

**EDL 370: Critical Perspectives on Leadership in U.S. Society**  
**Spring 2006, 2 credits**

**Instructor Information**

Liz Zavodsky, Instructor  
Center for Student Involvement & Leadership  
520.621.9543, zavodsky@life.arizona.edu  
Office hours by appointment

**Purpose of the Course**

Critical Perspectives on Leadership in Society is a course designed for advanced students in understanding and critiquing how leadership is designed and perceived in American society. This course will integrate multiple learning styles to achieve students' ability to understand a variety of concepts and models of leadership, the socialization of how and why leadership is defined the way it is, to critically examine and analyze structures and values of current leadership models, practices, and systems, and identify social change through innovative leadership vision.

**Course Objectives**

- Understand the intersection of race, class, and gender and the construction of knowledge related to leadership
- Understand the socialization of how and why leadership is defined the way it is both historically and through current practices
- Be able to critically examine and analyze structures and values of how leadership is portrayed in current social systems and the causes for this portrayal
- Identify social change through innovative leadership vision

**Special Needs**

Students needing special accommodations or special services should contact the Disability Resource Center (<http://drc.arizona.edu>) and/or the SALT Center (<http://www.salt.arizona.edu>). Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please bring your letter of accommodation to me as soon as possible.

**Academic Dishonesty**

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

**Course Materials**

- *Lies My Teacher Told Me*, James W. Loewen
- Other readings will be passed out in class
- Paper, pen, and notebook

## Course Outline

### Unit 1: Critical Thinking

#### Week One: Course Introduction ~ January 17th

#### Week Two: Perceptions of Leadership in American Society ~ January 24th

- *Learning Some Basic Truisms About Leadership*

#### Week Three: Historical Influence of the Construction of Leadership Knowledge I ~ January 31st

- *Land of Opportunity, Lies My Teacher Told Me, Chapter 7*

#### Week Four: Historical Influence of the Construction of Leadership Knowledge II ~ February 7th

- *Handicapped By History: The Process of Hero-making, Lies My Teacher Told Me, Chapter 1*

### Unit 2: Socialization and Access

#### Week Five: Education's Role in Defining Leadership I ~ February 14th

- *Leadership Development: The Early Years, On Leadership, Chapter 14*
- Paper 1 Due

#### Week Six: Education's Role in Defining Leadership II ~ February 21st

- *The Role of the Elite College, About Campus*

#### Week Seven: Media's Role in Defining Leadership ~ February 28th

- *The "Trends" of Antifeminism: The Media and the Backlash, Backlash, Chapter 4*

#### Week Eight: Labor's Role in Defining Leadership ~ March 7th

- *The Woman Executive, Book of Leadership Wisdom*
- *The Wages of the Backlash: The Toll on Working Women, Backlash, Chapter 13*

#### Week Nine: ~ March 14<sup>th</sup>, Spring Break

#### Week Ten: Government's Role in Defining Leadership ~ March 21st

- *Watching Big Brother: What Textbooks Teach about the Federal Government, Lies My Teacher Told Me, Chapter 8*
- *Ms. Smith Leaves Washington: The Backlash in National Politics, Backlash, Chapter 10*

#### Week Eleven: Labor's Role in Defining Leadership II ~ March 28th

- Institutional Racism - handout
- Paper 2 Due

#### Week Twelve: The Cycle of Hegemony and Leadership ~ April 4th

- *Why is History Taught Like This?, Lies My Teacher Told Me, Chapter 11*

#### Week Thirteen: Uncovering the Reality of Leadership ~ April 11th

- *Addendum Chapter, Stupid White Men*
- Bowling for Columbine-in class movie

## Unit 3: A Move Toward Change

### **Week Fourteen: Visions for the Future ~ April 18th**

- Group Projects

### **Week Fifteen: Visions for the Future ~ April 25th**

- Group Projects

### **Week Sixteen: Leadership in Action ~ May 2nd**

- Final exam

### **Attendance**

Attendance is expected at all class sessions. No points will be given for attendance, however each class session will begin with the first 10 minutes being an in-class application paper. The instructor will pose a question or scenario to you to apply concepts learned from within class as well as your real-life experiences. This is a handwritten assignment to be collected after the 10 minutes are up. If you are tardy to class, you may participate in this paper, but all responses will be collected 10 minutes into the class. These papers cannot be made up and you are only eligible for earning the entire 10 points it is worth if you remain in attendance for the entire remainder of the class session.

### **Assignments**

**All assignments are due in class on the noted due date. NO LATE ASSIGNMENTS ACCEPTED. If you plan to miss class, it is your responsibility to ensure that your assignment is turned in on or before the class time on the due date. Assignments are collected in class only and will not be accepted via e-mail.**

#### **In-Class Application Papers (10 points each/12 total):**

At the beginning of each class session, you will be given a question to answer and apply concepts from the last class session. No make-ups will be given. This will take place during the first 10 minutes of class. If you are tardy to class, you will have up until 10 minutes into class to work on this paper. If you are more than 10 minutes tardy, you will not be able to make up the points. Your lowest score will be dropped for your final grade.

#### **Critical Analysis Research Papers-2 of these (50 points each):**

**Paper 1**-Listen to/watch/read 3 different news segments about one topic area. These news media need to be from a variety of diverse sources. Describe the situation from each of the three perspectives. How similar were they? What were the differences? Research about the background of each of the news media sources. Who owns them? What commercials/ads heavily incorporated into them? This paper should be 3-5 pages and integrate an appropriate amount of research and literature. More information on this assignment will be provided in class.

**Paper 2**-You will examine, analyze, and critique leadership styles, practices, methods, trends, etc. of any broad social systems (for example, family, military, entertainment, sports, etc.). It is up to you to decide which of the many facets of your topic you would most like to focus on. Your 8-10 page paper should include a thorough description of how leadership in your social system is practiced mainstream, how leadership is constructed or socialized within that system, and a critique of this construction and practice of leadership. You should incorporate both concepts learned in and out of class. You must provide a one-page supplemental handout outlining your critical analysis to give to each person in the class. More information on this assignment will be provided in class.

**Group Project (50 points):**

This project will be a visionary proposal for change on any aspect of the topics regarding socialization and access (for example, education, labor, etc.). Your group will highlight some of the issues raised in class or additional issues not discussed in class and will create a vision for creating a more equitable society in terms of leadership. Your project will consist of a 45-minute proposal presentation in which you will need to include what your vision is, the specific issues it is addressing, why this is your vision, and most importantly strategies on how you and others could implement this vision.

**Final Exam (50 points):**

You will have 90 minutes to complete one essay question in class integrating the readings, discussions, and class concepts addressing a current critical issue in leadership.

**Readings:**

Multiple readings will be brought in to class discussions. Please come prepared to class to discuss these readings.

**Grading Overview**

Paper 1	50 points
Paper 2	50 points
Group Project	50 points
Final Exam	50 points
In-Class Application Assignments	10 points per class (120 total)

-----  
Total points 320 points

A	288-320 points
B	256-287 points
C	224-286 points
D	192-223 points
F	0-191 points