Enrichment Program

Theme: Leadership: The Dogged Pursuit of Excellence and Meaning

Visiting Scholar: Michael A. Genovese
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Loyola Marymount University

Faculty Resource Person: Dr. Tim Mauldin

Course Description

This seminar is designed to give the student an introduction/overview of the issues surrounding Leadership, Followership, and Citizenship. We will explore the limits and possibilities of leadership from a comparative, cross-cultural, cross-national perspective, and ask students to make the connection between effective leadership and the promotion of excellence.

Learning Objectives

By the end of the semester, the student should know *about* leadership, and be prepared *for* leadership in the community.

General Requirements for all OSLEP Seminars

Prepared attendance is crucial to the success of the course, and you should come to class each day ready to analyze the material, pose questions, try out new ideas, and listen to and challenge the ideas of your classmates and teachers. The grades "S" and "U" (satisfactory/unsatisfactory) will be used for this seminar. Your grade in the class will be based on your preparation for the class, your participation in the discussions (both quality and quantity), your written work both before and after the class meetings, and your participation in all class activities. Your participation in the seminar discussions will constitute 50% of your grade. OSLEP classes are kept small in order to encourage discussion. Your contribution is essential to the success of the seminar.

Course Requirements

Pre-Class Required Readings:

Warren Bennis: *On Becoming a Leader*

Niccolo Machiavelli: *The Prince*

Michael A. Genovese: *Memo to a New President*

Plus all articles listed in “Readings During the Course” with an asterisk.

There are three assignments due at the beginning of the first day of the seminar.

1. For each of the three assigned books, respond to *each* of the following. (You will have three short response papers for each book.) Explain or justify your opinions, points, or conclusions. This may include citing passages (just tell me the page numbers) from the texts.
 1. Explain the thesis of the author, that is, tell me what is the main point (or what are the main points) of the book. Does the author succeed in getting his point (or main points) across to the reader? Explain. (1 to 2 pages)
 2. How does the author organize his argument and how does this approach support the thesis of the book? (For example, explain what Bennis means by “know thyself”) (1 to 2 pages)
 3. How does this book relate to the theme of this seminar? The course explores the relationship between leadership and excellence? *How does this book add to your understanding of this dilemma?* Be specific and do not generalize in your answer, and also address the political and intuitional contextual factors that provide challenges to leadership. (1 to 2 pages)
2. Develop a set of ten questions which you will bring to the seminar in typed form (two copies). These are questions that you derived from the reading of the material and could be posed to Professor Genovese during the course of this seminar.

3. Movie Project: Rent and view any one of the following:

- The Godfather (Parts I and II)
- Hoosiers (1986)
- Hotel Rwanda (2004)
- Kegamusha (1980)
- Lawrence of Arabia (1962)
- Norma Rae (1970)
- Silkwood (1983)
- Spartarus (1960)
- The Searchers (1956)
- The Man Who Shot Liberty Valance (1962)
- Platoon (1986)
- The Wizard of Oz (1939)
- Citizen Kane (1941)
- 12 Angry Men (1957)
- Gandhi (1982)
- To Kill a Mockingbird (1960)

Come to seminar prepared to give a brief synopsis of the movie, and to discuss the leadership elements found in the film. And by all means, feel free to make connections between your readings and the movie.

All assignments must be submitted in hard copy at the beginning of the first class on Wednesday. You should also submit both assignments to the drop box in Desire 2 Learn (D2L) by that date. All submissions to D2L must be in Microsoft Word. All written work should be double-spaced with no more than 1-inch margins; do not use any header except your last name and the page number.

Required Readings During or Before the Course:

*Thomas E. Cronin, "Thinking and Learning About Leadership," *Presidential Studies Quarterly*, Winter 1984.

*Garry Wills, "What Makes a Good Leader?" *Atlantic Monthly*, April 1994.

Robert Caro, Chapter 1 of *The Power Broker*, Vintage Books (1975).

Barbara Tuchman, Intro/Prologue to *The March of Folly* (1985).

*Nanneri Keohane, "On Leadership," *Perspectives on Politics*, December 2005.

*Michael A. Genovese, "Leadership, Liberal Arts and the Cultivation of Democratic Citizenry," in Wren, Reggio, and Genovese, eds., *Leadership and the Liberal Arts* (2009).

Benjamin Barber, "Neither Leaders Nor Followers," in Beschloss and Cronin, *Essays in Honor of James MacGregor Burns*, Prentice Hall, pp. 117-132.

Malcolm Gladwell, "What the Dog Saw," *The New Yorker*, May 22, 2006.

Jon Holt, "The Life of the Saint," *The New Yorker*, August 13, 2001.

John Lanchester, "Pursuing Happiness," *The New Yorker*, February 27, 2006.

*R. Hogan and R. Kaiser, "What We Know About Leadership," *Review of General Psychology* Vol. 9, No. 2, 2005.

Dick Schapp, "What Makes a Champion?" *Parade*, August 24, 1997.

Paulo Lopes and Peter Salovey, "Emotional Intelligence and Leadership," in Vol. 1 *Leadership at the Crossroads: Leadership and Psychology* ed. (2008), p. 78-94.

Stanley Fish, "Integrity or Craft: The Leadership Question," *New York Times*, December 9, 2007.

David A. Nadler and Michael L. Tushman, "What Makes for Magic Leadership," *Fortune*, June 6, 1988.

Malcolm Gladwell, "The Art of Failure," *The New Yorker*, August 21/28, 2000.

Malcolm Gladwell, Chapter 1 of *Outliers* (2008).

Geoff Colvin, "Why Talent is Overrated," *Fortune*, October 27, 2008
Christopher Caldwell, "Select All," *The New Yorker*, March 1, 2004, pp. 91-93.

D. T. Max, "Happiness 101," *The New York Times*, January 7, 2007, pp. 46-51.

Required Assignment *during* the Course:

Each student will be prepared to make a 10-15 minute class presentation, based on either the "pre-course" readings or on one of the "during the course" readings. Professor Genovese will instruct students on the requirements for this assignment on the first day of the course.

Post-Class Final Assignment

No later than Wednesday, each student is expected to turn in an 8 to 10 page (double-spaced) paper. The paper should be submitted to the course D2L drop box in the proper format. The paper should be saved in Word, double-spaced with numbered pages, proper citations and bibliography, and a title page with your name, the course name, and date. Do not use any headers or footers in the text except for page numbers. The readings from this class can and should be included in the bibliography. Do not use footnotes.

The paper should be based on the discussions in the seminar as well as the required reading. The paper will address the following question:

Explain and justify your opinions, points, or conclusions.

Dr. Genovese's Expectations

1. Each student will have read all three of the "pre-course" books *before* the first morning of class (Wednesday).
2. Each student will be prepared to make a 10-15 minute class presentation, based either on the "pre-course" readings or on one of the "during-the-course" readings.
3. Each student will play an active role in class discussion.
4. Students will laugh at my jokes.
5. Turn off all phones during the seminar.
6. Do not pepper your speech with "like" and "you know."

Grading

Pre-Class Assignment	20%
Class Participation	50%
Class Presentation	10%
Post-Class Assignment	20%

All grades are “S” and “U” (satisfactory/unsatisfactory) and will be earned based on class participation (both quantity and quality), the presentation, timely completion of the assignments, and your written work.

Day 1~ Wednesday

10-11:30:	Introductions Introductory Lecture: “What is Leadership, and How Does it Work?”
11:30:	Leadership Exercise
12-1:	Lunch break
1-3:	Student Prep Time
3-4:30:	Discussion of: Thomas E. Cronin, “Thinking and Learning About Leadership,” <i>Presidential Studies Quarterly</i> , Winter 1984. Garry Wills, “What Makes a Good Leader?” <i>Atlantic Monthly</i> , April 1994, p. 63-80. Nanneri Keohane, “On Leadership,” <i>Perspectives on Politics</i> , Vol. 3, No. 4, December 2005, pp. 705-722. R. Hogan and R. Kaiser, “What We Know About Leadership,” <i>Review of General Psychology</i> , Vol. 9, No. 2, 2005, pp. 169-180.

Day 2~ Thursday

- 9-10:30: Lecture: "Machiavelli: Madman or Mastermind?"
- 10:30-11: Leadership Exercise
- 11-12: Robert Caro, *The Power Broker*, Introduction, Vintage Books, pp. 1-21; Stanley Fish, "Integrity or Craft," *New York Times*.
- 12-1: Lunch break
- 1-2: Student Preps
- 2-4: Warren Bennis, *On Becoming a Leader*.
- Evening: Public lecture

Day 3~ Friday

- 9-10:30: Lecture: "Emotional Intelligence/Leadership Intelligence"
- 10:30: Leadership Exercise
- 11-12: Malcolm Gladwell, "What the Dog Saw," *The New Yorker*, May 22, 2006.
Benjamin Barber, "Neither Leaders Nor Followers," in Beschloss and Cronin, *Essays in Honor of James MacGregor Burns*, Prentice Hall, pp. 117-132.
Barbara Tuchman, *The March of Folly*, Ballantine Books, 1984.
Paulo Lopes and Peter Salovey, "Emotional Intelligence and Leadership," in Vol. 1 *Leadership at the Crossroads: Leadership and Psychology* ed., Praeger, 2008, p. 78-94.
- 12: Lunch break
- 1-3: Student Prep
- 3-5: Leadership and Sports:
Malcolm Gladwell, "The Art of Failure," *The New Yorker*, August 21/28, 2000.
Dick Schapp, "What Makes a Champion?" *Parade*, August 24, 1997.
Malcolm Gladwell, Chapter 1 of *Outliers* (2008).

Day 4~ Saturday

- 9-10:30: Lecture: "Gender and Leadership"
- 10:45-12 Michael A. Genovese, *Memo to a New President*
- 12: Lunch break
- 1-3: Student Prep
- 3-5: What it Takes:
Geoff Colvin, "Why Talent is Overrated," *Fortune*, October 27, 2008, pp. 138-147.
John Lanchester, "Pursuing Happiness," *The New Yorker*, February 27, 2006, pp. 79-93.
Christopher Caldwell, "Select All," *The New Yorker*, March 1, 2004, pp. 91-93.
D. T. Max, "Happiness 101," *The New York Times*, January 7, 2007, pp. 46-51.
Nadel and Tashman, "What Makes for Magic Leadership," *Fortune*, June 6, 1988.

Day 5~ Sunday

- 9-10: Lecture: "Leadership, Ethics, and *Phronesis*"
- 10-11: John Holt, "The Life of the Saint," *The New Yorker*, August 13, 2001, pp. 78-81.
- 11-12: Conclusion