**COM 375: Communication and Leadership**

**Spring, 2024**

**MWF, 2:00-2:50 PM, Fell Hall 158**

*“The price of apathy toward public affairs is to be ruled by evil men”* – Plato

*“The strongest poison ever known*

*Came from Caesar’s laurel crown”* – William Blake

*“There is a cult of ignorance in the United States, and there has always been. The strain of anti-intellectualism has been a constant thread winding its way through our political and cultural life, nurtured by the false notion that democracy means that my ignorance is just as good as your knowledge”* -- Isaac Asimov

*“In a republican nation, whose citizens are to be led by reason and persuasion and not by force, the art of reasoning becomes of first importance*” – Thomas Jefferson

*“There are more things in heaven and Earth, Horatio, than are dreamt of in your philosophy”* – Hamlet in William Shakespeare’s, *Hamlet*

*“You know what leadership means, Lord Snow? It means the person in charge gets second guessed by every clever little twat with a mouth. But if he starts second guessing himself, that’s the end…for him…for the clever little twats…for everyone”* – Alliser Thorn in HBO’s *Game of Thrones*

*“If you command wisely, you’ll be obeyed cheerfully”* – Thomas Fuller

*“You will never be a leader unless you first learn to follow and be led”* – Tiorio

*“What you cannot enforce, do not command”* – Sophocles

*“Leadership is the ability to get men to do what they don’t want to do and like it”* – President Harry S. Truman

*“Leadership appears to be the art of getting others to want to do something you are convinced should be done”* – Vance Packard

*“Conductors of great symphony orchestras do not play every musical instrument; yet through leadership the ultimate production is an expressive and unified combination of tones”* – Thomas D. Bailey

*“There is no limit to what you can do if you don’t care who gets the credit”* – John Wooden, legendary college basketball coach

**Professor:** Dr. Stephen E. Rahko, Ph.D.

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**Campus Office:** Fell Hall, 462

**Office Hours:** MW, 3:00-3:45 PM

**Course Description:**

This is an introduction to the study and practice of leadership from a communication perspective. Particular focus is on the dynamic relationship between communication and leadership. The course will include the examination of leadership concepts and theories in organizational, social, and public contexts. Students will analyze their personal leadership styles and develop leadership communication skills. This course provides a foundation for students’ orientation to civic engagement, social action, and the relationship between leadership and engaged citizenship. Students will be challenged to develop personal strategies of effective citizenship and philosophies of leadership and civic engagement in various social and civic contexts. In everyday conversations, the term “leadership” may bring to mind the actions of those in charge of formal organizations, like businesses, governmental institutions, nonprofits, and other structures. However, in this course, we explore how communication practices allow citizens to carry out leadership roles in both formal and informal settings. In this expanded sense of the term, “leadership” refers to the kinds of communicative action that enable us to guide our peer groups, communities, and organizations through the most mundane challenges to the most profound crises.

**What is Civic Engagement?**

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. Civic engagement involves a morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the social, moral, and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate. (Excerpts from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000.)

**Course Goal:** What do we intend to do in this course? What is the purpose of the course?

* To promote personal leadership development and civic growth (personal value driven to the common good).
* To better understand the role of communication in leadership.

**Course Objectives:**

* To demonstrate how communication is inherent in leadership theories and discuss concepts central to different leadership theories.
* To be able to demonstrate a working understanding of effective leadership communication during civic and social engagement.
* To integrate theoretical discussions on social justice, community, and civic responsibility with the practice of competent leadership communication.
* Demonstrate an understanding of the ethical responsibilities of social leadership and social action.
* Develop effective leadership communication skills including interpersonal communication, critical thinking, creative problem-solving, and teamwork.
* Develop a personal philosophy of leadership and civic engagement through practical, critical, and reflective analysis of social issues.

**Instructional Strategies:**

Instructional strategies include: (1) readings, (2) discussions, case studies, and interviews with relevant social leaders, (3) semester research project which will apply relevant literature and theory to practical social contexts, and (4) assessment in the form of several short position papers and several short writings. Our emphasis is on 1) active, engaged learning, 2) personal assessment and development, 3) informed critical thinking, and 4) practice grounded in theory and research.

**Getting Started with Canvas:**

Canvas is an online course management system used by faculty and students at Illinois State University. Classes offered through Illinois State University use Canvas to deliver course materials, assignments, quizzes and tests to students.

* + For an overview of learning with technology or learning on-line, please check out Red Birds Keep Learning at CTLT. This is a one-stop resource with lots of great information. For specifically how to join a ZOOM meeting, check out this video at “how to join a ZOOM meeting.”

For this course, any web browser should work. You can use Internet Explorer. You can install and use Firefox as your web browser. Firefox is a free program that is very similar to Internet Explorer: It can be downloaded at http://www.mozilla.com/en-US/firefox/upgrade.html. In the experience of the support people at Illinois State University, students using Firefox might experience fewer technology issues when using Canvas than those who use Internet Explorer. Mac users should use Safari rather than Firefox. Safari is also a free download and can be acquired at http://www.apple.com/safari/download/. If you are having difficulty with getting your computer set up correctly, you can call the University Computer HelpDesk at 438-HELP. If you need assistance with using Canvas (or Microsoft Word or other software program), it is your responsibility to seek it out in a timely manner! You have a variety of resources available to you including the University Computer HelpDesk (http://helpdesk.illinoisstate.edu/contact/). If you need help with more “academic” issues, such as writing support or study skills, please talk with me or visit the Julia N. Visor Academic Center.

**Course Materials:**

All course material is available in Canvas (that includes media, ZOOM, and additional readings). On-line material will be available free to you, although you will likely spend some money on printing supplies if you prefer to read from paper than on a screen. Most course content will be in PDF, Word, and PPT, which should work for either PC or Mac. To view or print some of the documents, you will need either Microsoft PowerPoint or PowerPoint Viewer software installed on your computer. If you don't have either, the "Viewer" product is available for downloading free from the Microsoft Download Center website. You will also MS Word. I will use the older version, so it will be more universally available. There will also be some audio and video files which means you need to consider what kind of media player is on your computer as well as the speed of your home DSL provider. Technically, all of the audio and video files will play on Quick Time. Go to http://www.apple.com/itunes/download/ for a free download of iTunes7 that should work on either platform. Windows Media player also has a free download at http://windows.microsoft.com/en- us/windows/download-windows-media-player.

**Course Readings:**

There are no required books to purchase for this class. All readings will be available as PDFs on Canvas or online as specified on the Class Schedule section below.

**Note about the Assigned Readings**

The goal of this course is to, as much as possible, tolerate wide differences of opinion. I stress “as much as possible” since opinions that articulate hostility or discrimination on the basis of racial, gender, class, religious or sexual difference will not be tolerated. It is possible to engage in rigorous analysis and argument on controversial topics while maintaining a learning environment that is welcoming of diverse views and opinion, but opinions and attitudes that disrupt such a learning environment will not be tolerated. Readings assigned in this course and posted on Canvas are not meant to represent any consensus of beliefs; instead, the readings are curated in the spirit of Classical Era’s taste for agonism and meant to, as much as possible, reflect a spectrum of ideological and philosophical perspectives that are competent, well informed, and convincingly expressed.

Each week students are encouraged to identify at least a quote from the assigned readings that they find provocative in some way. Students are encouraged to use these quotes as a way of formulating the arguments they wish to pose in class discussions and written assignments.

**COVID-19:**

To be socially responsible, I urge you not to attend class if you feel your safety and the safety of your classmates and faculty may be compromised by your attendance. When you need to miss class, you must be swift and proactive in working with your instructors to take advantage of learning opportunities, develop mastery of course materials, meet the learning objectives as outlined in the course, and prepare for more advanced learning.

Having said that, you are responsible for reading the assigned material prior to class. You are expected to discuss the readings and your ideas informally each session. Because this course is a seminar, not a lecture class, your own involvement is imperative. In order for our discussions to be productive you will need to (1) show knowledge of readings and have given thought to what you have read, (2) articulate your ideas clearly and argue effectively for your positions, (3) contribute to a lively interchange of ideas, and (4) respond thoughtfully to the comments of others.

To keep up to date regarding the latest about coronavirus information, support, and policies at ISU, please refer to the university’s official page at https://coronavirus.illinoisstate.edu/ as well as Redbirds Keep Learning.

**Email:**

My expectation is that when you correspond with me via email that your tone will be professional and that your diction and grammar will be precise. Email is an important forum for distinguishing yourself in the professional world that your college education is, in part, helping you prepare for. When you send me and your other professors an email, I expect that you will be courteous and respectful. Please address me (and your other professors) as either Dr. Rahko or Professor Rahko in email correspondences. Below is an example of the kind of email I hope to not see from any of you:

Hi there I just wanted to let you know that I am super sick and was at the ER all day yesterday. I texted positive for influenza A.  I have a doctors note so I can forward you that. I will not be in class Monday nor Wednesday. This Friday I have a funeral to attend. Early this morning my boyfriends grandpa passed. Sorry for all of this, I just thought I should let u know. I will send proof for everything. If anything changes and I am able to make it I will let you know.

**Academic Development:**

There is a great place on campus if you need some assistance with study skills and writing. For workshops, tutoring, or coaching, check out http://ucollege.illinoisstate.edu.

**Mental Health Resources:**

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at counseling.illinoisstate.edu or by calling (309) 438-3655.

**Student Access and Accommodation Services:**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu

**Academic Misconduct Policy:**

Students must be honest in all academic work, consistent with the academic integrity policy in the *Code of Student Conduct*. All ideas are to be appropriately cited when borrowed, directly or indirectly, from another source. Inadequate citation, unauthorized and unacknowledged collaboration, and/or the presentation of someone else’s work constitutes plagiarism. Students found to commit intentional acts of dishonesty (including falsifying evidence or plagiarizing a written assignment) will receive a failing grade in the course and be referred for appropriate disciplinary action through Community Rights and Responsibilities. I view reporting academic dishonesty as my professional responsibility and do not hesitate to enforce consequences.

**Attendance Policy:**

Please be prepared to discuss the daily readings. Be engaged. Perfect attendance is expected, because by enrolling in this course you have made a commitment to being present during all class meetings. Being absent deprives you of valuable discussions and information. Historically, there has been a strong correlation between absences and grades; the more class time that students miss, the lower the grades they tend to earn. Attendance is calculated as part of your final grade, and there is a point penalty for the accumulation of unexcused absences. ***At the beginning of each class, I will pass out a sign-in sheet for you to sign. Signing this sheet will be used as evidence for your attendance. I will then keep track of your attendance on Canvas. If I mark you absent mistakenly or if you attended class and forgot to sign the sign-in sheet, you have 72 hours from the end of that class period to inform me of this to change your attendance for that day. Any time after that 72-hour period will not be considered.*** Your attendance grade will be calculated as follows:

* 2 or fewer unexcused absences: 100 points
* 3 unexcused absences: 75 points
* 4 unexcused absences: 50 points
* 5 unexcused absences: 25 points
* 6 or more unexcused absences: 0 points

**Late Work and Incomplete Grade Policy:**

All assignments are expected to be uploaded to Canvas on the Assignments tab on the assigned due date as stipulated on the class schedule (see the end of this syllabus). An automatic 10% of the points possible will be deducted from late assignments, with an additional 10% deducted for each 24 hours the assignment is late. I will accept late work for partial credit, but keep in mind that the grade you receive will be at the instructor’s discretion and will be final. In the case of documented university excused absences, assignments should be completed *prior* to the absence. As a rule, incomplete grades will not be given.

**Preparation & Participation:**

You are obligated to be prepared for intelligent class discussion. The quality of this seminar depends ultimately upon the willingness of each participant to constructively and creatively engage the materials, issues, and discussions. Do the assigned readings. Take time prior to class to reflect upon your assignments and your participation. If something is unclear, particularly interesting, or you have some insight, contact me or make a note of it and you’re your question during class.

**Professional Courtesy:**

I feel it is unnecessary to emphasize issues such as respect for the class (attendance, turning assignments in on time, etc.) and the members of the class (respecting others' opinions, being respectful to those who are speaking, and working together in a spirit of cooperation rather than competition). I do, however, want to be clear about my expectations. I believe a college class is an experience designed to bring individuals together to increase and expand knowledge. This is a place of synergy. Thus, I will expect your behaviors and attitudes towards this course to reflect professional courtesy. If I believe a student is not meeting my expectations (e.g., excessive absences, inadequate work, disrespect for others, etc.), I will notify you immediately and a decision will be made concerning your need to drop the course.

**Course Requirements:**

Your grade for this course will depend on how many points you earn from each of the following:

* Commentary Memos (3 -- 25 points each) – On three occasions during the semester you will need to submit a 1.5-page (at least 375 words) memo that lists a passage from the assigned readings you found compelling or objectionable. You’ll need to a) explain in 2 paragraphs why you found the passage compelling or objectionable, and b) identify a topic, idea, or theme from the week’s readings and class discussions you might be interested in exploring and developing further for your Final Paper in this course. (75 points)
* Quizzes (5 -- 25 points each) -- You will need to complete five quizzes based on 5 documentary films about dilemmas in both organizational leadership and public leadership (125 points)
* Organizational Leadership and Culture Report (300 points)
* Attendance (100 points)
* Leadership Canvas Discussion Posts (4 – 25 points each) -- On four occasions during the semester you will need to make a post that answers a specific question, then respond to the posts of two classmates – one you agree with and one you disagree with. You’ll need to explain why you agree and disagree (100 points)
* Public Leadership and Civic Engagement Proposal (50 points)
* Public Leadership and Civic Engagement Final Paper (250 points)
* **TOTAL POINTS 1000**

Detailed instructions for each of these assignments will be available on Canvas. Do not submit a Google doc and do not submit a PDF file. My preference is for you to submit all your assignments as Microsoft Word documents. As students at ISU, you can download Microsoft software for your Mac or PC computer.

**Draft Review**

I am thrilled to review a draft of your assignment and offer suggestions for revision before you submit it

for a grade. I encourage you to seek out assistance early and often. The most successful students in this

course typically work on their assignments well in advance and revise several times before submission. Should you choose to take advantage of the opportunity to have your draft reviewed, please keep the following rules in mind:

* Assignment drafts must be submitted to me in person or via email at least 72 hours before the assignment deadline.
* I will offer feedback on 1 draft of an assignment. Given the many requests I receive for draft reviews, it is not possible to review revised drafts after the initial draft review, though I am always happy to answer specific questions you have as you complete your revisions.

**Teamwork**

**Your role as a team member** -Working as a team is an important part of your education in this class. ***You must make time available to work with your team, regardless of your schedule or other commitments***.It is your job to inform your team of your schedule and keep them informed in the case of emergencies.

*Firing a Teammate:*

Each team is required to create a team contract as part of this course. One of the required elements of that contract is a detailed explanation of how the team will address absent or non-contributing team members. Unproductive or disengaged team members should first be counseled by the team in accordance with the team contract. If the counseling does not produce the desired results, the team should contact their instructor and explain the problem and the steps taken to try to correct it. **If the team and instructor agree,** the team member will be fired. A fired team member will be responsible for completing team-based assignments individually. Teams who remove a teammate are still required to cover the same assigned material. Removing a teammate does not reduce or alter the total workload.

**Class Participation**

Regular attendance and class participation is very important. Class sessions will incorporate discussions and some structured activities. Class sessions will often move beyond the assigned readings to issue analysis, theory application, and communication skill development **(case studies, discussion questions, and “leadership conversations and stories”)**. You are responsible for reading the assigned material prior to class. You are expected to discuss the readings and your ideas informally each session. Your active involvement and engagement are imperative. In order for our discussions to be productive you will need to (1) show knowledge of readings and have given thought to what you have read, (2) provide discussion points from each of the readings, (3) articulate your ideas clearly and argue effectively for your position, (4) contribute to a lively interchange of ideas, (5) synthesize ideas across various readings, (6) respond thoughtfully to the comments of others. Failure to contribute to class discussion, in a meaningful way, will negatively affect your participation. Physical presence is necessary, but not sufficient for participation.

**Technology**

Personal electronic devices may only be used for academic purposes in class. If you choose to use

a permitted personal electronic device in class, you are volunteering to be called on first during

class discussion.

**Recording Devices**

Unless a prior arrangement has been made with me, you may not make any audio or visual recordings of class sessions.

**Classroom Conduct**

Disruptive or disrespectful behavior—such as wearing headphones, nonacademic cell phone use

in class, late arrival to class, or distractions caused by personal electronic use—will not be

tolerated, nor will any activity that potentially puts other students at risk. Students disturbing the

class through their misconduct will be asked to leave immediately.

**Final Grade Ranges**

Letter grades for the semester are calculated based on the following point ranges.

* A = 900–1000 points
* B = 800–899 points
* C = 700–799 points
* D = 600–699 points
* F = 0–599 points

The final letter grade for the course (and grades for the other assignments) will be based on a standard scale (90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F)
**NOTE: Failure to turn in any of the course requirements may result in failure of the course.**

**CLASS SCHEDULE**

**WEEK 1: Introduction to the class, setting the stage for our intellectual voyage**

1/17 Overview of course assignments, policies, and expectations.

1/19 Preparing for our intellectual voyage: Meet your team for the semester and establishing key preliminary questions we want to pose as we explore the question of leadership in our current moment.

***UNIT I: Foundations of Leadership Theory***

**WEEK 2: What is leadership?**

1/22 Perspectives on the relationship between leadership and communication, Part I

Readings: Michael Z. Hackman and Craig Johnson, “Leadership and Communication” in *Leadership: A Communication Perspective* (6th Edition), 1-36

1/24 Perspectives on the relationship between leadership and communication, Part II

Readings: John W. Gardner, “The Nature and Tasks of Leadership,” 1-21

1/26 Perspectives on the relationship between leadership and communication, Part III

Readings: John W. Gardner, “The Nature and Tasks of Leadership,” 1-21; Michael Z. Hackman and Craig Johnson, “Leadership and Communication” in *Leadership: A Communication Perspective* (6th Edition), 1-36

**WEEK 3: Leadership and the question of character**

1/29 Developing leadership character, Part I

Readings: Mary Crossa, Gerard Seijts, and Jeffrey Gandz, *Developing Leadership Character* (London:

Routledge, 2016), 1-16

1/31 Developing leadership character, Part II

Readings: Mary Crossa, Gerard Seijts, and Jeffrey Gandz, *Developing Leadership Character* (London:

Routledge, 2016), 16-31

2/2 Case study in leadership character: Abraham Lincoln

Readings: Nancy Koehn*, Forged in Crisis: The Power of Courageous Leadership in Turbulent Times* (New York; Scribner, 2017), 1-10, 177-200.

**\*\*\*CANVAS DISCUSSION POST 1 DUE BY SUNDAY, 2/4 BY 11:59 PM\*\*\***

***UNIT II: Leadership in Organizations***

**WEEK 4: What does it take to lead an organization?**

2/5 What does it take to lead an organization, Part I

Readings: Daniel Goleman, “What Makes a Leader?” *Harvard Business Review* (November-December, 1998), 93-102.

2/7 What does it take to lead an organization, Part II

Readings: Kirkpatrick and Locke, “Leadership: Do Traits Matter?”; Drucker, “Managing Oneself” in *Harvard Business Review*, and Covey, “Principle-Centered Leadership”

2/9 What does it take to lead an organization, Part III

Readings: Kirkpatrick and Locke, “Leadership: Do Traits Matter?”; Drucker, “Managing Oneself” in *Harvard Business Review*, and Covey, “Principle-Centered Leadership”; Daniel Goleman, “What Makes a Leader?” *Harvard Business Review* (November-December, 1998), 93-102.

**WEEK 5:** **Leadership styles and personaes**

2/12 Leadership styles: Which styles best suit you and which styles will maximize your influence?

Readings: Northhouse, “Understanding Philosophy and Styles”; Michael Z. Hackman and Craig Johnson, “Leadership and Communication” in *Leadership: A Communication Perspective* (6th Edition), 37-70

2/14 Leadership styles, continued

**(ASYNCHRONOUS CLASS SESSION – USE THIS DAY FOR TEAM RESEARCH, PLANNING, AND INTERVIEWS)**

Watch and complete quiz for: “Top 8 Leadership Styles,” <https://www.youtube.com/watch?v=gvsiYHr573c>

**\*\*\*QUIZ 1 DUE ON FRIDAY 2/16 BY 11:59 PM\*\*\***

2/16 Leadership styles and the question of authenticity

Readings: Bass, “From Transactional to Transformational Leadership”; Price, “The Ethics of Authentic Transformational Leadership”

**WEEK 6: Leadership and diversity, equity, inclusion, and justice (DEIJ): Strategies for creating an inclusive organizational culture**

2/19 Why diversity matters, Part I: The business case for diversity and the question of race and organizational

culture

Readings: Victor Ray, “A Theory of Racialized Organizations,” *American Sociological Review*, Vol. 84, No. 1 (2019): 26-53; Courtney L. McCluney, Kathrina Robotham, Serenity Lee, Richard Smith, and Myles Durkee, “The Costs of Code Switching,” *Harvard Business Review*, November 15, 2019; Victor Ray, “Why So Many Organizations Stay White,” *Harvard Business Review*, November 19, 2019

2/21 Why diversity matters, Part II: The business case for diversity and the question of race and organizational

culture

Readings: Victor Ray, “A Theory of Racialized Organizations,” *American Sociological Review*, Vol. 84, No. 1 (2019): 26-53; Courtney L. McCluney, Kathrina Robotham, Serenity Lee, Richard Smith, and Myles Durkee, “The Costs of Code Switching,” *Harvard Business Review*, November 15, 2019; Victor Ray, “Why So Many Organizations Stay White,” *Harvard Business Review*, November 19, 2019

2/23 Why diversity matters, Part III: Gender, sexual orientation, and organizational culture

Readings: Jennifer Berdahl, et. al., “Work as a Masculinity Contest” *Journal of Social Issues* Vol. 74, No. 3 (2018): 422-448.; David Knights and Maria Tullberg, “Managing Masculinity/Mismanaging the Corporation,” *Organization*, Vol. 19, No. 4 (2011): 385-404; VICE News Tonight Special Report, “#MeToo: Women, Men, and Work,” *VICE News Tonight*, February 22, 2018, <https://www.youtube.com/watch?v=Ob-bHRwqPsY&app=desktop>; Sam de Boise, “Editorial: Is Masculinity Toxic?” *Norma: International Journal for Masculinity Studies* (Volume 14, Issue 3, 2019): 147-151: <https://www.tandfonline.com/doi/full/10.1080/18902138.2019.1654742>

**\*\*\*CANVAS DISCUSSION POST 2 DUE BY SUNDAY, 2/25 BY 11:59 PM\*\*\***

**WEEK 7:** **The question of leadership development: What communication skillsets are necessary for effective leadership?**

2/26 Why diversity matters, Part IV: Gender, sexual orientation, and organizational culture

**(ASYNCHRONOUS CLASS SESSION – USE THIS DAY FOR TEAM RESEARCH, PLANNING, AND INTERVIEWS )**

Watch and complete quiz for: VICE News Tonight Special Report, “#MeToo: Women, Men, and Work,” *VICE News Tonight*, February 22, 2018, <https://www.youtube.com/watch?v=Ob-bHRwqPsY&app=desktop>;

2/28 Providing feedback and framing issues to subordinates you manage, Part I

Readings: Burtis and Turman, “Developing the Framing Skills Needed”; Goldsmith, “Try Feedforward Instead of Feedback”

3/1 Facilitating the deliberation of others and group decision making:

Readings: Carcasson, “Tackling Wicked Problems through Deliberative Engagement”; Carcasson, “Effective Facilitation for Deliberation”

**\*\*\*QUIZ 2 DUE ON FRIDAY 3/1 BY 11:59 PM\*\*\***

**WEEK 8: Leadership, ethics, and the problem of power discrepancies within an organization**

3/4 Leadership, ethics, and power, Part I

Readings: Conger, “Leadership: The Art of Empowering Others”; Michael Z. Hackman and Craig Johnson, “Leadership and Communication” in *Leadership: A Communication Perspective* (6th Edition), 135-164

3/6 Leadership, ethics, and power, Part II

Readings: Brown and Trevino, “Ethical Leadership”; Lasakova and Remisova, “Unethical Leadership; ”Sen Sendjaya and James C. Sarros, “Servant Leadership: Its Origins, Development, and Application in Organizations,” *Journal of Leadership and Organization Studies*, Vol. 9, No. 2 (2002): 57-64.

3/8 Leadership, ethics, and power, Part III

**(ASYNCHRONOUS CLASS SESSION – USE THIS DAY FOR TEAM RESEARCH, PLANNING, AND INTERVIEWS)**

Watch and complete quiz for: *Inequality for All*, <https://www.youtube.com/watch?v=zvAFPHLFMa0>

**\*\*\*QUIZ 3 DUE ON SUNDAY 3/17 BY 11:59 PM\*\*\***

**WEEK 9: NO CLASS: SPRING BREAK**

3/11 NO CLASS: SPRING BREAK

3/13 NO CLASS: SPRING BREAK

3/15 NO CLASS: SPRING BREAK

**\*\*\*CANVAS DISCUSSION POST 3 DUE SUNDAY, 3/17 BY 11:59 PM\*\*\***

**WEEK 10: Is there a crisis of organizational leadership and culture in American life?**

3/18 Critique 1: American workers are the victims of “private government”

Readings: Elizabeth Anderson, *Private Government: How Employers Rule Our Lives (and Why We Don’t Talk about It)* (Princeton: Princeton University Press, 2017), 37-71; Jamelle Bouie, “This is What Happens When Workers Don’t Control Their Own Lives,” *The New York Times*, December 14, 2021, <https://www.nytimes.com/2021/12/14/opinion/tornadoes-mayfield-amazon.html>

3/20 Critique 2: Algorithmic management? What exactly is “leadership” when algorithms micromanage us

at work?

Readings: Stephen E. Rahko and Byron B Craig, “Uprooting Uber: From ‘Data Fracking’ to Data Commons,” in *The Gig Economy*, 190-203; Karen Hao and Nadine Freischlad, “The gig workers fighting back against the algorithms,” *MIT Technology Review*, April 21, 2022, <https://www.technologyreview.com/2022/04/21/1050381/the-gig-workers-fighting-back-against-the-algorithms/>

3/22 Critique 3: Absent organizational leadership: Americans suffer from a work/life imbalance in their lives

since they are overworked and suffering from stagnant incomes that don’t support them

 Readings: Heather Boushey, *Finding Time: The Economics of Work-Life Conflict* (Cambridge: Harvard University Press, 2016), 46-95

**\*\*\*COMMENTARY MEMO 1: CRISIS OF LEADERSHIP**

**DUE ON SUNDAY, 3/24 BY 11:59 PM ON CANVAS\*\*\***

**WEEK 11: Is there a crisis of organizational leadership and culture in American life?**

3/25 Overview on how to write a professional report

3/27 Critique 4: The law is weaponized against American workers and consumers through mandatory arbitration

**(ASYNCHRONOUS CLASS SESSION – USE THIS DAY FOR TEAM RESEARCH, PLANNING, AND INTERVIEWS)**

Watch and complete quiz for: *Hot Coffee*, <https://www.youtube.com/watch?v=psebm9RJDvU>

3/29 Critique 5: American consumers and workers are victims of a two-tiered justice system (one for the rich, one for everyone else) and predatory practices in capitalism that have contributed to their debt, overworking, and growing economic inequality.

**(ASYNCHRONOUS CLASS SESSION – USE THIS DAY FOR TEAM RESEARCH, PLANNING, AND INTERVIEWS)**

Watch and complete quiz for*: Inside Job* <https://www.youtube.com/watch?v=T2IaJwkqgPk>

**\*\*\*QUIZZES 4 and 5 DUE ON FRIDAY 3/29 BY 11:59 PM\*\*\***

**\*\*\*CANVAS DISCUSSION POST 4 DUE SUNDAY, MARCH 31 BY 11:59 PM\*\*\***

***UNIT III: Public Leadership in Liberal Democratic Societies***

**WEEK 12: Theories of leadership in modern liberal democracies: “Elites,” expertise, and the question of whether there is a difference between “elites” and leaders.**

4/1 Public address, charismatic leadership, and leadership competition in liberal democracies

 Readings: Max Weber, “The Sociology of Charismatic Authority,” in *From Max Weber: Essays in Sociology*, H.H. Gerth and C. Wright Mills (Eds.), 245-251; Gerry Mackie, “Schumpeter’s Leadership Democracy,” *Political Theory*, Vol. 37, No. 1 (2009): 128-153; Robert E. Terrill, “Unity and Duality in Barack Obama’s ‘A More Perfect Union,’” *Quarterly Journal of Speech*, Vol. 95, No. 4 (2009): 363-386

4/3 **NO CLASS IF DR. RAHKO IS PRESENTING HIS RESEARCH**. Defining public leadership further and posing an uncomfortable question: Can the people be trusted?

Readings: Jean Harley, “Ten Propositions about Public Leadership,” *International Journal of Public Leadership,* Vol. 14, No.4 (2018): 202-217; Sean Illing, “Intellectuals have said democracy is failing for a century. They were wrong,” *Vox*, December 20, 2018, <https://www.vox.com/2018/8/9/17540448/walter-lippmann-democracy-trump-brexit> ; Tom Nichols, “How America Lost Faith in Expertise: And Why That’s a Giant Problem,” *Foreign Affairs 96* (2017): 60-73; watch Frontline’s *United States of Conspiracy*, <https://www.pbs.org/wgbh/frontline/documentary/united-states-of-conspiracy/>

4/5 **NO CLASS IF DR. RAHKO IS PRESENTING HIS RESEARCH**. Can the “elites” be trusted?

Leadership failure, groupthink, and the question of (un)accountability, Part I

Readings: Glenn Greenwald, *With Liberty and Justice for Some: How the Law is Used to Destroy Equality and Protect the Powerful* (New York: Metropolitan Books, 2011), 101-154; Stan Sorscher, “Group-think Caused the Market to Fail,” Huffington Post, December 6, 2017, <https://www.huffpost.com/entry/group-think-caused-the-ma_b_604810> ; watch *Inside Job*, <https://www.youtube.com/watch?v=T2IaJwkqgPk>

**\*\*\*COMMENTARY MEMO 2: “ELITES,” EXPERTS, AND LEADERS**

**DUE ON SUNDAY 4/7 BY 11:59 PM ON CANVAS\*\*\***

**WEEK 13: Theories of leadership continued. Public leadership in the digital era: The dilemma of leadership and “leaderless” social movements**

4/8 Can the “elites” be trusted? Leadership failure, groupthink, and the question of (un)accountability, Part II

Readings: Glenn Greenwald, *With Liberty and Justice for Some: How the Law is Used to Destroy Equality and Protect the Powerful* (New York: Metropolitan Books, 2011), 101-154; Stan Sorscher, “Group-think Caused the Market to Fail,” Huffington Post, December 6, 2017, <https://www.huffpost.com/entry/group-think-caused-the-ma_b_604810> ; watch *Inside Job*, <https://www.youtube.com/watch?v=T2IaJwkqgPk>

4/10 The case for leaderless movements

Readings: Micah White, *The End of Protest: A New Playbook for Revolution* (Toronto: Alfred A. Knopf, 2016), 108-132; Zeynep Tufekci, *Twitter and Tear Gas: The Power and Fragility of Networked Protest* (New Haven: Yale University Press, 2017), 49-82; listen to “The Modern White Power Movement,” <https://www.npr.org/2020/12/01/940825490/the-modern-white-power-movement>

4/12 The case against leaderless movements

Readings: Michael Hardt and Antonio Negri, *Assembly* (Oxford: Oxford University Press, 2017), 1-24; watch Frontline documentary *The Facebook Dilemma* on fake news, psychographic profiles, and the Arab Spring, <https://www.pbs.org/wgbh/frontline/documentary/facebook-dilemma/>

***UNIT IV: Is there a Crisis of Leadership in the United States Today?***

**WEEK 14: Current dilemmas of public leadership in the United States**

4/15 Current dilemmas of public leadership: Identity politics, polarization, and the cultural fracturing of E Pluribus Unum

Readings: Paul Elliott Johnson, “The Art of Masculine Victimhood: Donald Trump’s Demagoguery,” *Women’s Studies in Communication 40* (2017): 1-22; listen to the *Reason Podcast* “Donald Trump and Social Justice Warriors are ‘Unmaking America’, <https://reason.com/podcast/2019/02/13/noah-rothman-on-unjust-social-justice-an/> ; Francis Fukuyama, “Against Identity Politics: The New Tribalism and the Crisis of Democracy,” *Foreign Affairs* (Sept/Oct 2018); Watch *America’s Great Divide: From Obama to Trump, Parts I II;* <https://www.youtube.com/watch?v=SnMBYMOTwEs>

4/17 Public leadership in crisis: Obstructionist tactics and leadership insularity, Part I

Readings: Yascha Mounk, *The People vs. Democracy: Why Our Freedom is in Danger and How to Save It* (Cambridge: Harvard University Press, 2018): 77-98; Francis Fukuyama, “America in Decay: The Sources of Political Dysfunction,” *Foreign Affairs* (Sept/Oct 2014).

4/19 Public leadership in crisis: Obstructionist tactics and leadership insularity, Part II

Readings: Yascha Mounk, *The People vs. Democracy: Why Our Freedom is in Danger and How to Save It* (Cambridge: Harvard University Press, 2018): 77-98; Francis Fukuyama, “America in Decay: The Sources of Political Dysfunction,” *Foreign Affairs* (Sept/Oct 2014).

**\*\*\*COMMENTARY MEMO 3: PUBLIC LEADERSHIP IN CRISIS**

**DUE ON SUNDAY, 4/21 BY 11:59 PM ON CANVAS\*\*\***

**\*\*\* ORGANIZATIONAL LEADERSHIP AND CULTURE REPORT DUE BY 11:55 PM ON SUNDAY, APRIL 21st\*\*\***

**WEEK 15:** **Current dilemmas of public leadership in the United States**

4/22 Does the United States suffer from “leadership bling?”

Readings: Nancy Koehn “America is seduced by ‘leadership bling’ and lacks true leaders,” *CNN Opinion*, November 9, 2017, <https://www.cnn.com/2017/11/09/opinions/america-is-badly-in-need-of-leaders-opinion-koehn>

4/24 Part I: Does the United States require structural reforms to enable new leaders to emerge?

Readings: E.J. Dionne, Jr., Norman J. Ornstein, and Thomas E. Mann, *One Nation After Trump* (New York: 2017): 175-201; Ezra Klein, *Why We’re Polarized* (New York: Profile, 2020): 249-268

4/26 Part II: Does the United States require structural reforms to enable new leaders to emerge?

Readings: E.J. Dionne, Jr., Norman J. Ornstein, and Thomas E. Mann, *One Nation After Trump* (New York: 2017): 175-201; Ezra Klein, *Why We’re Polarized* (New York: Profile, 2020): 249-268

**\*\*\*FINAL PAPER PROPOSAL DUE BY FRIDAY, APRIL 26TH\*\*\***

**WEEK 16:** **Current dilemmas of public leadership in the United States**

4/29 Part I: Does the United States require structural reforms to enable new leaders to emerge? Can public leadership opportunities become expanded and pluralized by new participatory alternatives in our emerging digital era?

Readings: Celina Su, “From Porto Alegre to New York City: Participatory Budgeting and Democracy,” *New Political Science 39* (2017): 67-75; Isaac Jabola-Carolus, “Growing Grassroots Democracy: Dynamic Outcomes in Building New York City’s Participatory Budgeting Program,” *New Political Science 39* (2017): 109-125; watch the *Vice* documentary *The Third Industrial Revolution: A Radical New Sharing Economy,* <https://www.youtube.com/watch?v=QX3M8Ka9vUA>

5/1 Part II: Does the United States require structural reforms to enable new leaders to emerge? Can public leadership opportunities become expanded and pluralized by new participatory alternatives in our emerging digital era?

Readings: Celina Su, “From Porto Alegre to New York City: Participatory Budgeting and Democracy,” *New Political Science 39* (2017): 67-75; Isaac Jabola-Carolus, “Growing Grassroots Democracy: Dynamic Outcomes in Building New York City’s Participatory Budgeting Program,” *New Political Science 39* (2017): 109-125; watch the *Vice* documentary *The Third Industrial Revolution: A Radical New Sharing Economy,* <https://www.youtube.com/watch?v=QX3M8Ka9vUA>

5/3 Final Paper writing workshop in class

**\*\*\*FINAL PUBLIC LEADERSHIP PAPERS MUST BE SUBMITTED TO DR. RAHKO BY 11:59 PM ON FRIDAY, MAY 10th\*\*\***