

Dr. Mark A Menaldo
email: mark.menaldo@tamiu.edu
Canseco Hall 313-A
Office Phone: 956-326-2651

Introduction to Leadership
PSCI 2301

Student Learning Objectives

Critical Thinking: Students will be able to identify, organize, explain, and synthesize information concerning the relationship between leader, character, and competence with an understanding of how moral evaluation affects political leadership.

Communication: Students will be able to organize, articulate, synthesize, and innovatively explain through writing significant traits and behaviors of leaders through strong oral and written arguments and analysis.

Social Responsibility: Students will demonstrate comprehension and develop empathy for diverse regional, national, and international communities by critically reflecting on one's civic responsibility as a leader through in-class discussion and writing.

Empirical and Quantitative Skills: Students will identify, analyze, and manipulate numerical data and observable facts resulting in informed conclusions.

Core Curriculum Learning Objectives (CCLOs)

Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1)

Communication Skills: includes effective written, oral, and visual communication. (SLO # 2)

Social Responsibility: includes developing empathy for and communicating with diverse regional, national, and international communities. (SLO #3)

Empirical and Quantitative Skills: includes identifying, analyzing, and manipulating numerical data and observable facts to produce informed conclusions. (SLO # 4)

Course Description

This course examines historical and current works by authors who write of the topics of leadership and political leadership. We begin by examining the question: what is leadership, moral leadership, and what makes for good leaders? We will pay particular attention to the political context in which leadership arose in the West: the ancient Greek city-state. To that end, we will examine selected readings from Plutarch and Aristotle. Then, through the works of Machiavelli, we will examine how leadership changed from character-based leadership to

rationalistic, skill-based leadership. In addition, we will examine the notions of servant leadership, resilience and success, the role of gender, personality, democratic, and organizational leadership.

Required Texts:

Aristotle, Robert C. Bartlett, Susan D. Collins. *Aristotle's Nicomachean Ethics*. University of Chicago Press, 2012.

Gladwell, Malcom, *Outliers: The Story of Success*. Little, Brown, 2008.

Hess, Hermann. *Journey to the East: A Novel*. Macmillan, 2013.

Niccolò, Machiavelli. *The Prince: Second Edition*. University of Chicago Press, 2010.

Plutarch, *Plutarch's Greek Lives*. Oxford World's Classics, 2009.

All other readings are provided through links to websites and on Blackboard as PDF.

Assignments and Grading:

In class writing assignments 10%

Each Monday you will write short answers to a set of questions in response to the week's readings.

Critical Essays 30%

You will write two papers that critically reflect about the texts we read in class. I will provide a set of themes for you to think about, but you may also write on a subject of your choosing. I expect a well-reasoned paper that directly examines issues that are formulated in the context of the course reading and discussion. You can imagine this paper as entering into a conversation with the text.

Leadership Reflection Assignment 20%:

At the end of the semester, you will write a reflection essay on a critical question about leadership. The question will ask you to apply the texts, ideas, and arguments learned in class to an ethical situation that calls for leadership in a local, national, or international context(s).

Group Project 20%: You will work with a group to conduct a study of an organization in Laredo; you will collect descriptive statistics, interview stakeholders, and map organizational outcomes. You and your group will write up a 2-page report with your findings, prepare a power-point, and deliver a 10-minute presentation to your classmates.

Final Exam 20%:

The final is a 3 hour, 10 short essays, in-class, comprehensive exam. To do well on the final exam you must do the reading for each week, do well on the in-class writing assignments, come to class regularly, be an active participant, and have a good set of notes.

Week by Week Schedule

What is Leadership?

Week 1

M Introduction to course

W “Great Leadership Isn’t About You,” John Michel <https://hbr.org/2014/08/great-leadership-isnt-about-you/>

F Leadership Quiz: Do at home discuss in class.

<http://www.forbes.com/sites/mikemyatt/2012/05/22/think-youre-a-leader-take-the-test-and-find-out/>

Leadership and Success

Week 2

M *Outliers* pp. 3-69 Assign groups for group project; discuss group assignment

W *Outliers* pp. 69-161

F *Outliers* pp. 161-270

Character Leadership: The Question of Happiness

Week 3

M Aristotle’s *Ethics* Book I

W Aristotle’s *Ethics* Book I

F Aristotle’s *Ethics* Book II

Character Leadership: The Individual Virtues

Week 4

M Aristotle’s *Ethics* Book II

W Aristotle’s *Ethics* Book III

F Aristotle’s *Ethics* Book III

Character Leadership: The Social Virtues

Week 5

M Aristotle’s *Ethics* Book IV

W Aristotle’s *Ethics* Book V

F Aristotle’s *Ethics* Book V

Character Leadership: Phronesis-Practical Wisdom

Week 6

M Aristotle’s *Ethics* Book VI

W Aristotle’s *Ethics* Book VI

F Aristotle’s *Ethics* Book VI

Critical Essay 1 Due at 10:30 AM, Hard Copy.

Classical Examples of Character Leadership

Week 7

M Plutarch's *Lives*, Themistocles

W Plutarch's *Lives*, Themistocles, Pericles

F Plutarch's *Lives*, Pericles

Week 8

M Plutarch's *Lives*, Nicias

W Plutarch's *Lives*, Alcibiades

F Machiavelli, Alcibiades

Week 9

M Read, "Why Machiavelli Still Matters," *New York Times*,

http://www.nytimes.com/2013/12/10/opinion/why-machiavelli-matters.html?_r=0

W Machiavelli, *The Prince*, Chapters 1-5.

F Machiavelli, *The Prince*, Chapters 6-15

Leadership for Effect: Appearance is the Reality

Week 10

M Machiavelli, *The Prince*, Chapters 6-15

W Machiavelli, *The Prince*, Chapters 16-19

F Isiah Berlin, "The Originality of Machiavelli," pp. 25-39

http://berlin.wolf.ox.ac.uk/published_works/ac/machiavelli.pdf

Week 11

M Isiah Berlin, "The Originality of Machiavelli," pp. 39-76

W Special Guest Speaker, President Dr. Ray Keck, Texas A&M International University

F Herman Hesse, *The Journey to the East*, Chapters I, II

Critical Essay 2 Due at 10:30 AM, Hard Copy

Servant and Charismatic Leadership

Week 12

M Herman Hesse, *The Journey to the East*, Chapters, III, IV, V

W Guest Speaker: Fr. Michael Therese Scheerger, Catholic Campus Minister at Congregation of St John

F *The Guardian*, "Using the power of charisma for better leadership"

<http://www.theguardian.com/sustainable-business/blog/learning-charisma-sustainability-leaders>

Raising the Charisma Quotient <http://successdynamics.viewmywebsite.net/wp-content/uploads/2011/03/Charisma.pdf>

Thinking about Leadership Differently

Week 13

M Susan Cain, “The Myth of Charismatic Leadership,” from *Quiet*. PDF provided on blackboard

W Nannerl Keohane, “Gender and Leadership,” from *Thinking about Leadership*. PDF provided on blackboard

F Guest Speaker, Dr. Minita Ramirez, Vice President Division of Student Success, Texas A&M International University.

Purposeful and Business Leadership

Week 14

M Nick Craig and Scott Snook, “From Purpose to Impact: Figure: Out Your Passion and Put It to Work” <https://hbr.org/2014/05/from-purpose-to-impact/ar/1>

“10 Traits Of Great Business Leaders,”

<http://www.forbes.com/sites/michakaufman/2014/09/05/10-traits-of-great-business-leaders/>

Spaces and Places: Transforming Leadership

W Guest Speaker, Cliffe Killam, Partner at Killam Development, Laredo TX Jeff Speck, *Walkable City, How Downtown Can Save America, One Step at a Time*, pp. 3-57, PDF on Blackboard

F Guest Speaker, Mario A. Peña, Hickey Peña Architects, Architect A.I.A., Principal/Owner Jeff Speck, *Walkable City, How Downtown Can Save America, One Step at a Time*, Excerpts from Part II, PDF on Blackboard

Week 15

M Group Presentations

W & F, no classes, Thanksgiving Holidays

Week 16

M Last Day of Class Group Presentations

Leadership Reflection Assignment Due, 10:30 AM.

Discuss Final Exam.

Policies of the College of Arts and Sciences

(Required on all COAS Syllabi / Last Revised: July 16, 2015)

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. **1)** When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism. **2)** When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. **3)** When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

Use of Work in Two or More Courses: You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

Caution: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.

Caution: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The

incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."

Student Right of Appeal: Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student. The *Student Handbook* provides details

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for *Dusty Alert* (see www.tamtu.edu). *Dusty Alert* is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Student Attendance and Leave of Absence (LOA) Policy:

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook ([URL: http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml](http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml)).

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A **pregnant/parenting student** must be granted a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. As a TAMIU faculty member, we must:

- (1) allow a pregnant/parenting student to submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth,
- (2) if grading is based in part on class attendance or participation, allow a pregnant/parenting student to earn the credits missed so that the student can be reinstated to the status held before the LOA, and
- (3) at the conclusion of the LOA, allow the pregnant/parenting student to return to the same academic and extracurricular status held when the LOA began.

If we receive a request from a student for a LOA, including pregnant/parenting students, we will promptly report it to and seek guidance from the Office of Student Affairs at ext. 2282.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.

4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to a "F"; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.