

LPPL 4225 / ENGL 2559: LEADERSHIP IN PRACTICE

BASIC INFORMATION

Class Meetings: Mondays from 5 – 7 PM, Rotunda Room 150

Number of credits: 2 or 3 (participation on Montgomery trip required for 3 credits), credit/no-credit or graded, depending upon student preference

Term and year: Spring 2019

INSTRUCTION TEAM

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COURSE DESCRIPTION

LPPL 4225 / ENGL 2559 is a required course for Fellows in the Meriwether Lewis Institute for Citizen Leadership. Through this seminar, the 3rd year Meriwether Lewis Fellows will develop and advance their impact on the University, analyze course readings, engage one another on leadership challenges, and begin translating the leadership skills they are learning to the broader world. The success of this course depends directly upon student engagement, curiosity, openness, and willingness to share.

COURSE OBJECTIVES

The primary objective of this seminar is to help you to apply leadership skills and lessons to enhance your impact at the University. Learning will come from many sources, including assigned readings, guests sharing their experiences, and engagement with each other. At times, we may alter the course calendar to allow time to react as a group to current events occurring at the University, in the nation, or in the world. Concepts covered in this course will be both immediately applicable and useful to you for many years to come. Key learning outcomes include:

- 1) Advancing individual and collective knowledge of leadership, both theoretical and practical;
- 2) Applying learning in real-time – focusing on the “so what;”

- 3) Articulating a practical guide for meaningful student engagement at the University.

STATEMENT OF EXPECTATIONS: ATTENDANCE AND ENGAGEMENT

We are looking forward to coming to class each week and hope you are, too. As a Cohort of Meriwether Lewis Fellows, you have the benefit of entering this seminar with a strong foundation of relationships with one another. For this reason, our expectations of engagement, trust, and personal risk-taking are higher than they would be in another course. Your learning in this seminar will depend heavily on the extent to which you are actively involved. Given that the course meets only once a week, attendance at all sessions is critical. Absences for legitimate reasons will be excused but need to be approved by the instructors ahead of time.

REQUIRED COURSE MATERIALS

1. *Meditations* by Marcus Aurelius
2. *The Montgomery Bus Boycott and the Women Who Started It* by Jo Ann Gibson Robinson

COURSE SCHEDULE

Week	Reading	Topic*
1 (Jan 14)	Introduction & Welcome - <i>Meditations</i> , passage of your choice	What Is Leadership? Then and Now
<i>MLK Jr Day</i>		
2 (Jan 28)	<i>Meditations</i> , passage of your choice	Leadership and the University
3 (Feb 4)	<i>The Montgomery Bus Boycott and the Women Who Started It</i> , <i>White Fragility</i> excerpts	Race & Discrimination
4 (Feb 11)	<i>The Montgomery Bus Boycott and the Women Who Started It</i> , <i>White Fragility</i> excerpts	Race & Discrimination
5 (Feb 18)	RBG viewing	Gender & Sexuality
6 (Feb 25)	<i>Week 6 Readings in Collab and on Syllabus</i>	Gender, Sexuality, Pronouns
7 (March 4)	<i>Week 7 Readings in Collab and on Syllabus</i>	Gender, Sexuality, Pronouns, cont.
<i>Spring Break</i>		
8 (Mar 18)	TBD	Montgomery Afterthoughts
9 (Mar 25)	<i>Week 9 Readings in Collab and on Syllabus</i>	Mental Health
10 (Apr 1)	<i>Week 10 Readings in Collab and on Syllabus</i>	Technology and Social Media
11 (Apr 8)	<i>Meditations</i> , passage of your choice; <i>Week 11 Reading in Collab</i>	Leadership in Self Governance
12 (Apr 15)	Meaningful Engagement Presentations (Group A)	
13 (Apr 22)	Meaningful Engagement Presentations (Group B)	
14 (Apr 29)	Meaningful Engagement Presentations (Group C) and Conclusion <i>Meditations</i> , passage of your choice	

*Please see topic list at the end of the syllabus for the course readings that correspond to each class topic.

EVALUATION PROCEDURES AND GRADING CRITERIA

LPPL 4225 is a two-credit course that may be taken either credit/no-credit or for a grade. Students who attend the Civil Rights Tour of Montgomery, AL can earn a third credit by enrolling in a related independent study (their selected credit/no-credit or graded option for the two-credit course will apply to the independent study as well).

Required Work:

Ongoing Journal Contributions: Throughout the course of the semester, we will ask you to maintain ongoing contributions to an online ‘journal’ that will allow you to reflect on how you applied a concept, topic, or reading from the course in your lives as students and leaders at the University. Every week we expect two submissions: (1) your own journal entry (approx. 250 words) and (2) a response to another student’s entry.

You can find this ‘journal’ under the Forum tab on our Collab site. Your contributions will be read by your fellow classmates as well as the instructors, and insights or themes that emerge from your entries may be used as helpful contributions to future class discussions. Your weekly entry will be due every Thursday at midnight, and your responses must be posted before noon on Monday.

Class Participation: Your participation in this seminar is critical, both to your own learning and to that of your peers. You will be expected to come to class having completed all required reading and ready to participate in lively discussion. We will assign Fellows to serve as discussion leaders each week to help facilitate class sessions.

Meaningful Engagement Presentation and Write-up: In the final weeks of class, each of you will turn in a summary write up and deliver a brief presentation to the class stating your intentions for meaningful engagement in University life in the year ahead. We will discuss the specifics of this assignment as the semester progresses.

Breakdown of Graded Elements: 2-Credit Option

Ongoing Journal Contributions	35% of final grade
Class Participation (Ongoing)	40% of final grade
Meaningful Engagement Presentation and Write-up (Due April 15 for Group A, April 22 for Group B)	25% of final grade

COURSE TOPICS AND RESOURCES

In addition to the Meditations reading each week, here are the additional articles and resources you will be expected to read prior to each class.

Week 1 - What Is Leadership? Then and Now

- *Meditations* by Marcus Aurelius – passage of your choice

Week 2 - Leadership and the University

- *Meditations* by Marcus Aurelius – passage of your choice

Week 3 - Race & Discrimination

- *The Montgomery Bus Boycott and the Women Who Started It* by Jo Ann Gibson Robinson
- *White Fragility* by Robin Diangelo – Intro “We Can’t Get There from Here”
- *White Fragility* by Robin Diangelo – Chapter 1 “The Challenges of Talking to White People About Racism”

Week 4 - Race & Discrimination

- *The Montgomery Bus Boycott and the Women Who Started It* by Jo Ann Gibson Robinson
- *White Fragility* by Robin Diangelo – Chapter 3 “Racism After the Civil Rights Movement”

Week 5 - Gender & Sexuality

- Viewing of “RBG”

Week 6 - Gender, Sexuality & Pronouns

- [“She? Ze? They? What’s In a Gender Pronoun,”](#) *The New York Times* (January 30th, 2016)
- [Men Explain Things to Me,](#) Rebecca Solnit
- [The #MeToo Moment: Parsing the Generational Divide,](#) *New York Times* (Jan. 17 2018)
- UVA Policy: [Preventing and Addressing Discrimination, Harassment, and Retaliation](#)
- [Why Men Are the New College Minority,](#) *The Atlantic*, (August 8, 2017)

Week 7 - White Fragility & Male Fragility

- *White Fragility* by Robin Diangelo – Chapter 5 “The Good/Bad Binary”
- Ta-Nehisi Coates, *Between the World and Me* (excerpt on Collab)
- [Roman Slavery and the Question of Race](#)
- [Whiteness Studies,](#) Wikipedia
- Eudora Welty, [“Where Is the Voice Coming From?”](#) - difficult reading, not required

Week 8 - Montgomery Afterthoughts

- *Meditations* by Marcus Aurelius – passage of your choice
- Enhanced writing prompt - TBA

Week 9 - Mental Health

- [‘All By Myself,’](#) *Inside HigherEd* (Oct. 26, 2017)
- [Lincoln’s Great Depression,](#) *The Atlantic* (Oct. 2005)
- [Yale’s Most Popular Class Ever: Happiness,](#) *New York Times* (Jan. 26, 2018)
- [Everyone Is Going Through Something,](#) *The Players Tribune* (March 6 2018)

Week 10 - Technology and Social Media

- [*“Saving the Self in the Age of the Selfie,”](#) *The American Scholar* (Feb. 29, 2016)
 - **Make sure to read this one!*
- [“Everything is For Sale Now. Even Us,”](#) *New York Times* (Nov. 24, 2018)

Week 11 - Leadership in Self Governance

- *Meditations* by Marcus Aurelius - passage of your choice
- “Under Construction: A Case Study of Student Self-Governance at the University of Virginia” Nicole Eramo (May 2010) Pages 11-18 (on Collab)

Week 14 - Conclusion

- *Meditations* by Marcus Aurelius – passage of your choice

UNIVERSITY HONOR CODE

We trust every student in this course to comply fully with all provisions of the University’s Honor Code. By enrolling in this course, you have agreed to abide by and uphold the Honor System of the University of Virginia, as well as the following policies specific to this course:

- All graded assignments must be pledged.
- All suspected violations will be forwarded to the Honor Committee, and you may, at the teaching team’s discretion, receive an immediate zero on that assignment regardless of any action taken by the Honor Committee.

Please let us know if you have any questions regarding the course Honor policy. If you believe you may have committed an Honor offense, you may wish to file a Conscientious Retraction by calling the Honor Offices at (434) 924-7602. For your retraction to be considered valid, it must, among other things, be filed with the Honor Committee before you are aware that the act in question has come under suspicion by anyone. More information can be found at www.virginia.edu/honor. Your Honor representatives can be found at: <http://www.virginia.edu/honor/2016-2018-representatives/>. Additionally, Honor support officers enrolled in this class are available for questions.